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| Grammar Lesson Plan | | | | | | | | | | | |
| TITLE | | A purse full of pounds | | | | | | | | | |
| INSTRUCTOR | | | | | | Ss’ LEVEL | | | AGE GROUP | No of Ss | LENGTH |
| Lisa | | | | | | Pre Intermediate | | | Adult | 12 | 50 mins |
| MATERIALS | | | | | | | | | | | |
| worksheet, white board, markers, realias (e.g. balloon, umbrella, cooking book, necktie, brush, shoes. Keychain, etc…) | | | | | | | | | | | |
| AIMS1. Students will practice the possibility and deduction auxiliary verbs (may/might, could, must) through the text and activities.2. Students will understand the meaning of auxiliary verbs by T’s explanation and substitution exercise. **3**. Students will know the negative forms of auxiliary verbs by answering and solving the worksheet questions.  **4.** Students will be able to talk each other using the possibility verbs in a group and present each other’s opinion. | | | | | | | | | | | |
| LANGUAGE SKILLS | | | | | | | | | | | |
| Listening: Students will be listening to teacher’s instructions and other Ss’ speaking for the activities.Speaking: Students will be talking for fun learning activities.Reading: Students will be readingthe text and the worksheets to answer questions.Writing: Students will be writingthe answers and their own oppinions on the worksheets. | | | | | | | | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | | | | | |
| Phonology: Vocabulary such as debt, mask, reward, disappointed, miserable, scratched etc.Lexis: See phonology.Grammar: Possibility and deduction auxiliary verbs and the negative forms.Discourse: Think about the man’s situation and select the proper auxiliary verbs.Functions: Possibility, deduction | | | | | | | | | | | |
| ASSUMPTIONS | | | | | | | | | | | |
| Students are already aware that negative verb form made with ‘not’ through the previous lesson. | | | | | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | | | | | |
| Students may have difficulty in understanding the meaning.  * T provides more examples.  Students probably can’t know the proper auxiliary verbs’ usage.T gives the Ss more chances to practice. | | | | | | | | | | | |
| REFERENCES | | | | | | | | | | | |
| Fundamental of English Grammar Third Edition –Betty Schrampfer Azar, 2003 | | | | | | | | | | | |
| NOTES | | | | | | | | | | | |
| SOS activity: If the activity is finished earlier than planned, let Ss do more exercise with auxiliary verbs worksheet. | | | | | | | | | | | |
| PRETASK TITLE | | | | Warm-up | | | | | | | |
| AIMS | | | | | | | | | MATERIALS | | |
| To attract students’ caution and let Ss ready to concentrate the lesson. | | | | | | | | | Whiteboard, markers | | |
| TIME | SET UP | | STUDENTS | | | | | | TEACHER | | |
| 1min | Whole Class | | Welcome one another. | | | | | | Greetings | | |
| 2mins | Whole Class | | Answer about the last lesson. (e.g. Sunny, rainy, windy, cloudy, snowy) | | | | | | Ask Ss about last lesson. (Kinds of weather)  Write the kinds of weather on the board.  Teach Ss to chant and sing with weather adjectives. | | |
| TASK PREPARATION TITLE | | | | | | | When do we use auxiliary verbs (may/might, must)? | | | | |
| AIMS | | | | | | | | | MATERIALS | | |
| Elicit Ss guessing the meaning of the auxiliary verbs. | | | | | | | | | Text sheet, markers, board | | |
| TIME | SET UP | | STUDENTS | | | | | | TEACHER | | |
| 3 mins | Whole Class | | -Ss answer T’s questions.  - Some Ss might use the auxiliary verbs form according to the T’s question. | | | | | | Showa scarf (pretend to get on the road) and ask Ss to guess and say who the owner of this scarf might be.  \*Grammar CCQ | | |
| 2mins | Whole Class | | -Read the text together and underline the auxiliary verbs.  -Ss find the rule of the auxiliary may/might/could + the main verb through the underlined sentences. | | | | | | -Distribute text and worksheet #1  -ICQ  -Monitor | | |
| 2mins | Individually | | -Ss choose correct verb form on the worksheet #1 and write the full sentence on the worksheet.  -Ss do choral response for the answer. | | | | | | -Giving instruction for the worksheets #1.  -ICQ  -Monitor  -Check the answers together. | | |
| NOTES | | | | | | | | | | | |
| [Cut-off plan]: If the time is running out, reduce the numbers of questions. | | | | | | | | | | | |
| TASK REALISATION TITLE | | | | | | | | “Whose is it?” –Making possibility and deductions. | | | |
| AIMS | | | | | | | | | MATERIALS | | |
| To practice the possibility and deduction auxiliary may/might, must, could and negative forms of them. | | | | | | | | | Realias (e.g. balloon, umbrella, cooking book, necktie, brush, shoes. Keychain, etc…), worksheet, whiteboard, markers | | |
| TIME | SET UP | | STUDENTS | | | | | | TEACHER | | |
| 3mins | Pairs | | -Get worksheet #2 and choose correct auxiliary verb forms with partner.  -Write the full sentence on the worksheet. | | | | | | -Distribute worksheet #2 and let Ss answer the questions.  -ICQ  -Monitor  -Check the answers. | | |
| 12  mins | Whole Class | | -Activity: Guess the answers about  Class mates’ clues. | | | | | | -Spread realia things on the table, invite S to the front of the classroom, and let S think of one of the objects. The class asks questions and tries to guess the objects. The pupil answers with **Yes, you can/No, it isn’t** etc. After an answer the class says a sentence with **It could be/It can’t be or It must be.**  -ICQ | | |
| NOTES | | | | | | | | | | | |
| -Teacher should encourage Ss to use the auxiliary verbs so that they can speak the sentences naturally. **-**Teacher should make sure that all the students are involved in the activity and ask questions quite fairly.  -If the time is running out, select a few questions of the worksheet exercise. | | | | | | | | | | | |
| POST TASK TITLE | | | | | Let’s think and make own sentences with the auxiliary verbs form. | | | | | | |
| AIMS | | | | | | | | | MATERIALS | | |
| -To be able to use and speak the auxiliary verbs’ form sentences naturally through the whole class exercise. | | | | | | | | | Worksheet, white board, markers | | |
| TIME | SET UP | | STUDENTS | | | | | | TEACHER | | |
| 5mins | Group | | -Say what Jack could do with fifty pounds. Think of five things with group members.  -Write groups’ discussing on the board. | | | | | | -Make Ss two group and Instruct  -ICQ  -Monitor  -Divide the white board for A and B group and put sufficient markers. | | |
| 3mins | Whole Class | | -Read the other group’s sentences. | | | | | | -Feedback and correct errors | | |

