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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Kyungmi,Cho | 201wd | 12/4/2019 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | I’ll put it off for tomorrow. |
| **Main Aim** | Students will learn about phrasal verb “put off” |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Board, color marker, work sheet, eraser.** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10-12 years old | | **Number of Students** | 7 |
| **Detail** | | All of the students are Korean and willing to participate in class. 6girls and 1boy. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about phrasal verb “put off” * 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:** Students learn about phrasal verb ‘put off’. I’ll get them to understand clearly and give enough contexts.      1. **Form:** Students might be confused how to use the pronoun, noun and verb in the sentence. e.g. put it off, put off visit, put off visiting. Highlight the variable sentence structure. 2. **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:** | | | | | |
| This new language points to be learned about the phrasal verb “put off”. To be conveyed to students, teacher talk time can increase, which will lead to teacher-centered, boring class. So I will plan and practice thoroughly to reduce T.T.T and increase S.T.T as much as possible. On top of that time consumed for each activity can be shorter than expected, leaving a lot of time before the lesson finishes. So 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   * Get students to actively participate in the class and have fun * 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** | | |
| 3min | T-S | | Hello, everyone. I’m going to draw something on the board.  Draw a woman opening her mouth.  “Look at this woman. Tell me about her  (She hurts her tooth)  Draw a woman’s thought bubble thinking of going to the dentist.  “What sentence does the woman say?”  ( I’ll put it off for tomorrow) | | |
| **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** | | |
| 1min  1min  5min  2min | T  T-S  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  ( I’ll put it off for tomorrow)  **CCQ**   1. **Does her tooth hurt? (yes)** 2. **Does she plan to go to the dentist today? (yes)** 3. **Does she feel like going to the dentist?(No)** 4. **Is she going to the dentist tomorrow?(yes)**   **Form –** This sentence is talking about delaying something. Look at this sentence.  Which word tells us this is about the delaying? (put off)   1. **Can we say I’ll put it off for tomorrow? (yes)** 2. **Can we say I’ll put off it for tomorrow? (no)**   Why? When we have pronoun, we use is in the middle of phrasal verb   1. **Can we say I’ll put off the visit to the dentist? Or I’ll put the visit to the dentist off for tomorrow? (yes)**   Why? Noun is possible to use in the middle of the phrasal verb and at the end of the phrasal verb. So we can say ‘put noun off, put off noun’   1. **Can we say I’ll put off visit (verb) to the dentist for tomorrow?(no)**   Why? If you want to use a verb after put off, you can use it with the-ing ending. I’ll put off visiting the dentist for tomorrow.    How do we make this into a negative sentence?  (I won’t put it off for tomorrow)  How do we make this a question?  (Will you put it off for tomorrow?)  Where is the future shown? (will)  How can we answer this question?  Board (‘Yes, I will, No, I won’t’)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | subject | verb |  |  |  | |  |  | **pronoun** |  |  | | I | put | it | off | O | | I | put | off | it | X | |  |  | **noun** |  |  | | I | put | The visit | off | O | | I | put | off | The visit | O | |  |  |  | **verb** |  | | I | put | off | visit | X | | I | Put | off | visiting | O |   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**  Listen. Indicate silence./ I’ll put it off for tomorrow. X1  Which words are stressed?(put, off, tomorrow) Mark the stress with a red marker.  Which words are unstressed? (I’ll, it, for)  What happens to the pronunciation of ‘put it off’? /pʊli ɔːf /(it joins together and is fast).  Mark the weak stress with a blue marker.  Listen, and repeat 3 times / I’ll put it off for tomorrow.  **Conduct the drill chorally 3times with gestures. Nominate for individual drilling.**  Listen, and repeat 3 times / I won’t put it off for tomorrow.  **Conduct the drill chorally 3times with gestures. Nominate for individual drilling.**  Listen, and repeat 3 times / Will you put it off for tomorrow?  **Conduct the drill chorally 3times with gestures. Nominate for individual drilling**.  (Nominate a student to ask the question. ”Will you put it off for tomorrow?” to another student, who then answer either Yes, I will or No, I don’t. Repeat the process until every student is involved.) | | |
| **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  3min  1min  2min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Exercise A says to change the sentence in the new form.  Positive: I’ll put it off for tomorrow.  Negative: I won’t put it off for tomorrow.  Question: Will you put it off for tomorrow?  **ICQ**  What exercise are you going to answer now? (exercise A)  How should you write down the answer?(neatly)  **Hand out the worksheets.**  **Students do a worksheet.**  **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** | | |
| 1min  5min  2min  3min | T  S  S-S  T-S | | **Instruction.**  **Holding the worksheet and pointing to the Exercise B on the worksheet**  Guys, now we are going to do Exercise B.  Here are some example situations, read it well and make the appropriate sentences**.**  **Students do the worksheet.**  **Now, compare your answer with your partner.**  **Students do pair check.**  Time’s up. Let’s check. What is your answer? (The students answer) Good!  **Continue to cover all 5 sentences in Exercise B. When necessary, board the answer.** | | |
| **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  5 min | T  S-S | | **Instructions.**  Have you heard of this sentence? Then what do you put off in your daily life?  Can you use ‘put off’ to explain your opinion? (yes)  Talk to your partner**.**  **C:\Users\임경희\Desktop\putoff.jpg**  **Students discuss their opinion freely using put off.**  **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 min  10 sec  10 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.**  Guys, Find out at least 5 another phrasal verbs, and then we’re going to talk about it.  **Inform students about the topic for the next lesson.**  Next week, we are going to talk about another phrasal verb ‘put up with’. | | |

**Instructor’s Comments and Assessment**

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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** |  |  |