**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Yoomin | 201WD | 12/04/2019 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Take a guess! |
| **Main Aim** | Students will learn ‘must be’, ‘can’t be’, ‘could be’. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 7 |
| **Detail** | | They learn better and remember better with visual aids.  They don’t need grammar for test scores, they need practical grammar they can easily understand and use in everyday conversation. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the auxiliary verbs such as can, must, will, shall, could, would, should and know the following verb should be in base form. * Students know how to make the negative form using ‘not’ with auxiliary verbs. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Students may get confused with ‘could be’ as something that happened in the past because could is the past tense of ‘can’. Make a clear visual context and C.C.Q. 2. **Form:** Students may say ‘must is’ or ‘can’t is’ instead of base form ‘be’. Let them practice these phrases as one thing, always together with ‘be’. 3. **Pronunciation:** Students may have difficulty in pronouncing ‘can’t’ differently from ‘can’ and not know where to put natural sentence stress. 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 time may run short for teaching all 3 expressions. Check the time and if not enough time left, give out the worksheet as a homework. | | | | | |
| **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. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3 min | T-S | | Hello, everyone. I’m thinking of someone in this classroom. I will give you some clues, so take a guess. This person is NOT wearing glasses. (Students say “It’s not Kyungmi, then.”) Are you sure it’s not Kyungmi? (Yes) How can you say that you’re sure it’s not her? (Elicit “It can’t be Kyungmi or I tell them.) Write on the board the first model sentence “It can’t be Kyungmi.” Okay, this person’s name starts with ‘s’. (Students say “Sumi”, “Sinae”, or “Sungmin”) Do you think it’s Sumi? (Students say “Maybe, maybe not.”) Can you say “It can’t be Sumi?”(No) Then what can you say? (Elicit “It could be Sumi” or I tell them.) Write on the board the second model sentence “It could be Sumi.” This person has short hair. (Students say “It’s Sungmin, then.”) Are you sure it’s Sungmin? (Yes, he’s the only one who has short hair) Then how can you say you’re sure it’s him? (Elicit “It must be Sungmin” or I tell them) Write the third model sentence “It must be Sungmin” on the board. | | |
| **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, markers. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 4 min  5 min  2 min | T-S  T-S  T-S | | CCQ for “It can’t be Kyungmi.”   * Do you think it is Kyungmi? (No, it’s NOT Kyungmi.) * Are you sure it’s not Kyungmi? (Yes)   CCQ for “It could be Sumi.”   * Are you guessing or are you sure it’s Sumi? (We are just guessing.) * But do you think it’s possible? (Yes) * Are we talking about something in the past? (No, present)   CCQ for “It must be Sungmin.”   * Do you think it is Sungmin? (Yes) * Are you sure it’s Sungmin? (Yes)   Draw timeline on the board by eliciting.  **can’t be could be must be**  **Sure it’s NOT 50/50 Sure**  Draw a substitution table by eliciting.   |  |  |  | | --- | --- | --- | | **It**  **You**  **She** | **can’t be**  **could be**  **must be** | **Kyungmi.**  **Sumi.**  **Sungmin.**  **heavy.**  **hungry.**  **cooking.** |   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   * Say and gesture “Listen and repeat 3 times: It can’t be Kyungmi.” * Nominate one or two students to say the sentence. * Repeat with the other two model sentences. * Mark sentence stress with color marker. | | |
| **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 A | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  2 min  1 min  1min | T  S  S – S  T - S | | **Look at the worksheet here. You will make sentences using ‘must be’ or ‘can’t be’. The first sentence was given as an example. Please work individually for 2 minutes.**  **I.C.Q. “Do you do it individually?” (Yes)**  **Hand out.**  **Students do the worksheet.**  **Check with your partner.**  **Feedback to check accuracy. Board correct answers visually.** | | |
| **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 B | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  1 min  1min | T  S  S – S  T - S | | **Turn your worksheet. Look at the picture and make sentences about the situation using ‘must be’, ‘can’t be’, and/or ‘could be’. Try to make at least 3 or more.**  **Students do the worksheet.**  **Check with your partner.**  **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  5 min | T  S-S | | **Write 1~100 on the board. With your partner, play a guessing game. One person chooses a number between 1 and 100 and the other person tries to guess the number. Try to use the phrases ‘must be’, ‘can’t be’, and ‘could be’. For example, “could it be below 50?” or “it must be 99!”. Take turns guessing. You have 5 minutes.**  **Students play the game with their partner and talk freely.** | | |
| **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:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  30 sec  30 sec | T – S  T  T | | **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Set homework.**  **Inform students about the topic for the next lesson.** | | |

**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** |  |  |

**Worksheet A**

Write sentences using *must be* or *can’t be.*

1. John’s in the school soccer team. He/be/a good player.

(e.g.) He must be a good player.

1. You look exactly like Sally! You/be/her sister.

1. Mike’s working very hard. The homework/be/easy.

1. Look at that old car. It/be/very fast.

1. Nobody’s answering the phone. They/be/out.

1. A car has arrived. It’s 6 o’clock. It/be/Dad.

1. You haven’t eaten anything! You/be/hungry.

1. Who’s that at the door? It/be/Jane. We are expecting her.
2. Is that Kate playing the piano? It/be/Kate. She isn’t able to play the piano.
3. That man has his own plane! He/be/rich

**Worksheet B**

**Make sentences about the situation in the picture using ‘must be’, ‘can’t be’, or ‘could be’.**



**1)**

**2)**

**3)**

**4)**

**5)**