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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Evelyn | TESOL | 10/2/2021 | Grammar | PPP | 30 min |

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| **Lesson** | |
| **Topic** | I am reading a good book these days. |
| **Main Aim** | Students will learn the present progressive with these days/nowadays. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| Board and coloured markers, and worksheets. |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 2 |
| **Detail** | | Students are all native Korean. Everyone is motivated to learn English. | | | |
| **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 present simple and present progressive. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “I am reading a book these days.” Students may think it is talking about right now because of the words ‘be ~ing’. Make a clear visual context and C.C.Q. 2. **Form:** Students may not know where to put the time adverb. Highlight the variable sentence structure.   Nowadays | I am doing yoga | nowadays.   1. **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:** | | | | | |
| Complicated board work → use a board plan | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * present the target language using a situational presentation * manage my time properly * 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:** a puppet and book, board, markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3min | T-S | | **Put a puppet into your left hand and demonstrate a short play.**  T: “Good morning, everyone. Hi, Jerry.”  J: “Hi, kids! I am happy today! I found a good book to read.” Jerry starts reading.  T: “What is Jerry doing now?” (He is reading a book now.)  J: “I want some tea now. I will read later.” He puts a bookmark at the page and closes the book. He picks up the tea and takes a sip.  T: “Hello, Jerry. What are you doing now?”  J: “I am drinking tea.”  T: “I see. What are you doing these days?”  J: “I’m reading a book these days.” Jerry takes a look at the book for a moment before answering.  T: “Oh, when do you start reading it?”  J: “Last week”  T: “When will you finish?”  J: “Next week.”  T: “Ok, bye Jerry.”  J: Jerry finishes tea, then he continues reading his book. “Bye, bye.”  **Put down the puppet.**  T: “What sentence did Jerry say about tea?” (**I’m drinking tea.**) Borad.  “What sentence did Jerry say about a good book? (**I’m reading a good book these days.**) Board. | | |
| **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, coloured markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3min  3inm  2min | T-S  T-S  T-S | | **CCQ – ask questions, and draw a timeline.**  **Point to sentence 1: I’m drinking tea.**   1. Is he doing this now? (Yes.) **Draw** ---------x-------->   ~~~~~   1. Is this action temporary? (Yes.) **Draw** ---------x-------->   **Point to sentence 2: I’m reading a good book these days.**   1. Does he read before now? (Yes.) 2. Does he read after now? (Yes.) 3. Is he reading ‘right now’? (No.) 4. Is this action temporary? (Yes.)   **Summarize**   1. Point to S2: We can say this when we are doing something ‘around now’. 2. Point to S1: We can say this to talk about temporary actions happening now.   **Form – clarify the affirmative, negative, question form, or other special features.**  **Draw a substitution table and involve students to fill the blanks.**  **Highlight the grammar structure**.  I’m(subject + be) reading(verb ~ing) a book(object) these days/nowadays(time phrase).   1. Ok, class. Where is the subject in this sentence? And next? 2. Right, be + v ~ing. Is this object? Yes. 3. What do you call ‘these days’? It’s called ‘time phrase’. 4. Do you know any other time phrase? 5. Well done, right. Nowadays! Can I say “These days I’m reading a good book.” Does it sound good? Yes.   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “Listen and repeat: [I’m reading a good book these days/nowadays.]” (all together/individually) 2. Which words are stressed? (good, book) - Mark on the board in red. 3. And the intonations? Is it going down at the end? or going up? 4. Listen now. “These days, I'm reading a good book. Nowadays ~” 5. Which words are stressed? (These days or Nowadays.) 6. And the intonation? Did you notice? These days, nowadays. | | |
| **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 marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  2min  1min  1.5min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Exercise A says to make a sentence using these words.  You have 2 minutes. Don’t turn over your worksheet until I say it.  **Hand out.**  **Students do worksheet exercise A.**  **Pair check.** Check the 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:** Worksheet, board and marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  3min  1min  1.5min | T | | **Instructions.**  Turn over your worksheet. Exercise B says write 4 true sentences about the monthly plan.  Write only 1 sentence for each thing. You have 3 minutes.  **Students do worksheet exercise B.**  **Pair check.** Check the 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:** None | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min  30sec. | T  S-S  T-S | | **Instructions.**  Talk to your partner about what you’re doing or what you’re interested in nowadays.  For example, I’m interested in having a cat nowadays or I’m playing the ukulele these days.  You have 5 minutes.  **Students discuss their interest using the target language naturally.**  **Feedback** | | |
| **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 min  30 sec  30 sec | T – S  T  T | | **Tell the class what they did well, and what needs to improve.**  **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.**  For homework, write down 5 sentences about what you are doing these days.  It is due tomorrow.  **Inform students about the topic for the next lesson.**  Tomorrow, we are going to read about Gina’s diary.  I will prepare fun activities for you.  Dismissed | | |



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



**Exercise A**

**1. Make a sentence using these words.**

**For example,**

|  |
| --- |
| **days, playing, She, ukulele, is, the, these**  **→ She is playing the ukulele these days.** |

1. **watching, He, a, now, is, movie**

**→ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **am, practicing, Nowadays, I, taekwondo**

**→ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **these, is, Kevin, learning, French, days**

**→ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **doing, What, you, days, are, these**

**→ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**

**Exercise B**

This is a monthly plan for February only. **Today is 12/02/2021.**

Write 4 true sentences about the monthly plan.

Write only 1 sentence for each thing.

**February 2021**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Mon.** | **Tue.** | **Wed.** | **Thur.** | **Fri.** | **Sat.** | **Sun.** |  |
| **★ 1** | **2** | **★ 3** | **▩ 4** | **★ 5** | **6** | **▩ 7** | **★ Do yoga** |
| **8** | **★ 9** | **▩ 10** | **★ 11** | **♤ 12** | **▩ 13** | **◐ 14** | **◐ Read books** |
| **◐ 15** | **◐ 16** | **17** | **◐ 18** | **◐ 19** | **20** | **▩ 21** | **▩ Ride a bike** |
| **22** | **▩ 23** | **◐ 24** | **◐ 25** | **26** | **27** | **▩ 28** | **♤ Stay at home** |

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ today.**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**



**Exercise A**

1. **He is watching a movie.**
2. **Nowadays I am practicing taekwondo.**
3. **Kevin is learning French these days.**
4. **What are you doing these days?**

**Exercise B**

1. **I am staying at home today.**
2. **I did yoga.**
3. **I will read books.**
4. **I am riding a bike these days.**