

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Julie	197WK	8/10	Grammar	PPP	30 min

Lesson	
Topic	Julie will/might eat chicken.
Main Aim	Students will learn the different possibilities between will and might.
Secondary Aim	Students will practice their speaking fluency.

Materials and References
board, board makers, worksheet#1,2

Student Profile			
Level	Lower Intermediate		
Age	teenagers	Number of Students	3
Detail	Mixed level		

Assumptions about students' knowledge as required for this lesson:

- Students are able to use 'will' in a future tense sentence.
- 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:** "Julie **will** eat chicken." Students may think it's talking about a definite upcoming action, but they aren't aware that 'will' it's also used as a possibility to predict the future.
2. **Form:** Students may confuse to use the verb and try to change its form. Do C.C.Q with 'to+verb' and 'v+ing.' This will help the students understand clearly.
3. **Pronunciation:** Students may not know where to stress certain words in a sentence. Drill several times chorally, then individually. Ask, "Which words sound stressed?" Board the stress markers in red.

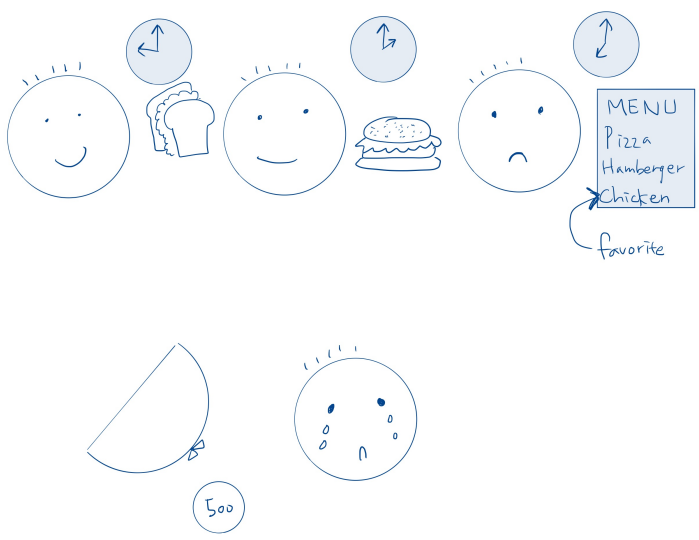
Anticipated Classroom Management Difficulties and their Solutions:













The quantity of new language points to be learned about the possibility of will and might in a short 30 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage teacher talk and explain possibility by teaching students with gestures.

My Personal Aim

What I hope most to demonstrate in this lesson is the ability to

- 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, board makers		
Timings	Interactions	Procedure
3 min	T-S	<p>Elicit (Draw some pictures to elicit sentences.) [board plan]</p>  <ul style="list-style-type: none"> - Julie had sandwiches for breakfast. - Julie had a hamburger for lunch. - Julie will have dinner. - Julie might have pizza. - Julie might not have a hamburger. - Julie will have chicken. - Julie won't have dinner. - Etc <p>(During the activity, if students tell 'Julie will/might have/eat chicken' write it on the board.)</p>

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, board makers													
Timings	Interactions	Procedure											
2 min	T-S	<div><div>[substitution table]</div><table><tr><td rowspan="4">Julie</td><td>will</td><td rowspan="4">eat</td><td rowspan="4">chicken.</td><td></td></tr><tr><td>might</td><td></td></tr><tr><td>might not</td><td></td></tr><tr><td>will not (won't)</td><td></td></tr></table></div> <p>C.C.Q (Do C.C.Q with 'Julie will eat chicken & Julie might eat chicken') (Pointing the 1st sentence, 'Julie will eat chicken.') 1) What's the meaning of this sentence. (Students answer) 2) Are you 100% sure that she will eat chicken? (Students answer 'yes.' Draw full colored chicken next to the sentence.) (Pointing 2nd sentence, 'Julie might eat chicken.') 3) How about this one? (Students answer) 4) Do you think this sentence has the same strong possibility as the 1st one? (Students answer 'no.' Draw 70% colored chicken next to the sentence.)</p>	Julie	will	eat	chicken.		might		might not		will not (won't)	
Julie	will	eat		chicken.									
	might												
	might not												
	will not (won't)												
3 min	T-S	<p>Form (Pointing the 1st sentence, 'Julie will eat chicken.') How do I make this sentence negative? (Students answer 'Julie will not/won't eat chicken.' And write will not/won't on the board like substitute table.) Good. (Pointing 'eat') Do I have to put 'to' in here? (Students answer 'no.') Hum. What about putting '+ing'? (Students answer 'no.') Okay, (Pointing the 2nd sentence, 'Julie might eat chicken.') let's change this one to negative. (Students answer 'Julie might not eat chicken.' And write 'might not' on the board like substitute table.) Hum, we have 2 negative sentences. Which one means 'no chicken today.'? (Students answer 'Julie won't eat chicken.' Draw uncolored chicken next to the sentence.) (Pointing the 3rd sentence, 'Julie might not eat chicken.') What about this one, what's the possibility that Julie will eat chicken? (Students answer, and draw 20% colored chicken next to the sentence.)</p>											
2 min	T-S	<p>Drill Listen and repeat, Julie will eat chicken. (With eating action) This one has strong meaning, so you have to do this action too. (Say it again with action) (Drill individually) This time, Julie might eat chicken. (With unsure gesture) (Drill individually) Julie might not eat chicken. (With shake head left to right) (Drill individually) Julie won't eat chicken. (With firm face) (Drill individually)</p>											

