

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Aurora	221 WD	06.02.2021	Grammar	PPP	25 min

Lesson	
Topic	It can't/must/could be sweet.
Main Aim	Students will learn modal verbs of possibility (present).
Secondary Aim	Students will practice their speaking fluency.

Materials and References
Printed pictures, worksheet, board, markers.

Student Profile			
Level	Lower Intermediate		
Age	Children (6~12)	Number of Students	5
Detail	Students are 4 Koreans and 1 American. They are highly motivated learners. They are accustomed to pair work, but still very shy at the beginning of the class.		

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
- Students know what is 'be' verb and 'base verb'

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

1. **Meaning:** "It **could** be sweet." Students may think it is talking about the past or ability because of the word 'could'. "It **mustn't** be sweet." Students may think this is the opposite meaning of 'must be'.
Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to use modal verbs. Make sure that it doesn't need an 's' when it's in a third person singular and base verb comes after modal verbs.
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:

Nervousness can make me talk more, so focus on reducing unnecessary teacher talk. Don't explain but present the situation. Keep checking the timing. I will present only 'present' probability in this lesson.
They could not understand difficult words. Grade the teacher talk.

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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
2 min	T-S	Stitch 3 pancake pictures on the board. Hello everyone. Look at the board. What is this? (pancakes) I made these with this recipe. Write 'Sugar 60g'. I put 100g sugar in this. What can you guess about this pancake? (It must be sweet.) I forgot to put sugar in this. How about this? (It can't be sweet.) I put 50g sugar in this. And this? (It could be sweet.)
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
30 sec	T	Board the model sentence (It must be sweet/ It can't be sweet/ It could be sweet).
1 mins	T-S	CCQ <ol style="list-style-type: none"> Are you guessing about the pancakes? (Yes) Does it talk about now or past? (now) Are you very sure that this(right pic) is sweet? (Yes) Are you very sure that this(left pic) is NOT sweet? (Yes) Are you very sure that this(middle pic) is sweet? (No) But is it sweet, maybe? (yes) What is the opposite meaning of 'must be'? (can't be)
1 min 30 sec	T-S	Form Which word tells us this is a guess? (must/can't/could) These are called modal verbs. board What is this? (be verb) Then what is this? (adjective) And this? (subject) Can nouns come after be verb? (Yes) Can prepositions come after be verb? (Yes) Can we say it must sweet? (No) Can we say it must is sweet? (No) Why? (Because modal verb + base verb) Do you need to put 's' after must? (No, modal verb doesn't need 's' in the third person singular.)
1 min	T-S	Drill – drill the spoken form, focusing on contractions, stress and intonation. Listen. "It must be sweet." Which words are stressed? (must, sweet) Mark the stress with a red marker. Gesture. "It can't be sweet." Which words are stressed? (can't, sweet) Mark the stress with a red marker. Gesture. "It could be sweet." Which words are stressed? (could, sweet) Mark the stress with a red marker.

		Listen and repeat 3 times. Drill chorally and 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
30 sec	T	Instructions. Hold up the worksheet, point to exercise A. Exercise A says choose the correct sentence. Look at the example. Which one is right? (I could be there.) ICQ. Will you check the right sentence? (yes) Will you do the worksheet individually? (yes) Do you have a pencil? (yes) Hand out.
3 mins	S	Students do the worksheet exercise A.
1 min	S – S	Pair check.
2 min	T - S	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: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
10 sec	T	Instructions. Turn over your worksheet. Exercise B says complete the sentence with must or can't or could.
3 mins	S	Students do the worksheet.
1 min	S-S	Pair check
2 min	T-S	Feedback to check accuracy.
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. Let's guess facts about your partners using the clues that you already know with reasons. For example, Jane could be rich, because she bought us drinks. You should talk freely! Start now.
5 min	S-S	Students discuss assumptions of each other using the target language naturally.

1 min	T-S	Monitor from a distance. Listen carefully if they make mistakes. Feedback. Tell me what you talked about.
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	Lesson feedback. Tell the class what they did well, and what needs to improve. Offer delayed corrections to the previous stage.
10 sec	T	Today's homework is making 2 sentences with each modal verb that we learned today.
5 sec	T	Tomorrow we will learn about you mustn't do that. Thank you.

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		



100g Sugar

Pic 1



No Sugar

Pic 2



50g Sugar

Pic 3

Board Plan



No sugar

It can't be sweet



50g sugar

It could be sweet



100g sugar

It must be sweet

Adj.

S + modal verb + be verb +
(base verb)

Noun

Prep.

Work sheet : Modal verbs of possibility (present)

Exercise A

Choose the correct sentence.

Example

() I could there

(✓) I could be there

1. () He must be handsome.
() He musts be handsome.
2. () It can't true.
() It can't be true.
3. () They must be watching TV.
() They must are watching TV.
4. () The team could win the game tonight
() The team could be win the game tonight

Exercise B

Complete the sentence with *must* or *can't* or *could*.

Example

Mr. and Mrs. Lee speak Chinese.

- They must be from China.

1. Carol fell off the stairs

- She _____ be hurt.

2. He slept all day.

- He _____ be tired.

3. She is absent today.

- She _____ be at home.

4. An elephant is smaller than a rabbit.

- It _____ be true.

5. The cat is playing alone.

- It _____ be lonely.

Answer sheet : Modal verbs of possibility (present)

Exercise A

Choose the correct sentence.

Example

() I could there

(✓) I could be there

1. (✓) He must be handsome.
() He musts be handsome.
2. () It can't true.
(✓) It can't be true.
3. (✓) They must be watching TV.
() They must are watching TV.
4. (✓) The team could win the game tonight
() The team could be win the game tonight

Exercise B

Complete the sentence with *must* or *can't* or *could*.

Example

Mr. and Mrs. Lee speak Chinese.

- They must be from China.

1. Carol fell off the stairs.
 - She must be hurt.
2. He slept early and woke up late.
 - He can't be tired.
3. She is absent today.
 - She could be at home.
4. An elephant is smaller than a rabbit.
 - It can't be true.
5. The cat is playing alone.
 - It could be lonely.