**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sammi Yoo | 216th WK | 15.12.20 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Past progressive - She is taking piano lessons these days. |
| **Main Aim** | Students will learn the past progressive using these days. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **None** |

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| **Student Profile** | | | | | |
| **Level** | | Low Intermediate | | | |
| **Age** | | 6 to 12 years old | | **Number of Students** | 2 |
| **Detail** | |  | | | |
| **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’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** 2. **Form:** 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. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
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| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to teach grammar lesson with confidence. | | | | | |
| **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** | | |
| 2 min | T-S | | **Show a picture.**  **Model sentence : "She is taking piano 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** | | |
| 8 min | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **CCQ**  Is it happening at this moment? (No)  Did she used to take piano lessons in the past? (Probably not)  Is it happening around now? (Yes) \* gesture  **Form**  Back to the board, write sentence structureand mention present progressive  S + bV + ing + Obj  She is taking piano lessons these days  **What is the negative form of the sentence?**  She is not taking piano lessons these days  **What is the question form?**  Is she taking piano lessons these days?  **Make a substitution table.**   |  |  |  | | --- | --- | --- | | She is taking | piano lessons | these days | | Cherry is riding | a bicycle | nowadays | | People are wearing | coats |  |   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “Listen and repeat: [She's taking piano lessons these days.]” 2. Drill chorally then individually 3. Which words are stressed?   (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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  2 min  3 min  1~2 min | T  S  S – S  T - S | | Let's do some worksheet activity. There are sample present progressive sentences with 'these days'. Change the sentence form. Please do worksheet A only.  **ICQ :** Are you going to use be Verb + ing? (Yes)  Are you going to use 'these days'? (Yes)  Are you going to flip the page to worksheet B? (No)  **Hand out.**  **Students do a worksheet. /** Monitor or write on board for any feedback /  **Pair check :** Please compare your answers with your partner.  **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** | | |
| 30 sec  3 min  3 min  1 min | T  S  S – S  T - S | | Now, turn your paper to worksheet B. Please look at the pictures and make 4 sentences to explain John around now.  **ICQ :** Are you going to make sentences about John in the past? (No)    **Hand out.**  **Students do a worksheet. /** Monitor or write on board for any feedback /  **Pair check :** Please compare your answers with your partner.  **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** | | |
| 30 sec  5 min  1 min | T  S - S  T - S | | Talk to your partner about your daily routine these days since Corona broke out.  Please discuss  Ss practice the grammar at the communication level. / T monitors /  Feedback to check accuracy. Board student's expression if necessary.  \* maybe connected to the beginning of Wrap-up. | | |
| **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  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 or No homework**  **Inform students about the topic for the next lesson.**  Thank you for the class today. You all did great jobs.  We're gonna learn about obligation next time. See you tomorrow. | | |

**Worksheet A : Be + -ing + Obj. + these days**

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| **★ Positive : She's taking piano lessons these days.**  **★ Negative : She's not taking piano lessons these days.**  **★ Question : Is she taking piano lessons these days?** |

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| **1) Positive : He's eating a lot these days.**  **2) Negative :**  **3) Question :** |
| **1) Positive :**  **2) Negative : She isn't swimming every morning these days.**  **3) Question :** |
| **1) Positive : You're smoking too much these days.**  **2) Negative :**  **3) Question :** |
| **1) Positive : Restaurants are closing early these days.**  **2) Negative :**  **3) Question :** |
| **1) Positive :**  **2) Negative :**  **3) Question : Is he learning yoga these days?** |

**Worksheet B : Be + -ing + Obj. + these days**

**Make 4 sentences about John using present progressive and 'these days'.**

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**John used to be lazy, but...**

**1)**

**2)**

**3)**

**4)**

**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** |  |  |