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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seojun Lee (Jason) | 212WD | 20/10/20 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | I’m learning English these days |
| **Main Aim** | Students will learn present progressive to talk about things happening around now. |
| **Secondary Aim** | Students will practice their speaking fluency using present progressive. |

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| **Materials and References** |
| Drawing, markers, worksheet |

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| **Student Profile** | | | | | |
| **Level** | | Low Intermediate | | | |
| **Age** | | Adults | | **Number of Students** | 3 |
| **Detail** | | This is a general English class and the students are highly motivated learners. The students are all Korean, and there is a strong rapport among the students. They are accustomed to group 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 know how to use the present progressive for actions happening right now (at the moment of speaking) * 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:** | | | | | |
| * Students may be confused with actions that are happening right now and how to use the present progressive for things happening around now. **Draw a clear timeline and C.C.Q for students to understand.** * Students may be confused with the time expressions: nowadays, these days. **Use model sentence for choral and individual drilling before allowing students to practice speaking freely.** | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| There is an odd number of students so they will need to work as a group for activities which may take longer than working in pairs. Allow enough but not too much time for the students to correct their own mistakes and practice speaking fluency. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation and manage time effectively. | | | | | |
| **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:** Board markers, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3 min | T-S | | **Draw a clear and understandable situation related to your target language. Try to elicit the model sentence (I’m learning English these days.) by referring to the situation.**  Hi guys. What can you see from this picture?  Draw Tom and John discussing their plans to visit Canada. (Planning a trip)  Tom and John are Korean.  Draw a frown on Tom’s face because he doesn't speak English.  Why does Tom have a frown? (Because he can’t speak English)  Draw a smile on John’s face and a bubble to illustrate that he is learning English.  Make a sentence about what John is saying to Tom? (I’m learning English 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:** Board markers, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  1 min  2 min  2 min | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  “I’m learning English these days.”  **CCQ – Ask questions, and draw a timeline.**   1. Is this happening in the present? (Yes) 2. Is Tom learning English at the moment of speaking? (No) 3. Did Tom start learning English in the past? (Yes)   **Form – Clarify the affirmative, negative, question form.**  Highlight the grammar structure. (subject + to be + verb (ing) + time expression)  Some time expressions we can use with the present progressive are: these days, nowadays, this week/month/year  Can we say I’m learn English these days? (No)  Can we say I’m learning these days English? (No)  How do we make this into a negative sentence? (I am not learning English these days)  How do we make this a question? (Am/Are I/you learning English these days?)  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Drill using natural intonation and stress. 2. Listen and repeat 3 times. “I’m learning English these days”. 3. Conduct choral drilling. Nominate one student for individual drilling. 4. 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:** Board markers, eraser, worksheet | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | | **Instructions. Hold worksheet, point to exercise A**  Work individually for Exercise A on the worksheet. For this exercise you will change the sentence to the new form. After you have completed the exercise compare your answers as a group. Do not do Exercise B. I will give you 2 minutes. Begin  **ICQ.**  Do you work alone for Exercise A? (Yes)  Do you start Exercise B when you finish Exercise A? (No)  How much time do you have to finish the exercise? (2 minutes)  **Hand out worksheet.**  **Students do Exercise A**  **Group check.**  **Feedback to check accuracy.** | | |
| **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** | | |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | | **Instructions. Point to Exercise B**  Turn over your worksheet. Work on Exercise B. Work individually and then compare answers as a group. 2 mins. Begin.  **Students do exercise.**  **Group Check.**  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min  1 min | T  S-S  T-S | | **Instructions.**  Talk as a group about something you guys are doing these days.  For example, it could be something you started recently or even something you’ve been doing for a long time that is still in progress.  **Students discuss as a group.**  **Monitor from a distance and pay attention for target language.**  **Feedback. Nominate one student to share with class.**  “Alicia, what are you doing these days?” | | |
| **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 | | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed error correction.** | | |

**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: Present Progressive**

**Exercise A**

Change the sentence to the new form.

Example.

Positive: **I’m learning English these days.**

Negative: *I’m not learning English these days.*

Question: *Are you learning English these days?*

1. Positive: **Ben is reading an interesting book these days.**

Negative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Positive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Negative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question: Are you learning Spanish at the moment?

1. Positive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Negative: Jane isn’t working right now.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Positive: Alex is writing a book this year.

Negative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise B**

Complete the sentences with the present progressive forms of the verbs.

Example.

I’m tired of studying. I’m (take) taking a break this semester.

1. Tom is (study) \_\_\_\_\_\_\_\_\_ Spanish this year.
2. People aren’t (travel) \_\_\_\_\_\_\_\_\_ nowadays.
3. We’re (prepare) \_\_\_\_\_\_\_\_\_ for our Grammar Microteaching.
4. Is John (teach) \_\_\_\_\_\_\_\_\_ Economics this year?
5. I’m not (work) \_\_\_\_\_\_\_\_\_ at the moment.

Answer Sheet

**Exercise A**

Change the sentence to the new form.

1. Positive: **Ben is reading an interesting book these days.**

Negative: *Ben isn’t reading an interesting book these days.*

Question: *Is Ben reading an interesting book these days?*

1. Positive: *I’m learning Spanish at the moment*

Negative: *I’m not learning Spanish at the moment*

Question: **Are you learning Spanish at the moment?**

1. Positive: *Jane is working right now.*

Negative: **Jane isn’t working right now.**

Question: *Is Jane working right now?*

1. Positive: **Alex is writing a book this year.**

Negative: Alex isn’t writing a book this year.

Question: Is Alex writing a book this year?

**Exercise B**

Complete the sentences with the present progressive forms of the verbs.

Example.

I’m tired of studying. I’m (take) taking a break this semester.

1. Tom is (study) studying Spanish this year.
2. People aren’t (travel) traveling nowadays.
3. We’re (prepare) preparing for our Grammar Microteaching.
4. Is John (teach) teaching Economics this year?
5. I’m not (work) working at the moment.