**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Shawn Yi | 198wd | 2019.10.16 | Grammar | PPP | 45min |

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| **Lesson** |
| **Topic** | Have you ever traveled abroad? |
| **Main Aim** | Students will learn have+P.P |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| **PPT, Board, Worksheets** |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 8-12 years old | **Number of Students** | 10 |
| **Detail** | The Students have already learned past simple  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the vocabulary used in this lesson
* Students have learned about the subject
* Students know how to make the negative form using ‘have’
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning: Have you ever traveled abroad?** Students might not know the meaning of ever so make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to use ever/never and also how to make a question and how to answer it
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.
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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| It could be difficult for students to understand points of grammar in a short time.The students might have problem of the speaking form. Solution : make them practice by drilling, give them confidence to speak and familiar wit grammar points. |
|  **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**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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 5min | T-S |  **Showing a picture to elicit the model sentence.****T: Look at this picture. It’s about me. What could you ask relating to this picture****S: Travel to USA? S: have you been to Italy? S: Have you ever traveled to another country?** **T:Could you pleased say it again? Writing down the model sentence.** |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30sec 2min 6min  6min | TT-ST-ST-S | **Board the model sentence (if students are unable to tell you, just board it).****CCQ – ask questions, and use time lines or scales where appropriate.**1. **Is he talking about the past experience? (YES)**
2. **Do we know when did it happened? (no)**
3. **Is he asking about the future?**

**Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.****Highlight the grammar structure e.g. Have +Subject+ever+ P.P****Ask the students how to answer the model sentence in affirmative and****Negative. Elicit from the students, If they don’t know. I tell them****Yes, I’ve traveled abroad or No, I’ve never traveled abroad.****Write down to Disneyland under abroad and elicit been** **Also write down basketball to elicit played** **Practice them to P.P elicit from the students.****Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Listen and repeat three times Have you ever traveled abroad?

After that nominate the strongest student first and do individual drilling.1. After doing some drilling, Ask students to answer the model sentence by using no I haven’t or Yes I have
2. Ask the students where is the stress? Mark with a red marker.

Ask the intonation as well |
| **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** |
| 30 sec4min1min2min | TS S - ST - S | **Instructions.****Hold up the worksheet and point out exercise A.****Read the examples and hand out the worksheets****Students do a worksheet exercise A****Pair check.****Feedback to check accuracy. Board correct answers visually.** |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30se 3min 1min 2min | T S S-S T-S | **Instructions****Hold up the worksheet and point out exercise B****Students do a worksheet exercise A****Pair check.****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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec6min2min | TS-ST-S | **Instructions. (Visual.)****Talk to you partner using Have you ever +P.P Using exercise A****And answer those questions.****Feedback** |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min30 sec30 sec | T – STT | **Offer delayed corrections to the previous stage.*** **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**

**Set homework.****Inform students about the topic for the next lesson.** |

**Instructor’s Comments and Assessment**

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