**Grammar Lesson Plan**

**7/03/2015**

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| **Topic: Modals of possibility ( Might, May, Could and Must)** | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| **Jeonghyun (Sally) Seo** | **Upper beginner** | **High school student** | **7** | **50 minutes** |

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| **Materials:**  **Whiteboard, markers, pens**  **8 copies of worksheet #1~4**  **SOS activity material** |

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| **Aims**   1. **To learn when and how to use guessing expression ( could, might, may, must)** 2. **To be able to tell how certain about something** 3. **To improve speaking skills by discussing with classmates** 4. **To Practice listening skills by listening to the teacher** |

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| **Language skills:**  **Speaking: Verbally sharing opinions**  **Listening: Listening to classmates and teacher’s instruction**  **Writing: filling and completing worksheet.** |

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| **Language systems:**  **Grammar: Modals of possibility ( Might, May, Could and Must)**  **Phonology: students focus on accurate pronunciation to ensure successful communication during discussion**  **Function: To understand the article and follow up questions in the worksheets**  **Discourse: communication with classmates** |

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| **Assumptions:**  **Students know about modal verbs like “can”, “will” and etc.**  **Students are familiar with drilling of substitution table.** |

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| **Anticipated Errors and Solutions:**  **-Students may have difficulties in understanding the meaning of modal verbs**  **🡺 more examples and activities**  **-The main activity may finish earlier than expected**  **🡺 review the topic and get feedback from students**  **🡺have SOS activity prepared** |

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| **References:** [**http://Google.com/search**](http://Google.com/search) |

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| **Notes:**  **Students must be monitored during activities.**  **Give clear direction and instruction before each activity is carried on.**  **Ensure students know the usage of Modals of possibility by asking concept check questions.** |

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| **Pre-task: Warmer** | | | | |
| **Aims: Understand Modals of possibility ( Might, May, Could and Must)** | | | **Materials: Photos, worksheet** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5min** | **Whole class** | **Students will guess the modal verbs through 3 photos** | | **Greetings**  **Elicit through photos**  **CCQ** |
| **10min** | **Whole class** | **Students listen, take notes and practice.** | | **Explain about modal verbs of possibility.**  **Drilling with substitution**  **Table. ( work sheet 1)**  **CCQ** |
| **Notes:** | | | | |

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| **Task preparation: Do worksheets** | | | | |
| **Aims : To learn usage of Modals of possibility ( Might, May, Could and Must)** | | | **Materials: Worksheet 2,3 Paper and Pencil** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5min** | **Individual**  **Then, 3 groups** | **Students do worksheet and discuss with partners** | | **Give instruction**  **Hand out Worksheet 2.**  **ICQ**  **Monitor**  **Check answers** |
| **5min** | **3 groups** | **Students do worksheet and discuss with partners** | | **Give instruction**  **Hand out Worksheet 3.**  **ICQ**  **Monitor**  **Check answers** |
| **10min** | **3 groups** | **Students draw 5 things (anything) and show them to partner. They can guess and discuss.** | | **Give instruction**  **ICQ**  **Monitor** |
| **Notes: Teacher prepare drawing and demonstrate with one student before activity** | | | | |

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| **Task realisation: writing a letter** | | | | |
| **Aims: To have student debate over Christmas** | | | **Materials :Worksheet 4, Paper, pencils** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **12 min** | **3groups** | **Student will guess about partner per worksheet 4 and write a letter to each other** | | **Set up task**  **Give instruction**  **ICQ**  **Monitor** |
| **Notes:** | | | | |

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| **Post task: Home work and feedback** | | | | |
| **Aims: To confirm understanding** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1min** | **Whole class** | **Students give feedback about usefulness of class** | | **Elicit feedback** |
| **2 min** | **Whole class** | **Student will guess about teacher and write 5 sentences as a homework** | | **Assign homework** |
| **Notes:** | | | | |

**WORKSHEET 1**

Fill in the blanks according to situations.

\* Situation 1 : She always wears a yellow hat and a yellow shirt.

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Situation 2 : She always wears yellow clothes, she drives a yellow car.

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Situation 3 : She always wears yellow clothes, she drives a yellow car, and lives in a yellow house surrounded by yellow flowers.

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| She | **Could** | Like yellow |
| **might** |
| **may** |
| **must** |

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| --- | --- | --- | --- |
| She | **Could** | be | a nurse |
| **might** | a doctor |
| **may** | a student |
| **must** | a fan of Bigbang |

**Worksheet 2**

☞ Choose the best way to complete each sentence. Discuss the reasons for your choice with partner.

1. A : Where’s Rose?

B : I’m not sure. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the library.

○ is ○ might be ○ must be

2. A : My daughter just got a scholarship to Standford!

B : You \_\_\_\_\_\_\_\_\_\_\_\_\_\_ be very proud of her.

○ could ○ might ○ must

3. A : How does Sheila get to school?

B : I don’t really know. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bus.

○ might take ○ takes ○ must take

4. A : Can I speak to Professor Carroll?

B : Sorry, she doesn’t have any more classes today, so she \_\_\_\_\_\_\_\_\_\_\_ at home.

○ must be ○ might be ○ will be

5. A : Have you heard? Bira failed the final exam.

B : Oh, he \_\_\_\_\_\_\_\_\_\_ feel terrible.

○ must ○ must be ○ is

6. A : I like animals.

B : You \_\_\_\_\_\_\_\_\_\_ raise a dog at home.

○ must be ○ may ○ will

7. A : Can I help you? I think you \_\_\_\_\_\_\_\_\_\_\_ need a help.

B : Oh, thank you. I’m really busy now.

○ must ○ could ○ may be

8. A : How much is it?

B : I’m not sure, but I think it \_\_\_\_\_\_\_\_\_\_ about $ 10

○will be ○ must be ○ could be

**Worksheet 3**

Please complete sentences and discuss with your partner

1. A : Where’s mike? Is he at lunch?

B : I don’t know. He \_\_\_\_\_\_\_\_\_\_\_\_

2. A : Do you know if he speaks Turkish?

B : Yes, he \_\_\_\_\_\_\_\_\_\_\_\_\_. He lived in Turkey for ten years.

3. A : Do you think she has time in this afternoon?

B : I’m not sure, maybe she \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . You can ask her.

4. A : There are 4 members of my family. My parents, my older brother and me.

B : You \_\_\_\_\_\_\_\_\_\_\_ the youngest.

5. A : He is very handsome and rich. I like him.

B : But, I don’t like him. He always bullies classmates. He \_\_\_\_\_\_\_\_\_\_ be bad.

**Worksheet 4**

Without asking, you will guess who your partner is

After finishing it, write a letter to you partner with what you guessed.

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|  | Name | Boy/girl friend | Likes and  Interests | Family and Friends | Habits | Future plan | Anything else |
| Less than 50% certain |  |  |  |  |  |  |  |
| 90 % certain |  |  |  |  |  |  |  |
| 100% certain |  |  |  |  |  |  |  |

SOS ACTIVITY 🡺 Acting class

Materials: Index cards

Instruction : Review a pharse or sentence that you want students to remember.

Have index cards with the words “loudly, whispering, singing, monotone, screming, fast, slowly,

In a deep voice, in a high voice”.

Students choose a card and repeat the phrase/sentence as it dictates on their chose card.

This builds vacabulary. Choose words accordingly to appropriate levels.

**Eliciting material (pictures)**

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