Stage Name: Controlled Practice Purpose of this stage: students practice working with the form. Accuracy must be checked.		
Materials: worksheet #1, board, more than 2 colors of board makers		
Timings	Interactions	Procedure
30 sec	T	Instructions Here's worksheet, the first one says change the form positive to negative, and second negative to positive. The last question is to find grammatical errors and fix it. I.C.Q. 1) Are we going to just find errors? (Students answer 'no.') Right, we have to..? (Students say 'fix it.') 2) Are we going to do it together? (Students answer 'no.') Hand out worksheet #1
2 min	S	Students do a worksheet Individually (Write question 3 on worksheet #1 on the board.)
1 min	S-S	Pair check Okay. Let's check your answer with group. (Monitor and check the answers to give additional feedback.)
2 min	T-S	Feedback Let's check it together. Yoona, how did you change the first question part no.1? (Yoona answers, if the answer is incorrect, ask another student who has the correct answer.) Chris, what is no.2? (Chris answer, if the answer is incorrect, ask another student who has the correct answer.) No.3 Micheal? (Micheal answer, if the answer is incorrect, ask another student who has the correct answer.) Let's move on to the next question. What's the answer for no.1? (Students answer) What about no.2? (Students answer) Last one? (Students answer) Okay. I wrote down question 3 on board. Everyone come out and fix one of each. (Students come out and fix the sentence) Let's check it together. Oh we have one left, let's do it together. How can we fix it? (Fix the last sentence)

Stage Name: Less Controlled Practice

Purpose of this stage: students practice working with the meaning. Accuracy must be checked.

Materials: worksheet #2

Timings	Interactions	Procedure
30 sec	T	Instructions Here's the next worksheet. This time you have to understand a little more. 1st, read a short conversation and fill in the blank using the verbs inside the parentheses. 2nd, read sentences and make a new one that has the same meaning by using will, might, might not, won't. I.C.Q. 1) Are we going to change the form? (Students answer 'no.')
2 min	S	Students do a worksheet Individually
1 min	S-S	Pair check Okay. Let's check your answer with group. (Monitor and check the answers to give additional feedback.)
2 min	T-S	Feedback Let's check it together. But remember, we're studying possibility. So when you read it, read it by showing some gestures and emotions. (assign students to part A or B and make them read aloud, check for right answer.) Next question, transform this sentence without changing the meaning. (Read first sentence) what's your answer? Is there any other sentence? Good, next one (Read second sentence) what's your sentence? Does anyone have different sentence? Last one. (Read third sentence) what's your sentence?

Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: phone		
Timings	Interactions	Procedure
30 sec	T	Instructions If someone give you 1 thousand dollars for free, what will you do? For me? (Show my phone to students) I will change my phone because it has a crack. And I might go super fancy restaurant and I might eat steak because I haven't eaten it for almost few months. So what are you going to do with that money. Talk as group.
5 min	S-S	Students talk (During discussion, monitor and write practical errors that students make)
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, board makers		
Timings	Interactions	Procedure
2 min	T-S	Offer delayed corrections to the previous stage <ul style="list-style-type: none">“Look at the board. Here are some sentences I heard. Tell me how to correct them.” Feedback (Tell the class what they did well)
1 min	T	Set homework (Write on board, 2029) Today's homework is to write a paragraph about what your life might look like in the year 2029. Use will, might, might not, won't, one of each. Make 5~10 sentences. No more nor less, just one paragraph.

Instructor's Comments and Assessment

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