

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Florence	Tesol 193wk	2019-05-11	Grammar	PPP	35 min

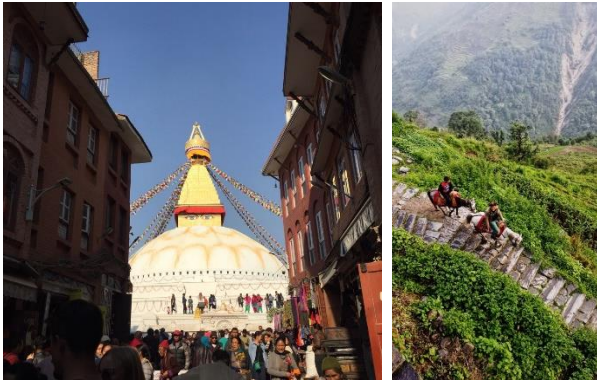
Lesson	
Topic	Past events
Main Aim	Students will be able to recognize past simple tense.
Secondary Aim	Students will be able to practice speaking fluency.

Materials and References
Board, Makers, Screen, PPT, Pictures, Worksheets

Student Profile			
Level	Lower intermediate		
Age	20's-40's	Number of Students	4
Detail	Students would like to practice speaking with proper tense. And they would like to reduce mistakes in usage of English language.		
Assumptions about students' knowledge as required for this lesson:			
They had learned present tense and even past tense 'be' verb, 'do, does, did'. They know what verb is and they practiced infinitive form of verbs.			

Anticipated Classroom Management Difficulties and their Solutions:
Technical failure. - Prepare a backup printed hand out

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation.

Stage Name: Lead-in		
Purpose of this stage: To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language.		
Materials: Board, Makers, Screen, PPT, Pictures,		
Timings	Interactions	Procedure
2min	T-S	<p>Draw, mime, show a picture etc. to create a clear and understandable situation. Try elicit the model sentence by referring to the situation.</p> <p>Hi. How are you today?</p> <p>Look at the picture of me.</p>  <p>Talk about the pictures with your partner. (pair work)</p> <p>Anything, di you have any question about that?</p> <p>... (students ask to a teacher)</p> <p>It is Nepal. One is buddah temaple. One is one the way to mountain Himalaya.</p> <p>(when is it?) Three years ago.</p> <p>Please make sentence. Three years ago.</p> <p>I ____ Nepal three years ago.</p> <p>I visited Nepal three years ago.</p>

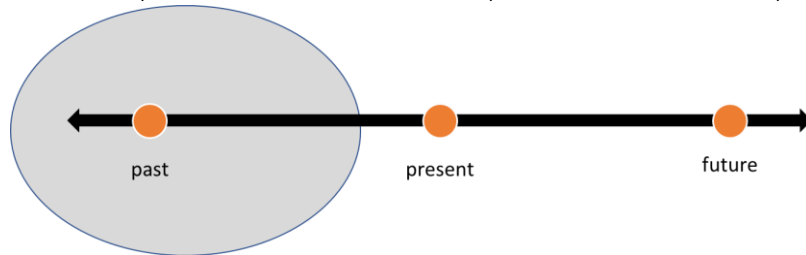
Stage Name: Presentation		
Purpose of this stage: Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
Materials: Board, Makers, Screen, PPT, Pictures,		
Timings	Interactions	Procedure
8min	T-S	<p>Board the model sentence (if students are unable to tell you, just board it).</p> <p>CCQ – ask questions, and use time lines.</p> <ol style="list-style-type: none"> 1. Involves student, making them think about the situational context. 2. Don't rush, and don't answer your own ccqs. 3. Use the context to help students realize the correct answer. <p>[CCQ]</p> <p>Am I in Nepal now? (no)</p> <p>When does it happen? (three years ago)</p> <p>Does it talk about now or past or future? (past)</p> <p>Yes, I finished visiting before now and come back to Korea. And I am here not in Nepal now.</p> <p>Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.</p>

1. Identifying sentence / clause structure
2. Changes in spelling
3. Highlight the grammar structure e.g. 'be' auxiliary + simple present verb+ing

[Time line]

When do we use past tense?

We use the past tense when we talk about completed, finished action in the past.



