**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Ko Un Choe | TESOL | 25/10/20 | Grammar | PPP | 30 min |

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| **Lesson** |
| **Topic** | They are taking swimming lessons these days. |
| **Main Aim** | Students will learn the 2nd conditional. |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| **Grammar books; Pictures; board and color markers; work sheets**  |

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | 10 years old | **Number of Students** | 2 |
| **Detail** | The students are all Koreans and enjoy talking to their friends. They are highly motivated learners. They tend to favor the visual learner mode. |
| **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’
* Students learned present progressive for something happening at this moment on their last class.
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** I am taking swimming lessons these days.” Students may think it is talking about things in progress now. But it is about temporary actions that are happening around now, or for a limited period, but necessarily right now Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to use right verb form. They might miss be verb or forget to change main verb into -ing form. E.g. I taking swimming lessons these days or I am take swimming lessons.
3. **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.
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| **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
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| **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: Picture 1; Calendar** |
| **Timings** | **Interactions** | **Procedure** |
| 1min | T-S | T: Hello guys, how are you?  (Show picture 1)Look at this picture. What are they doing? S: They are learning swimming. / They are taking swimming lessons.T: Yes, they are taking swimming lessons. (Draw timeline on board and then show Calendar) These days Oct 1 now Oct 31Look at this calendar. How many days do they take swimming lessons in a week?S: 2 days!!T: For how many weeks?S: 4 weeks!!T: So~ they are?S: They are taking swimming lessons these days!!T: Very good! On our last class, we learned present progressive for something happening at this moment. But today, we are going to learn present progressive for something happening in the present period.  |
| **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 and color marker |
| **Timings** | **Interactions** | **Procedure** |
| 10sec2min3min3min | TT-ST-ST-S | (Board the model sentence:. They are taking swimming lessons these days)**CCQ**1. Are they taking swimming lessons only at this moment? No
2. Are they going to take swimming lessons in the present period? Yes
3. Are they going to take swimming lessons forever? No

**Form** T: Where is the subject? Verb? Object? S be+V-ing O time They are taking swimming lessons these days.T: How do we make this into a negative sentence?S: They are not taking swimming lessons these days.(Board it)T: How do we make this into a question sentence?S: Are they taking swimming lessons these days?(Board it)T: Can we say ‘They are take swimming lessons these days’? S: NoT: Correct. We need -ing form.**Drill** T: Listen. “They are taking swimming lessons these days.” wɪə(r) 'teɪkɪŋ 'swɪmɪŋ ˈlesənz /ðiːz/ deɪz Which words are stressed? S: taking, swimming, lessons(Mark the stress with a red marker)T: Listen and repeat 3 times. “They are taking swimming lessons these days.” Nominate for individual drilling. “They are taking swimming lessons these days.” |
| **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 color marker** |
| **Timings** | **Interactions** | **Procedure** |
| 1min3min1min2min | TSS – ST - S | ( Hold up the worksheet, point to exercise A.)T: Now, we are going to do worksheet. Exercise A says to make a sentence using the given words. Let’s look at the example. You have ‘I / play / piano’Using those words, you can make ‘I am playing piano these days.’ Ok?I will give you 3 min.ICQ- Are you going to make full sentences? Yes How many minutes do you have? 3 min(Hand out worksheet)(Students do exercise A)T: Are you done? Now, you can compare your answers with your partner. You have 1 min.(Pair check.)T: Ok! Can you write your answers for question 1, 2 and 3 on the board? Question 3, 4 and 5?(Students come up to the board and write their answers on the board)T: Does anyone else have a different answer? S: No |
| **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** |
| **Timings** | **Interactions** | **Procedure** |
| 30sec3min1min1min | TSS-ST-S | T: Turn over your worksheet.Exercise B says complete the conversation. Look at the pictures here and you can fill in the blanks. You have 3 min. ICQ: How many minutes? 3minT: Ok! You can start.(Students do the worksheet.)T: Now, you can compare your answers with your partner. You have 1 min(Pair check.)(Feedback to check accuracy.)T: What is the answer for blank (A)? (B)? (C)?  Does anyone else have a different answer? No |
| **Stage Name:** Production – Freer Practice**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| Materials: None |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec5 min1min | TS-ST-S | T: Imagine you are on summer vacation.Talk to your partner about what you are doing these days.For example, can you talk about what you are learning these days?S: Yes.T: I will give you 5 min. Talk to your partner freely.(Students discuss their summer vacation using the target language naturally.) FeedbackT: OK!  |
| **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:** None |
| **Timings** | **Interactions** | **Procedure** |
| 1 min10 sec5 sec | T – STT | T: Look at the board. Here are some sentences I heard. Tell me how to correct them.You don’t have any homework for today.On our next class, we will talk about your next summer vacation plan. Have a good day! See you tomorrow. |

**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**  |
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|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |