

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Lily	193rd	2019-05-11	Grammar	PPP	35 min

Lesson	
<b>Topic</b>	My daily routine
<b>Main Aim</b>	Ss will use present simple tense in sentences
<b>Secondary Aim</b>	Students will practice their speaking fluency


Materials and References
<a href="https://www.allthingsgrammar.com/present-simple.html">https://www.allthingsgrammar.com/present-simple.html</a> <a href="https://owaves.com/day-plans/day-life-steve-jobs/">https://owaves.com/day-plans/day-life-steve-jobs/</a> <a href="https://www.independent.co.uk/news/business/news/from-steve-jobs-obama-jeff-bezos-mark-zuckerberg-how-8-of-the-world-s-most-successful-people-start-a6686466.html">https://www.independent.co.uk/news/business/news/from-steve-jobs-obama-jeff-bezos-mark-zuckerberg-how-8-of-the-world-s-most-successful-people-start-a6686466.html</a> Computer, Monitor, PPT(Pictures), Worksheet (4 copies), Whiteboard, Color board markers (Black, Red, Blue, Green)

Student Profile			
Level	Low intermediate		
Age	Adults	Number of Students	4
Detail	The Students are all native Korean. 3 females and 1 male. They can communicate each other using simple sentences. The Students want to use their day time effectively and become a better person		
Assumptions about students' knowledge as required for this lesson:			
Students already know the present simple tense but don't know when to use it. They know about the subject-verb agreement but make mistakes in sentences. They can recognize the structure of simple sentence. They can use infinitive form of verbs			

Anticipated Classroom Management Difficulties and their Solutions:
Print pictures for back up in case that a computer or a monitor doesn't work. Prepare a bottle of water or candies for dry throat which would cause cough

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

<b>Stage Name:</b> Lead-in <b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Computer, Monitor PPT(Pictures),White board		
Timings (1min)	Interactions	Procedure
1min	T-S	<p><b>Draw, mime, show a picture etc. to create a clear and understandable situation. Try elicit the model sentence by referring to the situation.</b></p> <p><b>[Greeting/Eliciting]</b></p> <p>Hello everyone! How are you? (good)          I have some pictures here about what I do every day          Can you tell me what they are?</p> <p>(Ss use the target language and practice the present simple tense by answering 'wake up, brush the teeth, have breakfast, (put on/ do)makeup and read a book.)</p> <p>And, here, I have another routine.          I want to be healthy and lose my weight.          Do you think what I do 'every day'?</p> <p>T shows the last picture showing 'exercise'          (Ss: (you) exercise every day)</p>

<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
<b>Materials:</b> White board, Color board markers(BK/RD/BL/GN)		
Timing s (8min)	Interaction s	Procedure
2min	T-S	<p><b>Board the model sentence (if students are unable to tell you, just board it)</b></p> <p><b>A teacher writes the model sentence on the white board.</b></p> <p>⇒ <u>'I exercise every day'</u></p> <p>Okay, Let's complete this timeline together.</p> <p>Answer the question. Come to the front and mark X on the line.</p> <p><b>[CCQ &amp; Timeline]</b></p> <p>Class, to lose my weight, do you think, (T write the line only).</p> <ol style="list-style-type: none"> <li>1. Did I exercise yesterday? (yes)</li> <li>2. Do I exercise today? (yes)</li> <li>3. Will I do it tomorrow? (yes)</li> <li>4. Do I repeat it every day? (yes)</li> </ol> <div style="text-align: center;">  </div> <p style="text-align: right; font-size: 1.5em;">Present Simple</p> <p>Like this, we use present simple when we talk about repeated actions or habits, facts or scientific facts, scheduled events or definitions</p>

