

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Edward John Romualdez		10/24/20	Grammar	PPP	30 min

Lesson	
Topic	He (must be/ can't be/ could be) rich.
Main Aim	Students will learn how to use the chosen modal verbs with different possibilities.
Secondary Aim	Students will practice their speaking fluency with using possibilities.

Materials and References

Student Profile			
Level	Intermediate		
Age	10 years old	Number of Students	2
Detail			

Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson.
- Students have had grammar lessons before.
- Students know how to predict in a way or two.

What language difficulties to expect when presenting, and how to deal with it:

- Meaning:** Students might be confused with the linking verbs and helping verbs. Focus on the chosen modal verbs and make a clear visual context with C.C.Q.
- Form:** Students might not know how to use the chosen modal verbs with different possibilities. Explain it in a very simple and understandable way. Focus on the example sentences and avoid confusing the students
- Pronunciation:** Students might not know where the stress is in a sentence. I would do a drill for each word 3 times chorally. Ask the student where the stress is and write it on the board so everybody could see it and do this drill correctly.

Anticipated Classroom Management Difficulties and their Solutions:

Students might get tired and bored when they learn grammar. I will try to promote student interaction and make it student centered with less teacher talk time. I will make the activity fun and interesting.

My Personal Aim

What I hope most to demonstrate in this lesson is the ability to become an involver teacher. I also want to present the things that I planned in a good manner.

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: List all materials that will be needed in this stage.											
Timings	Interactions	Procedure									
30 sec	T-S	<p>"Hello everybody. I have 3 pictures here on the table. I want you to find the rich guy among these 3 pictures.</p> <p>I need 1 person here in front (Student A) to describe the pictures but the other person (Student B) will only be allowed to ask 4 questions for each picture and (Student A) in front will describe the pictures based on the questions that (Student B) is asking.</p>									
3 min.	S-S	<p>How many questions for each picture? (4)</p> <p>Good. Let's start!</p>									
1 min	T-S	<p>So, based on the pictures that (Student A) mentioned</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: List all materials that will be needed in this stage.											
Timings	Interactions	Procedure									
1 min	T	<p>Meaning</p> <ol style="list-style-type: none"> He has a lot of money. He can buy expensive things. He has a lot of expensive things. 									
1 min	T-S	<p>CCQ</p> <ol style="list-style-type: none"> Does he have a lot of money? (Point to the picture showing the rich guy) Ans: (Yes) Does he have a lot of expensive things? Ans: (Yes) Can he buy a lot of expensive things? Ans: (Yes) 									
2 min	T-S	<p>Form</p> <table border="1"> <tr> <th>Subject</th><th><u>helping verb+ linking verb</u> verb</th><th>Adjective</th></tr> <tr> <td rowspan="3">He</td><td>must be</td><td rowspan="2">Rich</td></tr> <tr> <td>Could be</td></tr> <tr> <td>Can't be</td><td>Poor</td></tr> </table>	Subject	<u>helping verb+ linking verb</u> verb	Adjective	He	must be	Rich	Could be	Can't be	Poor
Subject	<u>helping verb+ linking verb</u> verb	Adjective									
He	must be	Rich									
	Could be										
	Can't be	Poor									

2 min	T-S	<p>Can we make this into a negative sentence? (yes)</p> <p>Ans: He can't be rich.</p> <p><u>Drill</u></p> <p>Write down the sentence. (He must be rich)</p> <p>1. Which word is stressed? (must and rich)</p> <p>Listen and repeat 3 times. [He must be rich]. Conduct the drill chorally 3 times with gestures.</p> <p>Listen and repeat 3 times. [He could be rich]. Conduct the drill chorally 3 times with gestures.</p> <p>Listen and repeat 3 times. [He can't be rich]. Conduct the drill chorally 3 times with gestures.</p>
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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
	T	<p>Instructions. You will work on exercise A individually. Arrange the words in correct order to make a complete sentence.</p> <p>Are you doing this alone? (Yes)</p> <p>Please Begin!</p>
	S-S	<p>Students answers the worksheet independently.</p> <p>Pair check.</p> <p>Feedbacks, since this is an accuracy focused stage, make corrections if something is wrong.</p>
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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	For exercise B try to answer the questions based on your observation and explain why.
30 sec.	T-S	What is your answer for number 1? Why do you think so? Do you agree?
3 min.	S-S	Students will discuss what they think and
Stage Name: Production – Freer Practice Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	Instructions.
5 min	S-S	Try to share with us a situation where in you thought that the person you like was a good person but he was actually a bad person or you thought that the person you

		<p>hate was a bad person but he was actually a good person and explain why you thought of the person that way.</p> <p>Student will talk to each other with using the target words naturally.</p>
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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T – S	<p>Offer delayed corrections to the previous stage.</p> <p>For homework, please review the worksheets that we've gone over for this lesson.</p>
10 sec	T	<p>For next lesson, we are going to learn about present perfect tense.</p>
5 sec	T	<p>Thank you joining my class! See you tomorrow!</p>

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		

Exercise A

Arrange the words in correct order to make a complete sentence.

Example:

a. is very smart he

a. He is very smart. .

1. a could doctor he be .

1. _____

2. must intelligent she be .

2. _____

3. can't be she friend my .

3. _____

4. be he could anytime here .

4. _____

5. must front on be she row .

5. _____

Exercise A answer key

Arrange the words in correct order to make a complete sentence.

Example:

- b. is very smart he
- b. He is very smart. .

- 1. a could doctor he be .

- 1. He could be a doctor.

- 2. must intelligent she be .

- 2. She must be intelligent.

- 3. can't be she friend my .

- 3. She can't be my friend.

- 4. be he could anytime here .

- 4. He could be here anytime.

- 5. must front on the be she row .

- 5. She must be on the front row.

Exercise B

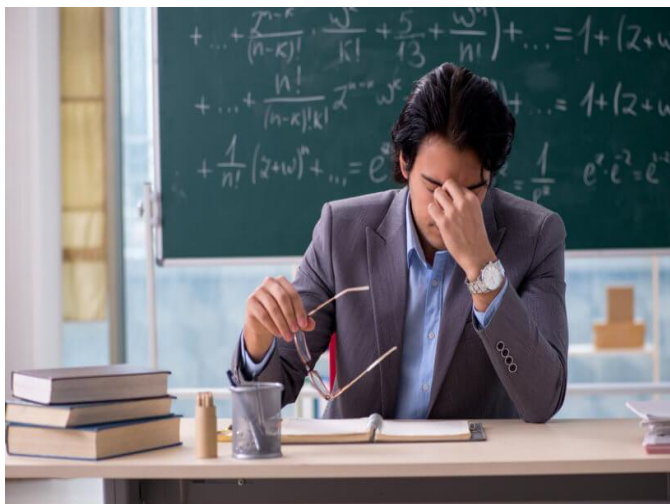
Answer the questions based on your observation and explain why.

A.



1. Is she a nurse or a doctor? Why?
2. Is she helping the patient to get well? Why?

B.



1. Is he a teacher or principal? Why?
2. Is he tired or angry? Why?





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