

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Tina	223wd	04/08/2021	Grammar	PPP	25 min

Lesson	
Topic	He is living in Korea
Main Aim	Students will learn present progressive.
Secondary Aim	Students will practice their speaking fluency.

Materials and References
Board, markers, materials

Student Profile			
Level	Lower Intermediate		
Age	Adult	Number of Students	3
Detail	They are all Koreans who are struggling with the form of grammar. So it is essential to draw a substitution table to make them understand clearly.		

### 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:** "He is reading a new book these days." Students may think it is talking about a specific action that is conducted right at the time of speaking. Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse where to put 'not' when making negative sentences. Draw a clear substitution table to help students understand better.
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.

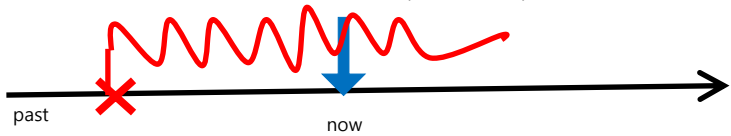
### Anticipated Classroom Management Difficulties and their Solutions:

The quantity of new language points to be learned about the present progressive 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. (eg. Present progressive has more meaning than one) 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

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Board, Markers		
Timings	Interactions	Procedure
1 min	T	<p>"Hi, guys. Look at what I will draw on the board and call out anything you can think of."</p> <p>Draw : 1. Two people 2. A thought bubble including Japan flag on the first person</p> <p>"It seems a friend came to him and asking something about his experiences. So, where did he live?" (He lived in Japan)</p> <p>3. Korea flag at the back</p> <p>"Where is he now?" (He is in Korea)</p> <p>"How can we say it in another way?" (He lives in Korea) (He is living in Korea)</p>
<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T	Board the model sentence (if students are unable to tell you, just board it). <He is living in Korea>
1min	T-S	<p><b>CCQ – ask questions and use time lines</b></p> <ol style="list-style-type: none"> <li>Did he move to Korea in the past? (Y) Do we know when it is? (N)</li> <li>Is it continuous from when he moved to Korea? (Y)</li> <li>Does he live in Korea right now? (Yes)</li> <li>Can we know when he leaves Korea? (No, dun no)</li> </ol>
4min	T-S	 <p><b>Form</b></p> <p>It describes something about these days .Look at this sentence. Which word tell us this is about these days?(is /living)</p> <p>Can we say He is live in Korea? (N)</p> <p>Why? (Because 'be verb + gerund= happening now, these days')</p> <p>How do we make this into a negative sentence? ( He is not living in Korea) Board He is not living in Korea.</p> <p>Which word shows it is something about these days? ( is living)</p> <p>Where is 'not' located? (after the be verb)</p> <p>How do we make this into a question? (Is he living in Korea?) Board Is he living in Korea?</p> <p>Which word shows it is something about these days? ( is living)</p> <p>And how can we answer this question? (Yes, he is living in Korea/No, he is not living in Korea.)</p>

2min	T-S		Subject	be	Gerund(verb+ing)	rest
		+	He/She I They	is am are	living	in Korea
		-	He I They	Is not am not are not	living	in Korea
		?	Is Am Are	He I they	living	in Korea
		Board the substitution table above.				
<b>Drill</b> "Listen and repeat: He is living in Korea" Which words are most stressed? (living, Korea). <b>Mark the stress with a red marker.</b> Which words are less stressed? (He). <b>Mark the stress with a blue marker.</b>  Listen, and repeat 3 times: He is living in Korea. <b>Conduct the drill chorally 3times with gestures. Nominate for individual drilling.</b> Listen, and repeat 3 times: He is not living in Korea. <b>Conduct the drill chorally 3times with gestures. Nominate for individual drilling.</b> Listen, and repeat 3 times: Is he living in Korea? <b>Conduct the drill chorally 3times with gestures. Nominate for individual drilling.</b> <b>Nominate a student to ask the question, Is David living in Seoul? to another student who must answer either yes, David is living in Seoul, or, no he is not living in Seoul.</b>						
<b>Stage Name:</b> Controlled Practice <b>Purpose of this stage:</b> 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.						
<b>Materials:</b> Materials						
<b>Timings</b>	<b>Interactions</b>	<b>Procedure</b>				
30 sec	T	<b>Instructions. Hold up the worksheet, point to exercise A.</b> Exercise A says to change the sentence in the new form. You have 2minutes. Positive: He is living in Korea. Negative: He is not living in Korea. <b>ICQ:</b> Do we need to do Exercise B? (N) <b>Hand out.</b>				
2min	S	<b>Students do a worksheet.</b>				
1min	S – S	<b>Pair check.</b>				
1min	T - S	<b>Feedback to check accuracy.</b>				

<b>Stage Name:</b> Less Controlled Practice		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> Materials		
Timings	Interactions	Procedure
30sec		<b>Instructions.</b> Turn over your worksheet. Exercise B says make as many as true sentences about the picture. Please make sure you should make at least 3 sentences. You have 3 minutes.
3min		<b>Students do the worksheet.</b>
1min		<b>Pair check.</b>
1min		<b>Feedback to check accuracy.</b>
<b>Stage Name:</b> Production – Freer Practice		
<b>Purpose of this stage:</b> is to get students to practice the grammar communicatively.		
<b>Materials:</b>		
Timings	Interactions	Procedure
30 sec	T	<b>Instructions.</b> Talk to your partner about what you are doing/ interested in recently or your interesting issues these days. For example, I am reading a book called, the little prince these days.
5 min	S-S	<b>Students discuss their recent news using the target language naturally.</b>
<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> Board, Markers		
Timings	Interactions	Procedure
1.5 min	T	<b>Lesson feedback.</b> Tell the class what they did well, and what needs to improve/ <b>Offer delayed corrections to the previous stage.</b> <ul style="list-style-type: none"> <li>“Look at the board. Here are some sentences I heard. Tell me how to correct them.”</li> </ul> <b>Set homework.</b>  <b>Inform students about the topic for the next lesson.</b>

## Instructor's Comments and Assessment

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

## Worksheet: Be doing

### Exercise A

Change the sentence to the new form.

#### [Example]

**Positive:** He is living in Korea.

**Negative:** He is not living in Korea.

**Question:** Is he living in Korea?

1) Positive: She is studying English.

Negative:

Question:

2) Positive:

Negative: Tina is not reading books these days.

Question:

3) Positive: James is playing tennis.

Negative:

Question:

## Worksheet: Be doing

### Exercise B

Write at least 3 true sentences about the picture.

[Example]

Tom is singing.

Tom is not eating.



1)

2)

3)