4min

T-S

2min	T-S	<p><b>[Drill]– drill the spoken form, focusing on contractions, stress and intonation.</b></p> <p>Use color board markers</p> <ol style="list-style-type: none"> <li>1. Say and gesture "Listen 2 times first and repeat after me" : [I exercise every day.] I /'eksə(r)saɪz/ /'ev.ɪ.deɪ/ Students say the sentence chorally and individually.</li> <li>2. Drill with energy and enthusiasm, using natural intonation and stress.</li> <li>3. Make special pronunciation features visible on the board, using colour.</li> </ol> <p>Okay. Where do we put the stress in this sentence? Students answer and the teacher mark the stress on the model sentence</p> <p style="text-align: center;">*       *       *</p> <p style="text-align: center;">[ I exercise every day]</p> <p>How many syllables of the word exercise? Divide the word exercise with slash. (Ss: 3 syllables. ex-er-cise)</p> <p style="text-align: center;">*       *       *</p> <p style="text-align: center;">[ I ex/er/cise every day]</p> <p>T mark the intonation</p> <p style="text-align: center;">*       *       *</p> <p style="text-align: center;">[ I ex/er/cise every day]</p>
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<b>Stage Name:</b> Controlled Practice <b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Worksheet #1		
Timings (5min 30sec)	Interactions	Procedure
30sec	T	<b>[Instructions]</b> Now, we are going to do some activity. To become a better person, we need to think about how we use our day life. So, I have a story about Steve jobs. Let's know about his day life. This is an individual work. You have a text. There are 5 errors in the sentences. Find the errors. Rewrite the correct sentences in the blank. You have 3 minutes to do that.
	T – S	<b>[ICQ]</b> Okay class, <ol style="list-style-type: none"> <li>After you find the errors, what do you need to do? (Ss: Rewrite the correct sentences in the blank)</li> <li>How many errors do you have? (Ss: 5 errors)</li> <li>How much time do you have? (Ss: 3minutes)</li> </ol> Okay, we start now.
3 min	S	<b>[Hand out]</b> <b>[Students do a worksheet.]</b> <b>Notice them the time when there is 1 minute left.</b>
1min	S-S	<b>[Pair check]</b> Okay. Finish your answers and check them with your partner. You have 1 minute.
1min	T	<b>[Feedback to check accuracy. Board correct answers visually.]</b> Ask each student answer each number.

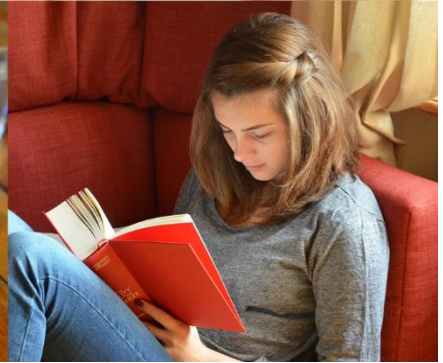
<b>Stage Name:</b> Less Controlled Practice <b>Purpose of this stage:</b> students practice working with the meaning (match a timeline to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
<b>Materials:</b> Work sheet #2		
Timings (7min)	Interactions	Procedure
1min	T	<b>[Instructions]</b> Now, we have another activity. There are some questions about the Steve jobs' day life. Read the text again and answer the questions in complete sentences. This is an individual work too. You have 4 minutes.
	T-S	<b>[ICQ]</b> Class, <ol style="list-style-type: none"> <li>For this activity, How do you answer the question? (Ss: Answer the questions in complete sentences.</li> <li>Do we work by pair? (Ss: No. it's an individual work.)</li> <li>How many minutes do you have? (Ss: 4minutes)</li> </ol> Okay, we start now.
4min	S	<b>[Hand out]</b> <b>[Students do a worksheet.]</b> <b>Notice them the time when there is 1 minute left.</b>
1min	S-S	<b>[Pair check]</b> Okay. Finish your answers and check them with your partner. You have 1 minute.
1min	T-S	<b>[Feedback to check accuracy. Board correct answers visually.]</b> Each student read the answers and t writes the answers on the board

<b>Stage Name:</b> Production – Freer Practice		
<b>Purpose of this stage:</b> is to get students to practice the grammar communicatively.		
<b>Materials:</b> PPT (Pictures)		
<b>Timings</b> (7min 30sec)	<b>Interactions</b>	<b>Procedure</b>
30 sec	T	<p><b>[Instructions.] (Visual.)</b></p> <p><b>A TV news reporter just asked you to tell him about your daily routine. Talk to your partner about your daily routine.</b></p> <p><b>Here are the sample. These pictures may help you to talk.</b></p> <p><b>So, again, talk naturally about you what you do every day</b></p> <p><b>You have 7 minutes.</b></p> <p>(Ss speak 3 minutes each. Keep 1 minute as a spare time in case that students need more time)</p> <p><b>[Students do a productive task which requires natural communication.]</b></p> <p><b>[T monitors and listen to their discussion. Note down sentences that students mispronounce or misspell to correct later.</b></p>
7 min	S-S	



<b>Stage Name:</b> Wrap-up <b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> No materials will be needed in this stage.		
Timings (2min)	Interactions	Procedure
1 min 30sec	T – S	<b>Offer delayed corrections to the previous stage.</b> “Look at the board. Here are some sentences I heard from you. Tell me how to correct them.” Ss say some mistakes and correct them
30sec	T	Alright. <b>[Set homework] / [Inform students about the topic for the next lesson.]</b> Your next lesson is to know what happened yesterday So, as your homework, think about your memorable day and write a diary on your notebook. We will share your diary next class.  Thank you for your participation today. See you in the next class!

