

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Sophia	TESOL 208WD	24/06/2020	Grammar	PPP	25 min
Lesson					
Topic	I wish I had				
Main Aim	Students will learn wish + simple past (express a wish about the present)				
Secondary Aim	Students will practice their speaking fluency to talk about a few things they wish were different in the present.				
Materials and References					
https://www.youtube.com/watch?v=nW8JDFcMnr8 (Edited to 1 min); PPT; character picture; audio equipment; worksheet Exercise A&B; Discussion Printout; board; whiteboard markers; board eraser;					
Student Profile					
Level	Lower Intermediate				
Age	6-8 years old	Number of Students	6		
Detail	This is a general English class and students are highly motivated learners. The students are all Koreans. They like to participate in pair and/or group discussions/activities. One student (Kacey) needs extra help with pronunciation.				
Assumptions about students' knowledge as required for this lesson:					
<ul style="list-style-type: none"> Students know the vocabulary used in this lesson Students have had grammar lessons several times and are able to pick up the grammatical terms quickly. Students know about the grammar 'simple past' and should be able to apply the rule in this lesson. 					
What language difficulties to expect when presenting, and how to deal with it:					
<ol style="list-style-type: none"> Meaning: "I wish I had a tail." Students may be confused with the hope vs wish situation. -> need to make it clear that wish usually is a desire that is unlikely to happen. Make a clear C.C.Q to check students' understanding. Form: Students may get confused how to use the wish+ simple-past -> If student asks, provide attention to explain more thoroughly. how to use wish + simple past grammar term. ask students to make their own wish + simple past sentence to check. 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. Speaking Fluency: let students have enough fluency practice and offer delayed error correction (when possible). 					
Anticipated Classroom Management Difficulties and their Solutions:					
*The audio equipment could fail -> bring a set of portable speakers to use with a smartphone; or I will need to read out-loud. *Board markers might not work -> prepare extra set of board markers *Grammar lesson may finish earlier than planned -> have enough back up question/discussion ideas to end the lesson on-time.					
My Personal Aim					
What I aim to demonstrate in this lesson is to focus on allowing more students talk-time and present the grammar term thoroughly.					

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: PPT; audio equipment; one minute edited video; board; whiteboard markers; board eraser		
Timings	Interactions	Procedure
2 mins	T-S	<p>Hi class, great to see you back!</p> <p>Let's look at a short video and then we will answer a few of the questions I have for you.</p> <p>(1-minute video "I wish I had a tail" - show PPT)</p> <p>Q: What does this character want (wishes) to have?</p> <p>A: a tail</p> <p>Q: What is another way to say "I (wish) want to have ___ but don't have it in the present?"</p> <p>A: I wish I had...a tail.</p> <p>Explain: I wish I had, "had" is the past simple form of the verb "to have."</p>
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: PPT; board; whiteboard markers; board eraser		
Timings	Interactions	Procedure
30 sec	T	Board the model sentence (I wish I had a tail). Encourage students to write this sentence down.
1 min	T-S	<p>CCQ –</p> <ol style="list-style-type: none"> Does the character have a tail? (N) Can the character have a tail now? (N) Does the character want something different from the present? (Y)
2 mins	T-S	<p>Form – The character is talking about the present situation. Look at this sentence.</p> <ol style="list-style-type: none"> Can we say I wish I have a tail? (N) Can we say I wish I want a tail? (N) Why? (wish + simple past)
2 mins	T-S	<p>Drill –</p> <p>Listen and Repeat: [I wish I had a tail]</p> <p>Which words are stressed? (wish, had, tail) Mark the stress with a red marker.</p> <p>Which words are unstressed? (I, a)</p> <p>Listen, and repeat 3 times. Conduct the drill 3 times with gestures.</p> <p>Nominate individual drilling. Conduct the drill 3 times with gestures.</p> <p>Nominate a few students to make a sentence with I wish I had ____.</p>

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: Worksheet, board and whiteboard markers; board eraser		
Timings	Interactions	Procedure
30 sec	T	Instructions. Hold up the worksheet, point to exercise A. Exercise A says to complete the sentence below. and to write your answer neatly. Please look at the example sentence. (I don't have any siblings -> I wish I had a brother/sister) You have 2 minutes to do Exercise A. After 2 minutes, you will check the answers with your partner. Please do not look at Exercise B. ICQ. Can you look at Exercise B? (N) How long do you have to do this page? (2 minutes) Hand out the worksheets.
2 mins	S	Students do worksheet exercise A. (monitor)
1 min	S – S	Pair check.
2 mins	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: Worksheet; board, whiteboard markers; board eraser		
Timings	Interactions	Procedure
30 sec	T	Instructions. Turn over your worksheet. Exercise B says write a sentence with a wish +simple past for each picture. You have 2 minutes. Please begin.
2 mins	S	Students do the worksheet exercise B. (monitor)
1 min	S-S	Pair check.
2 mins	T-S	Feedback to check accuracy.

Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: Discussion Printout; board, whiteboard markers; board eraser		
Timings	Interactions	Procedure
15 sec	T	Instructions. Here is the discussion printout (show) Please pick 1-2 questions and discuss with your partner. You have 5 minutes. Do you have any questions? Handout the Discussion Printout
5 mins	S-S	Discussion (natural communication)
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. “Look at the board. Here are some sentences I heard. Tell me how to correct them.”
10 sec	T	Set homework. Please ask your parents a few things they wish were different in the present and write down using wish + simple past form (bring next class)
5 sec	T	Next lesson, we will learn wish + past continuous grammar term. Great job today!

Worksheet: Wish + Simple Past

Exercise A

Complete the sentences below. Write your answers neatly.

Example

I don't have any siblings.

I wish I had a brother/sister.

1. She doesn't have a big car.

2. I don't speak German.

3. I'm in the office.

4. It's only Wednesday.

5. I spend too much money.

6. He doesn't know how to cook.

Worksheet: Wish + Simple Past

Exercise B

Look at the pictures. Write a sentence with **Wish + Simple Past** for each.

1.

2.

3.

4.



Discussion

(Pair-work) Choose few questions for discussion with your partner.

- 1) Do you wish you had a different name? why?
- 2) Do you wish your teacher gave you more homework? why?
- 3) Do you wish you had more free time? why?
- 4) Do you wish you had more friends? why?
- 5) Do you wish you had more toys? why?

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		