**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Yoona | 197WK | 2019/08/08 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | I can't reach |
| **Main Aim** | Students will be able to use can and can't in the correct form and they will know what to they mean. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Board, markers, worksheets** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Elementary students | | **Number of Students** | 3 |
| **Detail** | | Ss are all native Korean. Everyone is motivated to learn English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students know how to make the negative form using ‘not’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. Students may confuse the activity :   -Monitor and assist when it is necessary   1. Students may pronounce can/can't incorrectly.   - Praise them for trying and correct it   1. Students may have difficulties thinking of vocabulary or expressing themselves during the activities   - List some word and examples on the board   1. Some strong students may dominate the class   - Elicit from quiet students, Give shy students more eye-contact.  5. Students might not talk a lot because of fear making mistakes  - Give them lots of positive praise and remind them making mistakes is not shameful. It's the part of learning. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about can / can't 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 can / can't. | | | | | |
| **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 | | | | | |
| **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:** board, markers, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3 min. | T-S | | Hello everyone. How are you ? OK, good! Look at the board.  **Draw a woman trying to reach the top shelf of books.**  **Draw her thought bubble "help me" (with miming)**  Tell me about her. Make a sentence. (She's short, it's high)  What does she say? (I can't reach) | | |
| **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:** board , color marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min  2 min  2 min | T-S  T-S  T-S | | **Write the model sentence ( I can't reach)**  **CCQ)** 1. Is she able to reach ? (No.)  2. Is she short? (Yes.)  3. Is there any problem ? (Yes.)  **Form )** 1. How do we make this into a positive sentence? ( I can reach.)  - Write I can reach.  - miming reach the top of board (I can reach)  miming reach the ceiling ( I can't reach)  What happens to this part when we make the positive? ('t is disappeared)  2. How do we make this a question ? (Can I reach ?)  - Write I can reach.    Can I reach?  And how can we answer the question? - Write Yes, you can or No, you can't  **Drill)** 1**.** Listen " I can't reach", Write can't[kant]  Which words are stressed ? (can't) Mark the stress with a red marker.  2. Listen " I can reach" Write can[kan]  -can and can't sound a little tricky when you pronounce them.  When you pronounce "can't", you should say it a bit longer.  3. Listen and repeat 3 times.(drill chorally 3 times with gesture.  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: worksheet, board and marker, eraser**. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min | T  S-S  S–S  T-S | | **Instructions.**  - I have worksheets in my hand.(holding up and point to exercise A.)  Exercise A says to change the sentence in the new form.  Positive : I can reach. Negative : I can't reach. Question : Can I reach?  Hand out the worksheets  **Students do worksheet exercise A**  **Pair check.**  **Feedback to check accuracy**. (Nominate individually) | | |
| **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:** worksheet, board and marker, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  2 min  2 min | T  S  S-S  T-S | | **Instructions.**  Turn over your worksheet. Exercise B says match and write the sentences to the pictures.  **Students do the worksheet**  **Pair check**  **Feedback to check accuracy.** | | |
| **Stage Name:**Production – Freer Practice  **Purpose of this stage:**is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  6 min  1 min | T  S-S  T-S | | **Instructions**  Talk to your group about what you can or can't do.  Ex ) I can swim, I can't swim, Can you swim?  **Students discuss their ability to do something using target language naturally.**  **Feedback**  Ask students about task (Julie, What can you do? what can't Chris do? ) | | |
| **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:** board, markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min | T–S | | **Offer delayed corrections to the previous stage.**  Look at the board. Here are some sentences I heard. Can you fix it for me?  **OK, good job.**  **Did you have fun today?**  **Thanks, You're all well done.** | | |

**Instructor’s Comments and Assessment**

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