**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Paula | 210WK | Aug 22nd 20 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** |  |
| **Main Aim** | Students will learn **present progressive** to talk about things happening **around now** . |
| **Secondary Aim** | Students will practice their speaking freely with using present progressive appropriately . |

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| **Materials and References** |
| **Pictures** which helps to create a situation in order to elicit the model sentence from the students, worksheets |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | teenagers | | **Number of Students** | 2 |
| **Detail** | | This is general English class and students are lower intermediate learners. One of the students is Korean and the other is Moroccan. They have learned **present progressive** happening **now** in previous lesson. They are accustomed to pair work. | | | |
| **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 use present progressive when something is happening right now(at the moment of speaking) * 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'm taking swimming lessons these days" Students are aware of present progressive to talk right now, but they might not know well about present progressive to talk around now(currently happening).   Make a clear visual context and C.C.Q.  now  past around now future   1. **Form:**  Students will make a negative sentence and a question with the model sentence. "I'm not taking swimming lessons these days." "Are you taking swimming lessons these days?" In addition, students may confuse how to make "~ing" verb with various verbs' form. e.g. 'run' →'running', 'lie' →'lying', 'take' →'taking' So I would rather give the students the form of making "~ing" verb rules on worksheet so that they can figure out the rules and practice them on stage 3. 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. Practice more sentences with other nouns. "I'm taking basketball lessons these days." e.g. "badminton, baseball, guitar" | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned present progressive is too much for students to handle in a short 25 minute lesson. Present progressive tense has more than three meanings such as at the moment of speaking, around now and near future happening. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will focus on present progressive about around now this lesson. The remaining of other use 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:** pictures for lead in, worksheets for practice 3 and 4 | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2min | T-S | | **a picture to create a clear and understandable situation related to the target language. Try to elicit the model sentence (a sentence that contains the target language) by referring to the situation.**  **[Picture]**  **conversation between friends on the street**  Man: Hey you!  Woman: Hey! How are you?  Man: Good, good~ Wow, What have you been up to?  You look like you are in great shape!  Woman: Oh, thanks, Actually I'm taking swimming lessons these days. | | |
| **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** | | |
| 6min | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **"I'm taking swimming lessons these days"**  **CCQ – ask questions, and use time lines or scales where appropriate.**   1. Is her swimming lessons a currently happening? (YES) 2. Is she taking swimming lessons at the moment of speaking?(No, the action happens around now, not right now.) 3. Is the situation permanent or habitual? (No, it is happening before and after now.)   **Form – clarify the affirmative, negative, question form.**   1. Make a negative sentence with the model sentence. 2. Make a question with the model sentence. 3. Highlight the grammar structure e.g. ‘be’ 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 colour   "Where is the sentence stress?" "I'm taking **swimming lessons these days**."   1. Practice making present progressive sentences with other nouns such as basketball, badminton, baseball, guitar .   "Let's make a full sentence with this picture?" | | |
| **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  4min | T  T-S  S–S  T-S | | **Instructions.**  "First, do worksheet 1. It is about form of present progressive. Fill in the blanks referring to the table of making '~ing' by yourself and then check with your partner. After pair checking and correcting the answers, we will do worksheet 2. You might understand **the meaning of present progressive to talk around now** more easily to practice worksheet 2. You have 4 minutes on each worksheet including pair check and feedback. "    **ICQ.**  "Do you work alone on your worksheet first?" (yes)  "Do you have to do worksheet 1 and 2 at the same time?(No, we will do worksheet1 first.)  "How much time do you have for your worksheet 1?" (4minutes for each worksheet)  **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.** "Check your answers with your partner."  **Feedback to check accuracy. Board correct answers visually if it needed..** | | |
| **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** | | |
| 4min | S-S  T-S | | **Students do a worksheet. 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** | | |
| 10 sec  7 min | T  S-S | | **Instructions. (Visual.)**  **Students do a productive task which requires natural communication. For example, as the grammar taught in this lesson was about the present progressive to talk about daily conversation, so getting students to talk about daily conversation would be suitable. E.g. Talk to your partner about what you are doing currently.**  **e.g.**  "Oh, you know, the covid situation is getting worse and worse nowadays. We cannot travel or visit somewhere easily now again. So what are you doing currently?" "Well, I am reading books a lot because I cannot go outside much. I surely miss the world before covid, I enjoy reading at home though. What about you?" " I am learning English and doing Yoga with watching Utube nowadays. I hope the covid situation is gone, so I can go out easily and hang out with friends soon. But now, I am so scared of rapid community spread a lot." " Yes...." | | |
| **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  30 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.**  "Search for one sentence with present progressive to talk around now from the newspaper or internet news."  e.g. Around 130 members are currently waiting to be tested. (from Yonhap News Aug 10, 2020)  **Inform students about present progressive to talk near future for the next lesson.**  "O.K. You did a great job on today's lesson. We will learn another use(near future) of present progressive next lesson." | | |

**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** |  |  |