**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| MARYAM | 210 | 8/22/2020 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | He must be tired, He might not be sleeping, He can’t be feeling well. |
| **Main Aim** | Students will learn “might, must, can’t be “ |
| **Secondary Aim** | Help students to know how to use “might, must, can’t be” to talk about possibility. |

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| **Materials and References** |
| **Worksheet, board, pen, colored markers, eraser.** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adults | | **Number of Students** | 2 |
| **Detail** | | Students are both Koreans, they are motivated to learn English, they have some difficulties in grammar. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know how to make a sentence in present. * Students know the vocabulary used to 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. **Meaning:** Students may not understand the difference between “might” and ‘must” →Give them another example to help them understand the situation. 2. **Form:** Students may not know when to use “might” and when to use “must” → help them to know that **might** is not a certain as **must**, and **might** means the possibility. 3. **Pronunciation:** Students may 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:** | | | | | |
| Time management → If you run out of time and you explained one of the stages for a long time, tell the students to answer just two questions of the exercise A. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope to demonstrate in this lesson is to allow students to see how grammar impacts their ability to effectively communicate in the context of the lesson. | | | | | |
| **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, marker, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min | T-S | | Hello guys. I’m going to draw something in the board, and I want you to make some simple sentences about the thing I am drawing. **Draw first the man’s face** (He is tired) draw the tie and the chair (He is working) draw the computer and the rest (He is sitting in a desk). | | |
| **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, marker, eraser, colored markers.** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  2 min  3 min  2 min | T-S  T-S  T-S  T-S | | If the students are enabled to tell the model sentences, board them.  **CCQ**   1. Is he feeling well? (No, he feels tired) 2. Did he sleep well? (We don’t know) 3. Does he feel well? (No, he doesn’t feel well)   **Form**  Now can you guys tell me where to split these sentences? **Students tell where to split the sentences and the teacher can involve to help them**   |  |  |  |  | | --- | --- | --- | --- | | **S** | **M.V** | **V** | **ADJ / V / ADV** | | **He**  **He**  **He** | **Must**  **Might / not**  **Can’t** | **Be**  **Be**  **Be** | **Tired**  **(Sleeping) Well**  **(Feeling) Well** |   Who can help me to make this sentence **He must be tired** in a negative form? (He mustn’t be tired)  How about this sentence **He can’t be feeling** well who can make it in the affirmative form (He can be feeling well)?  **Drill**  Listen and repeat **hē məst bē tī(-ə)rd** X2   * Nominate for individual drilling. * Which words are stressed? (must, tired) Mark the stress with a red marker. * Which words are unstressed? (he, be)   Now listen and repeat **hē mīˈnät bē slēpin wel** X2 (Individual)   * What do you notice about **might** and **not** (they are joined together a little.) * Which words are stressed? (might, sleeping, well) * Which words are not stressed? (He, not, be)   Listen and repeat **hē Kant bē fēlin wel**   * Which words are stressed? (can’t, feeling, well) * Which words are not stressed? (he, be) | | |
| **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: board, pen, marker.** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  2 min  1 min  1 min | T  S  S-S  T-S | | **Instructions.**  Hold up the worksheet, point to the exercise **A.** Exercise **A** says to write sentences using “**must be**” or “**can’t be**”. Don’t answer the exercise **B.**  **ICQ.**   1. Do you have to use the verb “**might be**”? (No.) 2. Do you have to answer the exercise **B**? (No.) 3. Do you have a pen or pencil ready? (Yes.)   **You have 2 min.**  **Hand out the worksheet.**  Students do the exercise **A**.  **Pair check.**  Time is up. Now share your answers 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, pen, board.** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | | **Instructions.**  Turn over your worksheet. Exercise **B** says: Read each sentence, then write a sentence using the word in parentheses. Which is the correct picture?  **C.C.Q**   1. Do you have to answer the questions without looking at the pictures? (No.) 2. Do you have to answer the questions individually? (Yes.) 3. Do you need to write your answers? (Yes.)   **You have 3 minutes.**  Students do the exercise **B.**  **Pair check**  Students share their answers.  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials: None** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S | | **Instructions.**  Talk to your partner about your dreams that are possible to achieve, and what are the ways that you will use to achieve them.  Students talk to each other and exchange ideas. | | |
| **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** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  5 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.”  If they didn’t have any incorrect sentences tell them what they did well, and what they need to improve.  **Set homework.**  For the homework I want you to make 5 sentences using **might be**, and turn them into the negative form.  **Inform students about the topic for the next lesson.**  Next time we will study about other words of model verbs which are **Will** and **Would.** | | |

**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** |  |  |

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**Worksheet: ‘must be/ can’t be’**

* **EXERCISE ‘A’**

Write sentences using must be or can’t be

1. Is that Kate playing the piano? **It/be/Kate.**

It can’t be Kate. She isn’t able to play the piano.

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

It can be Dad.

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

You must be hungry.

1. “I don’t understand what he’s saying.” “He’s from Japan!” “Ah.”

**He/be/speak/Japanese.**

He must be speaking Japanese.

* **EXERCISE ‘B’**

Look at the picture. Read each sentence. Then write a sentence using the word in parentheses. Which is the correct picture?

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1. This vehicle has 4 wheels on the ground.
2. **(Can’t)** It can’t be a bicycle.

You pay to ride in it.

1. **(Can’t)** It can’t be a car.
2. **(Could)** It could be a bus.
3. **(Could)** It could be a taxi.

It carries many people, sometimes more than 40.

1. **(must)** It must be a bus.