

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
YS Kim	198 TH WD	Oct 16, 2019	Grammar	PPP	45 min

Lesson	
Topic	Unless we win the game, we won't go to SeoulLand.
Main Aim	Students will learn the conditionals with 'Unless'
Secondary Aim	Students will practice their speaking fluency.

Materials and References
PPT file, screen, computer, board, colored markers, worksheets.

Student Profile			
Level	Lower Intermediate		
Age	Children (age 8~12)	Number of Students	10
Detail	Students are all native Korean. A few students have lived abroad. Everyone is motivated to learn English.		

Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson
- Students have learned about the first conditional.
- 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:** "If I had a million dollars; I'd buy a new car." Students may think it is talking about a real situation in the past because of the word 'had'. Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to use the if-clause e.g. 'If I buy a new car I had a million dollars.' Identify the two separate clauses being the if-clause and the result/consequence clause. Highlight the variable sentence structure.
E.g. I'd buy a new car **if I had a million dollars.**
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		
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
		Draw, mime, show a picture etc. to create a clear and understandable situation related to your target language. Try elicit the model sentence (a sentence that contains the target language) by referring to the situation.
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
	T	Board the model sentence (if students are unable to tell you, just board it).
	T-S	CCQ – ask questions, and use time lines or scales where appropriate. <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.
	T-S	Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use. <ol style="list-style-type: none"> 1. Identifying sentence / clause structure 2. Changes in spelling 3. Highlight the grammar structure e.g. 'be' auxiliary + simple present verb+ing (+ time reference)
	T-S	Drill – drill the spoken form, focusing on contractions, stress and intonation. <ol style="list-style-type: none"> 1. Say and gesture "Listen and repeat: [model sentence.]" 2. Drill with energy and enthusiasm, using natural intonation and stress. 3. Make special pronunciation features visible on the board, using colour.
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
	T	Instructions. ICQ. Hand out.
	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.)
	S – S	Pair check.
	T - S	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
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 sec	T	Instructions. (Visual.)
5 min	S-S	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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T – S	Offer delayed corrections to the previous stage. <ul style="list-style-type: none"> • “Look at the board. Here are some sentences I heard. Tell me how to correct them.” •
10 sec	T	Set homework.
5 sec	T	Inform students about the topic for the next lesson.

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		