**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Nakyoung Kim (Helen) | 221 WD | 31 May 2021 | Grammar | PPP | 25 min |

|  |
| --- |
| **Lesson** |
| **Topic** | ‘present progressive’ tense: present simple of “be” + verb-ing |
| **Main Aim** | Students will learn ‘present progressive’ tense to talk about temporary situations and habits. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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

|  |
| --- |
| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | Children (6-12 years old) | **Number of Students** | 5 |
| **Detail** | Students are children between the ages of 6 and 12. The students are all Koreans, and enjoy watching illustrations and pictures. They are accustomed to work individually and/or as pair and/or group, but still need to be relaxed before they will open up to communicate freely. 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 have learned about present simple tense of ‘be verb’ and past simple tense.
* 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:** Students may confuse about a period of time, so called “around now”. I will use time lines and CCQ to help students understand it. In addition to this, students may wonder the difference among nowadays, these days and at the moment. This point can be presented in the next lesson.
2. **Form:** Students may confuse whether an adverb can be said in the beginning of sentence or the end of sentence. If a student asks whether it is ok to say “nowadays, people are traveling a lot”, I will say it is ok too. But I will say that today we focus upon the form that we learn (for manageable learning).
3. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words are stressed?” Board the stress markers in red.
 |
| **Anticipated Classroom Management Difficulties and their Solutions:** |
| The quantity of new language points to be learned about the present progressive tense is too much for students to handle in a short 25 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 present progressive tense. 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 describing pictures
* 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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1min 30sec | T-S | Hello everyone. Look at the left picture. Does he work or study? (study) Tell me about him. Make a sentence. (He is studying) Is he studying around now? (Yes) **He is studying at the moment.** What is he learning? (He is learning English) Look at the right picture. Does he learn English three times per week? (Yes) Tell me about the situation. Use an adverb “these days”. What is he learning these days?(**He is learning English these days**)How does he learn English? (He is reading a book) If he has a habit of reading a book recently, how can we say? Use an adverb “nowadays” and tell me about it. (**He is reading a book nowadays**) |
| **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** |
| 30sec2min1min2min | TT-ST-ST-S | **Board the model sentence** (if students are unable to tell you, just board it).1. **He is studying at the moment.**
2. **He is learning English these days.**
3. **He is reading a book nowadays**

**CCQ** **Time line for 1 and 2** **Now** **~~~~~~~~** **Past Action begun Future**1. Did he start studying? (Yes)

Is he studying around now? (Yes)How long is he studying? (I don’t know but temporarily since he started studying)1. Did he start learning English? (Yes)

Is he learning English around now? (Yes)How long is he learning English? (I don’t know but temporarily since he started learning English)**Time line for 3** **Now** **~~~~~~~~~~~~~** **Past Action begun Future** **Action repeated**1. Did he start reading a book? (Yes)

Is he reading a book around now? (Yes)How many times is he reading a book? (I don’t know but many times since he started reading a book)**Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | Be-verb | Verb-ing | Object | Adverb |
| He | is | studying | X | at the moment |
|  | Isn’t |  | X |  |
| He | Is | learning | English | these days |
|  | Isn’t |  |  |  |
| He | is | reading | a book | nowadays |
|  | Isn’t |  |  |  |

When making a present progressive sentence, is an object optional? (Yes, For the first sentence, there isn’t an object. But the second and third sentences have objects.) Is it ok to say “he is studying these days”? (Yes)Is it also ok to say “he is studying nowadays”? (Yes)How do we make this into a negative sentence? (Add isn’t)How do we make this into a question sentence? (Say be-verb first then, say subject and the rest)**Drill**Listen. He is ‘studying at the ‘moment. /hi iz ‘stʌding æt ðə ‘məʊmənt/Which words are stressed? (studying, moment) Board the stress markers in red.Which words are unstressed? (he, is, at, the)Listen and repeat 3 times. Conduct the drill chorally 3 times with gestures. Nominate for individual drillingListen. He is ‘learning ‘English ‘these days. /hi iz ‘lɜːnɪŋ ‘ɪŋɡlɪʃ ‘ðiːz deɪz/Which words are stressed? (learning, English, these days) Board the stress markers in red.Which words are unstressed? (he, is)Listen and repeat 3 times. Conduct the drill chorally 3 times with gestures. Nominate for individual drillingListen. He is ‘reading a ‘book ‘nowadays. /hi iz ‘riːdɪŋ ə ‘bʊk ‘naʊədeɪz /Which words are stressed? (reading, book, nowadays)Board the stress markers in red.Which words are unstressed? (he, is, a)Listen and repeat 3 times. Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. |
| **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** |
| 30sec2min1min1min 30sec | TSS-ST - S | **Instructions. Hold up the worksheet, point to exercise A.**Exercise A says to change the verb in the new form. For example, I \_\_ \_\_\_\_\_\_\_ English these days. In this sentence, change the verb “learn” in the new form. Answer is “am learning”.**Hand out the worksheets.****Students do a worksheet.** Answer for your worksheet.**Pair check.** Check your answers with you partners.**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** |
| 30sec2min1min1min 30sec | TSS-ST - S | **Instructions.** Turn over your worksheet. Exercise B says make 4 true sentences about the picture. What people are doing nowadays / these days / at the moment? **Students do a worksheet.** Answer for your worksheet.**Pair check.**Check your answers with you partners.**Feedback to check accuracy.**  |
| **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 sec6min 30 sec | TS-ST-S | **Instructions.** Let’s talk about your recent habit. Can you talk about things you do often nowadays? Talk to your group. (set 2 groups of 3 students, using gesture)Students discuss their recent habit using the target language naturally.Monitor students from distance.**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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 50 sec5 sec5 sec | T – STT | Tell the class what they did well and what needs to improve**Offer delayed corrections to the previous stage.**e.g.) Look at the board. Here are some sentences I heard. Tell me how to correct them.**Set homework:** As your homework, you can write 300 words about what you are doing these days. Please bring it in the next lesson.**Inform students about the topic for the next lesson:**We will learn “past progressive” tense in the next lesson. Thank you! |

**PPT1**

****

****

**Worksheet: present simple of “be” + verb-ing**

**Exercise A**

Change the verb

Example

**I am learning English these days.**

 (learn)

1. she \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ in London these days.

 (live)

1. he \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ at the moment.

 (walk)

1. I \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ a fork nowadays.

 (use)

1. I \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ his plants while he is away.

 (water)

**Worksheet: present simple of “be” + verb-ing**

**Exercise B**

Write 4 true sentences about the picture. What are people doing nowadays / these days / at the moment?

**Example**

Tourists are taking a photo at the moment.

****

**Answer sheet: present simple of “be” + verb-ing**

**Exercise A**

Change the verb

1. she \_\_is\_\_ \_\_\_\_\_living\_\_\_\_\_ in London these days.

 (live)

1. he \_\_\_is\_\_ \_\_\_\_\_walking\_\_\_\_\_ at the moment.

 (walk)

1. I \_\_am\_\_ \_\_\_\_\_using\_\_\_\_\_ a fork nowadays.

 (use)

1. I \_\_am\_\_ \_\_\_\_\_watering\_\_\_\_\_ his plants while he is away.

 (water)

**Exercise B**

Write 4 true sentences about what people are doing nowadays / these days / at the moment.

People are wearing masks these days.

People are traveling a lot nowadays.

A tourist is reading a map at the moment.

The airplane is flying high in the sky at the moment.

**Instructor’s Comments and Assessment**

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