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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Who Am I?** | | | |
| Instructor:  LUCY | **Students Competency Level: Intermediate** | **Number of Students: 13** | **Lesson Length:**  **50min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -Worksheets: Have to, Should, Must  -Flash cards: Teacher, Doctor, Fire fighter, Policeman, Singer, Counselor, Cook, Magician. | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Students will be able to identify different modal verbs and the meaning they convey  -Students will be able to start producing some sentences where modals are set in context by activities.  -I want to improve teaching skill guided by what I learned and get confidence through this teaching | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**  Reading: **(Where did reading occur in the lesson?)**  Ss will read passage of topic through scanning. (My sassy girl activity)  Listening: **(Where did listening occur in the lesson?)**  Ss will listen lots of opinions from other people. (Finding grammar rules  Speaking: **(Where did speaking occur in the lesson?)**  Ss will discuss about grammar rules or make sentences and share their own ideas.  Writing: **(Where did writing occur in the lesson?)**  Ss will make sentences for a presentation. | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**  -Phonology : (sound)Teacher’s lecture  -Lexis: (meaning) Obligation, Requirement, Suggestion, Prediction  -Grammar**(language structure)**  - Should, must, have to     |  |  |  | | --- | --- | --- | | (subject)  I/You/She/He/We/They/It | Should (not)  Must (not)  (don’t) Have to | (Base form of Verb)  do, go, watch, wear… |   -Function: (situation) formation Obligation, Requirement, Suggestion, Prediction….  -Discourse : **(communication)**  Discussion, Presentation | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  -Students already know how the class is set up and run.  -Students already know how relatively to speak fluently and write accurately.  -Students already know what modal verbs are but they are often confused about that. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  - Ss are afraid to speak or show their own opinion : Encourage Students  -Some of Ss could need more time to finish their activity  : Be flexible with time. Give Ss more time to finish it.  -Some of Ss could lose their attention to lesson  : Teacher will care about them keeping eyes on and asking some questions to Ss.  -Ss may not be able to understand the meaning clearly.  : Give students as much various example | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  White Board, Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 10min | Whole | Ss greet the teacher.  Ss listen to teacher.  Ss talk their stories | **Greeting**  Hi Everyone. How’s your feeling today?  **Eliciting**  I love traveling. So I’m planning to go travelling after finishing this course. I am thinking to go to Jeju –island, but I don’t know about Jeju island.  Can you guys let me know some traveling tips for me? Anything is alright. Things to do or don’t, Things to bring, Place to go…  Please use full sentence .  -Ss might answer with these forms “You should do..” ”You have to bring..” “You must go..”  **Introducing**  When you guys answer with full sentences, did you notice a certain grammatical pattern?  -Ss might guess and answer. If Ss don’t know, T will answer about the question instead of Ss.  What do you think today’s topic?  -Ss might answer : Should, must, have to, modal verbs? If Ss don’t know, T will answer the topic  Especially, we are going to learn should, must and have to. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  -Worksheets: Have to, Should, Must  - Board and marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 10min | Pair work | Ss listen what T says.  Ss make pair.  Ss do work sheet | **Finding rules**  Now, I will give 3 different worksheets for you guys. This time you’re going to work with your partner.  (Showing Worksheets)  Each paper has a topic about modal verbs : Should, have to, must..  Pick the modal verb. After discussion, You’re going to present your modal verbs.  Who wants to try “should”?  -If Ss have no response, T give them worksheets randomly.  I’ll give you 5 minutes to discuss and find rules.  **Monitoring**  Monitor discreetly. Guide Ss if they ask questions.  **Presentation**  Ss present about Modal verbs that they discussed.  **Feedback**  Nicely done. Great! |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  Flash Cards :Teacher, Doctor, Fire fighter, Policeman, Singer, Counselor, Cook, Magician | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 15min | Group work | Ss listen to teacher.  Ss do games related modal verb. | **Who Am I Game**  This time is fun activity time. Yay~  We’re going to practice modal verbs more. I prepare flash cards and I already wrote some jobs on the cards.  Each one of you guys has to describe the job based on the requirements and duties. Others have to guess the job. When you describe a job as an explainer, you have to use “should” “must” or “have to” at least 1 time in the sentence.  **Demonstration**  For example.. (The answer is Taxi driver.)  -This person has to be a professional driver who transports passenger to their chosen destinations through the car.  -They earn a fare depending on the length of distance.  -Who am I?  **Start game and monitoring**  Monitor discreetly. Guide Ss if they ask questions.  (after the game) Please go back to your seat now.  . |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 15min | Group work | Ss listen to teacher.  Ss do the group work. | **Introducing**  (Have you ever heard old saying “Shared joy is double joy and shared sorrow is half sorrow.”  This time you’re going to ask for advice about own problem or worries.  Let’s share your worries. Try to advice or suggest some ideas for your  buddy. Make two groups. (Divide 3-4 people)  **Monitoring**  Monitor discreetly. T could join it. |

‘Have to’

**"Have to"**

**-You can’t turn right here. You have to turn left.**

**-I have to get up early tomorrow. My flight leaves at 7:30.**

**-Jason can’t meet us tonight. He has to work late.**

**-Last week Nicole broke her arm and had to go to the hospital.**

**\*With your partner discuss when a why use ‘have to’ by making e sentences.**

**1.**

**2.**

**3.**

**4.**

**‘Should’**

**"Should"**

**-You look tired. You should go to bed.**

**-The government should do more to reduce crime.**

**-“Should we invite Susan to the party?” “Yes, I think we should….”**

**-I don’t think you should work so hard.**

**-You shouldn’t believe everything you read in the newspapers.**

**\*With your partner discuss when a why use ‘should’ by making e sentences.**

**1.**

**2.**

**3.**

**4.**

**‘Must’**

**"Must"**

**-You’ve been traveling all day. You must be tired.**

**(Traveling is tiring and you’ve been traveling all day, so you must be tired)**

**-“Jim is a hard worker.” “Jim? You must be joking. He’s very lazy.”**

**-I’m sure Sally gave me her phone number. I must have it somewhere.**

**-Answer all the questions. You must write your answers in ink.**

**-Applications for the job must be received by May 18.**

**\*With your partner discuss when a why use ‘must’ by making e sentences.**

**1.**

**2.**

**3.**

**4.**

# Flash Cards

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| Teacher | Doctor |
| Fire Fighter | Police man |
| Singer | Counsellor |
| Cook | Magician |