So it happens not in the present. Finished before now.

Does it can tell us about future? (no) or present?

It happened before the moment you are talking about it.

[past tense form: +ed]

Back to the sentence / I visited Nepal three years ago.

We can recognize when it happens by verb form. Change the verb "visit" into past tense, we add '-ed'.

Visit for present visited for past.

For most regular verbs, we add +ed.

For example, "visti-visited"

See the other words, walk – walked / arrive- arrived / try- tried

When the word end with 'e', just put d

For verbs ending with consonant + y, we delete -y, and add +ied

We are going to learn about changing verbs into past tense form later.

[+, -, ?]

The positive sentence we have is / I visited Nepal three years ago.

When you make negative one / I did not visit Nepal three years ago.

It just like action verbs in negative sentence use with do not or don't for the present tense, use past tense of do, "did not" or short "didn't." and use base form of the verb.

I didn't visit Nepal three years ago.

Can we use the sentence like this?

I didn't visited Nepal three years ago. No. because can not put two past tense in one sentence and verbs can not tell negative itself.

So do, does, for past did support the meaning.

What about question form?

Did you visit Nepal three years ago?

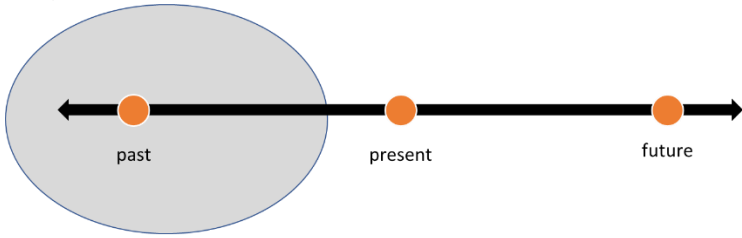
[Pronunciation]

OK everyone, visit- visited (students followed after me) walk-walked, arrive- arrived, try-tried.

What's the sound of visited, it is /id/.

What's the sound of walked, it is /t/

What's the sound of arrived, it is /d/

		<p>What's the sound of <u>tried, it is /id/</u></p> <p>Be careful when you pronounce verbs in past tense. Alright?</p> <p>[time markers]</p> <p>And how do you know from this sentence about the time?</p> <p>I visited Nepal three years ago.</p> <p>Yes, past tense used to tell us the time. We can find time reference.</p>  <p>I visited Nepal three years ago.</p> <p>I came to England in 1996</p> <p>I started a new course last autumn.</p> <p>I went to bed late yesterday</p> <p>See the examples.</p> <p>I visited Nepal three years ago. : when does it happen? (three years ago)</p> <p>I came to England in 1996. : when does it happen? (in 1996)</p> <p>I started a new course last autumn. : when does it happen? (last autumn.)</p> <p>I went to bed late yesterday : when does it happen? (yesterday)</p> <p>We call these things telling time reference is "Time Makers of Past"</p> <p>Drill – drill the spoken form, focusing on contractions, stress and intonation.</p> <ol style="list-style-type: none"> 1. Say and gesture "Listen and repeat: [model sentence.]" 2. Drill will energy and enthusiasm, using natural intonation and stress. 3. Make special pronunciation features visible on the board, using colour. <p>[Drills]</p> <p>Everyone (with gesture) I visited Nepal three years ago.</p> <p>(all students followed) I visited Nepal three years ago.</p> <p>(each students) I visited Nepal three years ago.</p> <p>Where is the stress? I visited Nepal three years ago.</p> <p>(Visited)</p> <p>Alright, let's move on.</p>
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Stage Name: Controlled Practice		
Purpose of this stage: students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min 30sec	T	<p>Instructions.</p> <p>ICQ.</p> <p>Hand out.</p>

