**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| 김지양 / Kim | 194 | 05/31/2019 | Grammar | PPP | 30 min |

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| **Lesson** | |
| **Topic** | ‘Where am I?’- Preposition of Place, ‘at, in, on’ |
| **Main Aim** | Students will learn preposition of place, ‘at, in, on’ |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Board, markers, worksheets, PPT file** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 3 |
| **Detail** | | They are all girls. They are close friends who feel comfortable communicating.  Two students don’t like grammar. One student is active compare to other two students. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject and ‘be’ verb relationship * Students know how to make the negative form using ‘not’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use ‘at’ and ‘in’. In their native language, there are not many prepositions. If they try to translate a sentence to their native language, it will get harder for them to understand. 3. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about the 2nd conditional is too much for students to handle in a short 30 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about the 2nd conditional. The remaining new language points can be presented in the next lesson. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * present the target language using a situational presentation * to be an involver type teacher | | | | | |
| **Stage Name:** Lead-in (2min)  **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:** PPT file, board, markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min | T-S | | **[Greeting]**  **[Elicit]**  **(Showing students the PPT)**  **I will give you clues.**  **You will make a sentence about where I live.**  **(First Clue-showing the PPT slide)**  **This is the first clue.**  **What do you see in the picture? (Students: house? Apartment? Building? )**  **What number do you see? (2)**  **What does the number mean? (floor, 2nd floor)**  **(Move onto the next clue-Second Clue)**  **What is the name of the street? (Spring Garden Street)**  **What number do you see? (742)**  **Is it more like a specific location on the street? (yes)**  **(Showing the next clue-Third Clue)**  **What can you see? (map)**  **What is the name of the city? (Fairfax)**  **(Showing the PPT slide that shows all the clues at once)**  **Can you tell me where I live?**  **And can you tell it in one sentence?**  **I live….. (gesturing)**  **\*the model sentence= I live on the second floor, at 742 Spring Garden Street, in Fairfax.** | | |
| **Stage Name:** Presentation (7min)  **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, markers, the PPT file | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 10 sec  1min 30sec  3min    2min | T  T-S  T-S    T-S | | **Board the model sentence (if students are unable to tell the model sentence, I will write it down on the board).**  **\*The model sentence= I live on the second floor, at 742 Spring Garden Street, in Fairfax.**  **CCQ – ask questions, and use time lines or scales where appropriate.**   1. **What is ‘Fairfax’? (a name of a city)** 2. **(Showing Picture A and Picture B) Which picture matches to the sentence? (A)**   **Macintosh HD:Users:pkjy0513:Desktop:스크린샷 2001-01-02 오후 6.45.30.png**  **Macintosh HD:Users:pkjy0513:Desktop:스크린샷 2001-01-02 오후 6.45.16.png**   1. **Can you use ‘at’ for Picture B? (No)**   **[If students don’t understand why, I will explain why we can’t use ‘at’ for Picture B]**  **Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**    **Can you guess when we use at, on or in?**  **[Students might come up with some answers]**  **How are ‘at, on, in’ used in this sentence?**  **[Pointing at the model sentence]**  **(at is for street address, on is for the floor, in is for a city)**  **Let’s look at this picture (showing the PPT slide)**  **What do you see? Does it show a point? Enclosed space? Surface? Line?**  **(point)**  **Yes, ‘at’ is used for specific location like ‘point’.**  **Can you give me some examples? (at the bus stop, at home, …..)**  **[Move onto the next PPT slide]**  **What about this one? Does it show a point? Enclosed space? Surface? Flat line?**  **(Surface, flat line)**  **‘On’ is used for a surface.**  **What are some examples?**  **(‘on the table’, ‘on the 1st floor’, and ‘on the ceiling’…..)**  **[Move onto the next PPT slide]**  **What about this one? Does it show a point? Enclosed space? Surface?**  **(Enclosed space)**  **‘In’ is used for enclosed space.**  **Give me some examples.**  **(in the room’, ‘ in the building’…….)**  **Also it is used for bigger area like ‘in a city’ and ‘in a country’.**    **\*Affirmative form:**  **“I live on the second floor, at 742 Spring Garden Street, in Fairfax”**  **(It’s already written on the board)**  **Underline “on the 2nd floor” and “ in Fairfax” on the board**  **[Asking students questions so that they can come up with the part of the model sentence]**  **-Which floor do I live on? (You live on the second floor)**  **-What city do I live in? (You live in Fairfax)**      **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. **Say and gesture**   **“Listen and repeat: [I live on the second floor, at 742 Spring Garden Street, in Fairfax.]”**  **[Listen and repeat 3 times chorally]**   1. **[Individual Drilling]**   **Let’s start from here. (Gesturing)**  **[Every student gets a chance to say it 2 times]**   1. **Which words are stressed in this sentence? (“Second”, “743", and "Fairfax")**   **[Mark the stress with a different color of marker]** | | |
| **Stage Name:** Controlled Practice (5min)  **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:** Worksheet (Exercise A) | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  3min  1min  30sec | T    S  S – S  T - S | | **[Instructions]**  **[Showing the worksheet to students]**  **I will give you the worksheet.**  **You need to use ‘at, in, on’ to fill the gap.**  **You will work individually.**  **I will give you 3 minutes to do the worksheet.**  **[ICQ]**  **Do you work with your friends? (No)**  **How long do you do the worksheet? (3minutes)**  **[Hand out]**  **[Students do a worksheet]**  **Are you done? Check your answer with your friends for 1 minute.**  **[Pair Check]**  **[Feedback to check accuracy. Board correct answers visually]**  **How was the exercise? Do you get correct answers?** | | |
| **Stage Name:** Less Controlled Practice (7min)  **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:** Worksheet (Exercise B) | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  20 sec      3 min      2 min  1 min | T    T-S  S      S-S  T-S | | **[Instruction]**  **(Showing the worksheet)**  **I will give you this worksheet.**  **For this exercise, you’ll complete the sentence using ‘at, in, on’.**  **And then you’ll make any two sentences about the picture.**  **I will give you 3 minutes to do the worksheet.**  **You will work individually.**  **[ICQ]**  **What are sentences about? (The picture)**  **What do you have to use? (At, in, on)**    **[Hand out]**  **[Students work on Exercise B]**  **[Check on students if they need more time or not]**  **Now it’s time to check answers with your friends.**  **I’ll give you 2 minutes.**  **[**  **Students check answers as a group]**  **[Feedback]**  **What sentence did you write on the worksheet?**  **Did you all write similar sentences? Or different sentences?**  **[Writing sentences on the board and check them]** | | |
| **Stage Name:** Production – Freer Practice (7min)  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** a doll and the PPT file | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  5min 30sec    30sec-1min | T          S-S  T-S | | **[Instructions]**  **You will talk about your favorite place.**  **Talk as a group for 5 minutes.**  **[I.C.Q]**  **How long will you talk? (5 minutes)**  **What do you talk about? (Your favorite place)**  **[Students talk to each other]**  **[Monitoring and Checking if they use correct prepositions]**  **[Write down the places students mention]**  **[Feedback]**  **There are the places you guys mentioned.**  **Do you think you used prepositions correctly?**  **[If they all used them correctly, do not write it on the board]** | | |
| **Stage Name:** Wrap-up (1min- 1min 30sec)  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | | | | |
| **Materials:** Board and markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec | T – S  T | | **[The wrong sentences will be written on the board if there are]**  **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Feedback about the lesson**  **“Preposition can be very confusing, but you guys did great job!”**  **Inform students about the topic for the next lesson.**  **“We will learn preposition of time next class.”** | | |