**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| KIM HYEONGHAE(KIM) | 212WD | 21/10/2020 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | Modal verbs: must be, can’t be, could be for present possibility |
| **Main Aim** | Students will learn how to speak present possibility using must be, can’t be, could be |
| **Secondary Aim** | Students will practice speaking fluency by talking about possibility. |

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|  **Materials and References**  |
| **PPT, audio file (https://www.youtube.com/watch?v=WkwNS1AsbE0) , worksheet, board with colorful board pens** |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 20-35 | **Number of Students** | 3 |
| **Detail** | Students are highly motivated to learn English. When they express their opinion, they meet some problems related with grammar. So more knowledge about grammar is needed to enhance their English level. They are visual learner, so the lesson is adjusted for it.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the basic usage of modal verbs.
* Students know the vocabulary used in this lesson.
* Students have learned about the form “be + ~ing” for expressing the actions in progress.
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “It must be/can’t be the engineer. It could be the assistant.” Students may not know how to express the different degree of certainty.
2. **Form:** Students may confuse how to make sentences about negative possibility. Highlight which negative form of modal verb is being used to speak about negative 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.
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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| It would be too much if the lesson covers present, past and future of possibility. So I will do the manageable teaching and decide what to teach for this lesson. For this lesson, I will teach the present possibility and the past and future will be covered in the next lesson.  |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to * Create a good lead-in
* Give out clear instructions
* Lead a lesson with a proper time management
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| **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:** PPT, audio sound(https://www.youtube.com/watch?v=WkwNS1AsbE0), board with colorful board pens |
| **Timings** | **Interactions** | **Procedure** |
| 4min | T-S | **With a audio file, and ppt, make a story and try to help students understand the situation related with the target language.****Try to elicit the model sentence by referring to the situation.****When the students catch the model sentence, I will write it down 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 with colorful board pens |
| **Timings** | **Interactions** | **Procedure** |
| 30sec 20sec2min2min | T-S.TT-ST-S | **The model sentences are on the board, which was done during the lead-in.** **CCQ – ask questions.** **1. when you said, “It must be an engineer.” Were you 100% sure? (no)** **2. Maria, my friend, just had a huge lunch. What is more likely possible, she must be hungry or she can’t be hungry. (she can’t be hungry.)** **3. If I say, “It could be raining today.” Am I sure around 50%? (yes)****After the CCQ, explain the model sentence with a scale of certainty.****Form – clarify the affirmative, negative, or other special features. Substitution tables may be of use.**1. Identifying sentence / structure
2. Highlight the grammar structure

**Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Say and gesture “Listen and repeat: [model sentence.]”
2. Drill will energy and enthusiasm, using natural intonation and stress.
3. Make special pronunciation features visible on the board, using colour.
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| **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 |
| **Timings** | **Interactions** | **Procedure** |
| 20sec2min1min1min | TSS – ST - S | **Instructions.**Everyone, please do the exercise A, Only A. It’s an individual work and I’ll give you 2 min.**ICQ.** Q) Which exercise are you going to do? (exercise A)Q) Are you going to do it together with your classmates? (No, individually)**Hand out.****Students do a worksheet.** **Pair check.**So, check the answers with your classmates.**Feedback to check accuracy..**Now, let’s check the answers together. |
| **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 |
| **Timings** | **Interactions** | **Procedure** |
| 20sec3min1min1min  | TSS-ST | **Instructions.**Everyone, please do the exercise B. Write the answers after checking the examples. It’s an individual work and I’ll give you 3 min.**ICQ.** Q) How much time do you have? (3 min)Q) Are you ready with your pen? (yes)**Hand out.****Students do a worksheet.** **Pair check.**So, check the answers with your classmates.**Feedback to check accuracy..**Now, let’s check the answers together. |
| **Stage Name:**Production – Freer Practice**Purpose of this stage:**is to get students to practice the grammar communicatively. |
| **Materials:** n/a |
| **Timings** | **Interactions** | **Procedure** |
|  20 sec5 min | TS-S | **Instructions.**Q) Recommend your favorite holiday destination to your classmates. I want you describe the place with “must be”, “can’t be”, “could be”. For example, about the weather, food, special activities, etc. I’ll give you 5 min.**Students have time to talk.**Teacher is listening to them. If there’s any error, tell them later when doing the wrap-up. |
| **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 with colorful board pens** |
| **Timings** | **Interactions** | **Procedure** |
| 1 min5 sec5 sec | T – ST.T | **Offer delayed corrections if there’s any.**Look at the board. Here are some sentences I heard. Tell me how to correct them.**Set homework.**Today’s homework is reviewing what we’ve learned today at home. I want you read the notes you had today.**Inform students about the topic for the next lesson.**We are going to learn how to speak about past possibility by using modal verbs. Today is up to here. Thank you. |

**PPT 1**



**PPT 2**



**Worksheet: must be, can’t be, could be**

Exercise A

Change the sentence to the new form. Write your answers neatly.

1) Positive: **You must be her sister.**

Negative:

2) Positive:

Negative: **You can’t be hungry.**

3) Positive: **It could be John.**

Negative:

4) Positive:

Negative: **He can’t be rich.**

5) Positive:

Negative: **It may/might not be raining.**

**Worksheet: must be, can’t be, could be**

Exercise B

Respond (reply) to the statements by using the words in the brackets.

1 ) **Paul has wet hair. (must/rain)**

→

2) **A baby is crying. (could/hungry)**

→

3) **My parents have a very old car. (can’t/much money)**

→

4) **Michael and Simon are always arguing. (can’t/friends)**

→

5) **I have a high temperature. (could/flu)**

→

**Answer sheet – Exercise A**

Exercise A

Change the sentence to the new form. Write your answers neatly.

1) Positive: **You must be her sister.**

Negative: You can’t be her sister.

2) Positive: You must be hungry.

Negative: **You can’t be hungry.**

3) Positive: **It could be John.**

Negative: It may not/ might not be John.

4) Positive: He must be rich.

Negative: **He can’t be rich.**

5) Positive: It could be raining.

Negative: **It may/might not be raining.**

**Answer sheet – Exercise B**

Exercise B

Respond(reply) to the statements using the words in the brackets.

1) **Paul has wet hair. (must/rain)**

→It must be raining.

2) **A baby is crying. (could/hungry)**

→The baby could be hungry.

3) **My parents have a very old car. (can’t/much money)**

→ They can’t have much money.

4) **Michael and Simon are always arguing. (can’t/friends)**

→They can’t be friends.

5) **I have a high temperature. (could/flu)**

→It could be a flu.

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