		<p>We are going to practice the past simple tense.</p> <p>Take the hand out one each. and check it together.</p> <p>Today we are not going to talk about form deeply. So I give you the reference about changing verbs base form into past tense form. Please check it.</p> <p>And do exercise1. Please Shirley read the instruction for all.</p> <p>(Shirley read it.)</p> <p>Thank you.</p> <p>Please do it yourself individually. I will give you 3mins.</p>
3min	S	Students do a worksheet. (Worksheets should be properly designed. See examples in a course book. Also, don't do too many questions; 5 is probably enough. Please vary the questions so students work with the complete form.)
1min	S – S	Pair check.
3min	T - S	<p>Feedback to check accuracy. Board correct answers visually.</p> <p>Ok no1. Goes to student 1. Please tell me the answer. (answer it.)</p> <p>No2. Goes to student 1. Please tell me the answer. (answer it.)</p> <p>Ok no3. Goes to student 3. Please tell me the answer. (answer it.)</p> <p>Ok no4. Goes to student 4. Please tell me the answer. (answer it.)</p> <p>Ok no5. Goes to student 5. Please tell me the answer. (answer it.)</p> <p>Ok no6. Goes to student 6. Please tell me the answer. (answer it.)</p> <p>Ok no7. Goes to student 7. Please tell me the answer. (answer it.)</p> <p>If we make no1. into question form. Lily?</p> <p>Ryatt can you make question form of no.2?</p> <p>Shirley can you make question form of no.5?</p> <p>Youmi can you make question form of no.7?</p>

Stage Name: Less Controlled Practice		
Purpose of this stage: students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
Materials: Board, Makers, Screen, PPT, Pictures, Worksheets		
Timings	Interactions	Procedure
1min 30sec	T	<p>Ok, turn your page and find out exercise 2.</p> <p>Now we are going to talk about yourself.</p> <p>Think about your last trip. Where, when, what happened in the place.</p> <p>Please make 5 sentences. 4 sentences should be telling truths. But there should be one lie.</p>
3min	S	Students do a worksheet.
3min	S-S	whole class works tighter
2min	T-S	Feedback to check accuracy. Board correct answers visually.

Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: Board, Makers, Screen, PPT, Pictures		
Timings	Interactions	Procedure
30 sec	T	Instructions. (Visual.)

		Now talking time. Talk to your partner your school life. You all graduated university. So talk to your partner about past your own stories from schools and college. What the most memorable thing is, who your best friend is like, about your favorite teacher, subject.
5 min		Students do a productive task which requires natural communication. For example, if the grammar taught in this lesson was about the present simple to talk about general truths or facts, then getting students to talk about general truths and facts would be suitable. E.g. Talk to your partner about the weather in your country. [It rains in summer, and it's hot. Winter is cold....etc]

Stage Name: Wrap-up		
Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.		
Materials: Board, Makers, Screen, PPT, Pictures		
Timings	Interactions	Procedure
1 min	T – S	Offer delayed corrections to the previous stage. "Look at the board. Here are some sentences I heard." Tell me how to correct them
10 sec	T	Set homework Homework is writing dairy of today. Our lesson will be on Thursday. Today is Tuesday. So diary of today goes to past events. Please make your own dairy with past tense verbs.
5 sec	T	Inform students about the topic for the next lesson. Next time we are going to learn about past continuous. Alright well done guys, have a good day.

[Reference]

[pictures for "Lead-in" stage]



[worksheet]

Grammar Box_Past simple sentence

Verb+ed

For example:

want+ed → wanted

work+ed → worked

Verb, ending in – e+d

For example:

dance+d → danced

live+d → lived

Verbs, ending in –y

: y → i + ed

* There are exceptions (for example played)

For example:

cry → cried

try → tried

One vowel verb

: double the consonant

For example:

stop → stop**ped**

blog → blog**ged**

Exercise 1

Complete the sentences. Use the correct form of the verbs.

1. I _____ TV last night, but I _____ a movie.
(watch) (not watch)

2. We _____ our lunch at the hotel yesterday, but we _____ our dinner.
(enjoy) (not enjoy)

3. I _____ you on Monday, but I _____ you on Tuesday.
(email) (not email)

4. Shirely _____ to call last Saturday, but she _____ to come.
(promise) (not promise)

5. We _____ a lot yesterday morning, but we _____ a lot yesterday afternoon.
(walk) (not walk)

6. She _____ to change her flight ticket, but she _____ to change her husband's ticket.
(try) (not try)

7. We _____ London last year, but we _____ Brighton.
(visit) (not visit)

Exercise 2

On a piece of paper, write five things that happend on your last travel. Write four things that are true and one that is not true.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
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[pictures for "Practice" stage]



Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		