**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Binnie | 215th WD | 2020.12.22 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Obligation/necessity |
| **Main Aim** | Students will learn about how to use expression of obligation. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Board , puppy doll, color pens(black, red), worksheets** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 5 |
| **Detail** | | Students are all native Korean. Everyone Is motivated to learn English. They can understand familiar vocabulary, grammar. But still have problem to understand long sentences | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject and ‘be’ verb relationship and the meaning of ‘must’ * Students know how to make the negative form using ‘not’ * Students have learned about ‘if’ and how to use ‘if’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “coco doesn’t have to wear a mask.” Students may confuse the meaning of doesn’t have to because it is not familiar with what they learned. So teacher will try to make them get the meaning by using visual materials which is clear 2. **Form:** Students may confuse what function comes after ‘to’ ‘coco doesn’t have to wear a mask.’ Identify the base form of verb and be-verb can come after ‘to’ by using many sentences include ‘have to v’ 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:** | | | | | |
| They are not interested in studying grammar lesson. So they could lose their interest of class easily. To deal with this, teacher has to prepare visual resources to draw interests. it can be happened. they feel hard to understand about new topic. to deal with this, try to make simple sentences that include familiar word and grammar that they have learned. And give them clear instructions. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * Help students acquire today’s topic and let them know how to use it naturally. * 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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 4min | T-S | | **Model sentences :** teacher has to wear a mask.  coco doesn’t wear a mask  **T –**I have good news. Coco is our new classmate! Say hello to her! Oh! Look at her face! There is a difference at her face.! What is it?  **S** – She doesn’t wear a mask!  **T** –Can teacher take off the mask like coco?  (hook ‘teacher has to wear a mask’) oh! Coco has a question!  (write down the sentence on the board)  **B** –Do I need to wear a mask in lunchtime?  (hook ‘coco doesn’t have to wear a mask in lunchtime’)  (write down the sentence 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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min  1min  2min | T-S  T-S  T-S | | **CCQ – ask questions, and use time lines or scales where appropriate.**   1. Is it necessary for teacher to wear a mask? (yes) 2. If teacher doesn’t wear a mask, teacher will get in trouble? (yes) 3. Does coco need to wear a mask in lunchtime? (no)   **Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**  Where is a verb? Guys?   1. can we use -ing with this verb? (Point the verb) 2. can noun come right after have to? 3. If subject is I or they, how we change the sentence?   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say using natural intonation and stress   Listen ‘Teacher has to wear a mask.’   1. Where is stress?   (check the stress with red pen on the board).   1. Listen and repeat 3 times!   (let students say individually) | | |
| **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** | | |
| 1min    30sec    1min  30sec | T  T-S  S  T-S | | **Instructions.**  (Hold up the worksheet point to the exercise A)  look at the exercise A. you can unscramble the words to the complete sentences. But there is 1 extra word. For example, (write the example on the board)  If you are confused, you can refer to the example.  **ICQ.**  Can you refer to the example? (yes)  Will you rewrite the words to the right sentences? (yes)  Are there 2 extra word? (no)    **Hand out**  I will give you now. You have 1min  **Students do a worksheet.**  **check accuracy together. Board correct answers visually.**  From the kyla, read the right sentence to classmates. | | |
| **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** | | |
| 30sec  30sec  2min  30sec    1min | T  T-S  S  S – S  T-S | | **Instructions.**  (Hold up the worksheet point to the exercise B)  Turn over your worksheet. look at the picture. And write a sentences using have to or don’t have to!  **ICQ.**  Will you write about this picture? (YES)  Do you need to use ‘MUST’ (NO)  Will you do exercise B? (YES)    **Students do a worksheet.**  You have 2min go!  **Pair check**  Time is up! Check your answer with your partner.  **check accuracy together. Board correct answers visually.**  Kyla, read the sentence 1 to classmates. | | |
| **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  30 min  5min  1min | T  T-S  S-S | | **Instructions. (Visual.)**  I know grammar class is little bit hard so this time we are going to make our classroom rules. Discuss with your partner what can be our classroom rules and penalty for people not to follow the rules. for example. We have to come before 9am. Otherwise, you will sing in front of all classmates.  **I.C.Q**  Will you make classroom rules? (YES)  Will you talk to teacher now? (no)  Do you need to make a punishment? (yes)  You have 5min  **Do discussion with a partner.**  Make each person share of the rules they made. | | |
| **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  30 sec  1min | 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.” We have to our homework – we have to do our homework.   We has to arrive early – we have to arrive early.  **Set homework.**  Take a note guys. I give you a homework today. You will make 5 sentences using what we learned today.  What did we learn today? ( have to / don’t have to)  How many sentences will you make? (5)  **Inform students about the topic for the next lesson.**  Tomorrow we are going to learn about prediction so you should read 14p before tomorrow  What page? (14)  How was today’s class? As I saw you guys, you all did well. If you have any question, you can come to my office after this class.! Okay ~ class Is over ! have a good day guys. ! | | |

**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** |  |  |