**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Soomi | 201WD | 2019.12.4 | Grammar | PPP | 30 min |

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| **Lesson** | |
| **Topic** | Carried on |
| **Main Aim** | Students will learn the 2nd conditional. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 7 |
| **Detail** | | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy science fiction. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | | |
| **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:** I waved at him, but he carried on walking. Students might does not know the meaning of ‘carried on’   Make a clear visual context and C.C.Q. and grammar worksheet.   1. **Form:** Students may confuse how to use ‘carry on doing something’. Highlight the variable sentence structure.      1. **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** | | |
| 4min |  | | **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** | | |
| 8min | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **CCQ – ask questions.**   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.**   **C.C.Q**  **1)is she talking about the past? (yes)**  **2)is the man doing it now? (no)**  **3)is she talking about only happened once? (yes)**  **Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**   1. **Identifying sentence / clause structure** 2. **Changes in spelling** 3. **Highlight the grammar structure**   **Carried on + simple present verb+ing**  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   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 color. | | |
| **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** | | |
| 30sec  5min  1min  2min | T  S  S – S  T - S | | **Instructions.**  **ICQ.**  **Hand out.**  **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.)**  **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** | | |
| 3min  2min | S  T-S | | **Worksheet**  **Nominate student to talk about what they wrote.** | | |
| **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  3min | T  S-S | | **Instructions. (Visual.)**  **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 what they did in this morning with using carried on +ing [I carried on reading in the subway.]** | | |
| **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  10 sec  5 sec | T – S  T  T | | **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** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |

**Worksheet: carried on (answer)**

**Exercise A**

**Change the sentence to the new form. Write your answers neatly.**

**Example**

**Positive: while eating, I carried on doing homework.**

**Negative: while eating, I didn’t carry on doing homework.**

**Question: did you carried on doing homework while eating?**

1. **Positive: they started to carry on**

**Negative: they didn’t start to carry on**

**Question: did they start to carry on?**

1. **Positive: he carried on talking**

**Negative: he didn’t carry on talking**

**Question: did he carry on talking?**

1. **Positive: while there was a noisy sound, she carried on sleeping**

**Negative: she didn’t carry on sleeping**

**Question: did she carry on sleeping**

1. **Positive: I carried on talking while eating.**

**Negative: I didn’t carry on talking while eating.**

**Question: did you carry on talking while eating?**

**Worksheet: carried on (answer)**

**Exercise B**

**Write 4 true sentences about the picture.**

**Example**

**He carried on drinking coffee.**

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자동 생성된 설명**

* **He carried on talking in the phone**
* **He carried on checking the clock**
* **He carried on doing computer**
* **He carried on checking the email**
* **He carried on thinking**
* **He carried on writing the documents.**

**Worksheet: carried on**

**Exercise A**

**Change the sentence to the new form. Write your answers neatly.**

**Example**

**Positive: while eating, I carried on doing homework.**

**Negative: while eating, I didn’t carry on doing homework.**

**Question: did you carried on doing homework while eating?**

1. **Positive: they started to carry on**

**Negative:**

**Question:**

1. **Positive: he carried on talking**

**Negative:**

**Question:**

1. **Positive:**

**Negative: she didn’t carry on sleeping**

**Question: did she carry on sleeping?**

1. **Positive:**

**Negative:**

**Question: did you carry on talking while eating?**

**Worksheet: carried on**

**Exercise B**

**Write 4 true sentences about the picture.**

**Example**

**He carried on drinking coffee.**

**시계, 개체이(가) 표시된 사진

자동 생성된 설명**