[PPT Pictures]



**[Controlled practice] – Worksheet#1**

Read the story about Steve job's day life. There are 5 errors in it.

Find them and rewrite the correct sentences in the blank

I'm a good morning person. I gets up at 6'o clock. I wear the same outfit every day, so I waste not my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only one or two foods like apples or carrots for my health. Does I take a nap after lunch? No. I have meeting with the design lab and check customers' emails at 3 p.m. I have family dinner at 5:30p.m. The dinner will be healthy food. I eat pasta with raw vegetables from family garden. Then, I take a walk with my wife. At 10 p.m., I meditates and do yoga.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

### [Controlled Practice Answer Key]

Read the story about Steve job's day life. There are 5 errors in it.

Find them and rewrite the correct sentences in the blank

I'm a good morning person. I ~~gets-up~~ **(get up)** at 6'o clock. I wear the same outfit every day, so I ~~waste-not~~ **(don't waste)** my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only one or two foods like apples or carrots for my health. ~~Does~~ **(do)** I take a nap after lunch? No. I have meeting with the design lab and check customers' emails at 3 p.m. I have family dinner at 5:30p.m. The dinner ~~will-be~~ **(is)** healthy food. I eat pasta with raw vegetables from family garden. Then, I take a walk with my wife.  
At 10 p.m., I ~~meditates-~~**(meditate)** and do yoga.

- 1) I **get up** at 6'o clock
- 2) I **don't waste** my time.
- 3) **Do** I take a nap after lunch? \_
- 4) The dinner **is** healthy food
- 5) I listen to music, **meditate** and do yoga.

## [Less controlled Practice] Worksheet#2

Read the text again. Answer the questions in complete sentences using the present simple tense

*Example: 'He exercises in the morning'*

I'm a good morning person. I get up at 6'o clock. I wear the same outfit every day, so I don't waste my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only one or two foods like apples or carrots for my health. Do I take a nap after lunch? No. I have meeting with the design lab and check customers' emails at 3 p.m. I have family dinner at 5:30p.m. The dinner is healthy food. I eat pasta with raw vegetables from family garden. Then, I take a walk with my wife. At 10 p.m., I meditate and do yoga.

1) Why does he wear the same outfit every day?

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2) Why does he wake up early in the morning (before his kids get up)?

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3) Why does he have meetings on every Monday?

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4) What food does he eat for his lunch?

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5) How does he relax at night?

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### [Less controlled Practice Answer Key]

Read the text again. Answer the questions in complete sentences using the present simple tense

*Example: 'He exercises in the morning'*

I'm a good morning person. I get up at 6'o clock. I wear the same outfit every day, so I don't waste my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only one or two foods like apples or carrots for my health. Do I take a nap after lunch? No. I have meeting with the design lab and check customers' emails at 3 p.m. I have family dinner at 5:30p.m. The dinner is healthy food. I eat pasta with raw vegetables from family garden. Then, I take a walk with my wife. At 10 p.m., I meditate and do yoga.

1) Why does he wear the same outfit every day?

(Ss: He doesn't want to waste his time in choosing the outfit)

2) Why does he wake up early in the morning (before his kids get up) ?

(Ss: He wants to finish his work little (before his kid get up) )

3) Why does he have meetings on every Monday?

(Ss: He reviews the whole business)

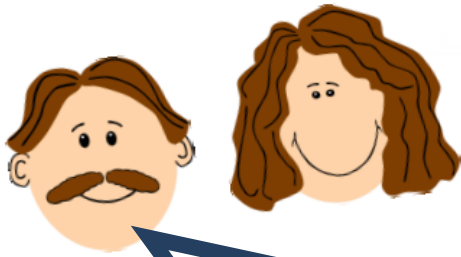
4) What food does he eat for his lunch?

(Ss: He eats only one or two foods like apples or carrots)

5) How does he relax at night?

(Ss: He meditates and does yoga)

[PPT ; Sample and Pictures for the production stage]



I'm an English teacher and I have a big family, so I have a very busy daily routine! First, I get up every day at six o'clock, get washed and dressed, and leave for work by seven-thirty. I get to school at eight o'clock. I prepare my lessons and then teach until noon. The other teachers and I always eat lunch and talk together in the teachers' room. I teach again in the afternoon and then I correct my students' homework and tests. After I get back home, I help my kids with their homework. I have three kids in elementary school. Their names are Mathew, Jon and Suzie. Then, I do some exercise, eat dinner with my family and watch TV before I go to bed at about ten o'clock. We love to watch travel shows. Finally, I read in bed for a few minutes before I fall asleep.



## Instructor's Comments and Assessment

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