A purse full of pounds

Jack is on his way to the sports Centre to meet some friends. He is feeling miserable because he hasn’t got any money. It’s his girlfriend’s birthday next week. He may not be able to buy her a present and she could be very disappointed. She might even refuse to go out with him! He could ask a friend to lend him a few pounds, but he already owes money to all his friends.

When he arrives at the sports Centre, he sees something pink near the entrance. It’s a purse and it’s full of money. Fifty pounds! Who could it belong to?

‘A pink purse can’t belong to a boy. It must belong to a girl at the Centre,’ Jack thinks.

Jack doesn’t know what to do. He could pay his debts with the money and he could buy Debbie a present. There’s no one in the street, but someone might be watching him.

**Worksheet #1**

* 1. **Perhaps…**

Rewrite the sentences with **may**.

: E.g. Perhaps the purse belongs to a girl at the Centre

*The purse* ***may*** *belong to a girl at the Centre.*

1. Perhaps the owner is looking for the purse.

1. Perhaps Jack knows the girl.
2. Perhaps someone will be watching Jack.
3. Perhaps he won’t tell anyone about the purse.
4. Perhaps he won’t try to find the owner.
5. Perhaps he will put the purse back where it was.
6. Perhaps he will find the owner.
7. Perhaps Jack will get a reward for finding the purse.

**Worksheet #2**

**B. Making deductions**

Complete the sentences with **must** or **can’t.**

* *It’s an expensive leather purse. It isn’t scratched. It* ***must*** *be quite new.*

1. It still smells of leather, so it be very old.
2. Jack thinks, ‘The owner get a lot of pocket money.’
3. Why does Jack think that the purse belong to a girl?
4. Why it belong to a boy?
5. The owner be very careless to lose so much money.
6. The owner knows that she has lost the purse outside. No one is looking for it.
7. It be a shock to lose so much money.
8. It be wonderful to find so much money!

**Worksheet #3**

Say what might happen. Say what you think Jack **might** or **might not do**.

And what **could** Jack do with the money?

Tell the class your ideas and write your sentence on the board

Write five sentences.(in a group)

**e.g.**: He **could** pay his debts.

**e.g**.: Someone **might** ask him if he has found a purse.

He **might not** keep the money.