

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Lee	223WD	2021.08.03	Grammar	PPP	25min

25

Lesson	
Topic	He must be late for work.
Main Aim	Students will learn 'must be', 'can't be', 'could be'.
Secondary Aim	Students will practice their speaking fluency.

Materials and References
Board and colored makers, worksheet

Student Profile			
Level	Lower Intermediate		
Age	20~30s	Number of Students	3
Detail	Students are all native Korean. All students haven't lived abroad. Everyone is motivated to learn English.		

### Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson
- Students have learned about "Auxiliary + Verb" relationship
- Students know how to make the question form.
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### What language difficulties to expect when presenting, and how to deal with it:

1. **Meaning:** Students may think 'Must be', 'Can't be', 'Could be' are already happened situation so there is no possibility to be changed. CCQ will make students understand the exact meaning.
2. **Form:** Students may move 'be' to the front of sentence when they make a question form. I will stress that main verbs are 'must', 'can't', 'could' and correct the sentence immediately if students make mistake.
3. **Pronunciation:** Students may pronounce 'can't' like 'can'. I will make students repeat the sentence until they speak clearly.

### Anticipated Classroom Management Difficulties and their Solutions:

Students may feel difficult in understanding difference between 'Must be' and 'Could be' in their meaning. Because these are both related with future and possibility and have similar structure. I will deal with this matter in Lead in stage and explain what is different in two expressions after blanks are all filled.

### My Personal Aim

- What I hope most to demonstrate in this lesson is the ability to
- present the target language using a situational presentation
  - practice and improve interaction skills with students

<b>Stage Name:</b> Lead-in <b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
2min	T-S	<ul style="list-style-type: none"> <li>Hello everyone. Look at this picture. <b>Draw a man running out from home with bag.</b> Write 1 sentence that explain situation and 3 sentences that have blank.</li> <li>- I got up so late -               <ol style="list-style-type: none"> <li>He_____ late for work.</li> <li>He_____ happy.</li> <li>He_____ in trouble.</li> </ol> </li> <li>Please tell me what expressions should be put in to each blank?  <b>(‘must be’, ‘can’t be’, ‘could be’)</b> <ul style="list-style-type: none"> <li>* If students feel hard to find answer, give hints to help.</li> </ul> </li> <li>If students say correct answer, write that expression in the blank.</li> </ul>
<b>Stage Name:</b> Presentation <b>Purpose of this stage:</b> Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T T-S	<b>Using the sentences on the board used in Lead-in stage.</b>  <b>CCQ – Ask 1 question per one sentence.</b> <ol style="list-style-type: none"> <li><b>Does he arrive in the company late now? (No).</b></li> <li><b>Doesn’t he feel happy 100%? (No)</b></li> <li><b>Is there possibility that he will not be in trouble? (Yes)</b></li> </ol>
3min	T-S	<b>Form</b> All these sentences are related with the future. which words tell us these are about future? (‘Must be’, ‘Can’t be’, ‘Could be’) Can we say ‘He must late for work? (No) Can we say ‘He could in trouble? (No) Why? (Because Auxiliary + verb in the base form)  How do we make these into question sentences? 1) Must he be late for work? - <b>Board Must he be late for work?</b> 2) Can’t He be happy? - <b>Board Can’t He be happy?</b> 3) Could he be in trouble? - <b>Board Could he be in trouble?</b> What happens to the main verb when we make the question? (Auxiliary moves to the front of the sentence.)  All these are Adjectives. (Point at the part of each sentence behind “be”) What can be put instead of Adjective? (Noun) <b>Board Teacher</b> beside of each sentence as example.

1min	T-S	<table><tr><th>Question</th><th>Subject</th><th>verb</th><th>Adj / Noun</th></tr><tr><td>Must</td><td>He -</td><td>must be be</td><td>late for work / teacher - ?</td></tr><tr><td>Can't</td><td>He -</td><td>can't be be</td><td>happy / teacher - ?</td></tr><tr><td>Could</td><td>He -</td><td>could be be</td><td>in trouble / teacher - ?</td></tr></table>	Question	Subject	verb	Adj / Noun	Must	He -	must be be	late for work / teacher - ?	Can't	He -	can't be be	happy / teacher - ?	Could	He -	could be be	in trouble / teacher - ?
		Question	Subject	verb	Adj / Noun													
		Must	He -	must be be	late for work / teacher - ?													
		Can't	He -	can't be be	happy / teacher - ?													
		Could	He -	could be be	in trouble / teacher - ?													
<b>Drill</b> Listen. <b>Indicate silence.</b> <b>"/ hi məst bi leɪt fə(r) wɜ:rk/" (X 1)</b> Which words are stressed? ('be', 'for') <b>Mark the stress with a red marker.</b> Listen. <b>Indicate silence.</b> <b>"/ məst hi bi leɪt fə(r) wɜ:rk?/" (X 1)</b> Which words are stressed? ('must', 'work') <b>Mark the stress with a red marker.</b>  Listen, and repeat 3 times. / hi məst bi leɪt fə(r) wɜ:rk/. <b>Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.</b> Listen, and repeat 3 times. / məst hi bi leɪt fə(r) wɜ:rk?/. <b>Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.</b>																		

<b>Stage Name:</b> Controlled Practice		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T	<b>Instructions. Hold up the worksheet, point to exercise A.</b> Exercise A says to make right sentence by using given words. -Example- ('be', 'she', 'could', 'tired') Normal: She could be tired. Question: Could she be tired? <b>Hand out the worksheets.</b>
3min	S – S	<b>Students do worksheet exercise A</b>
1min	T - S	<b>Pair check.</b>  <b>Feedback to check accuracy. Board correct answers.</b>

<b>Stage Name:</b> Less Controlled Practice		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T	<b>Instructions.</b> Turn over your worksheet and look at the exercise B. There is one picture. Make 3 sentences by using 3 expressions we learned today
3min	S	<b>Students do the worksheet.</b>
1min	S-S	<b>Pair check.</b>
1min	T-S	<b>Feedback to check accuracy.</b>
<b>Stage Name:</b> Production – Freer Practice		
<b>Purpose of this stage:</b> is to get students to practice the grammar communicatively.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	<b>Instructions.</b> Talk together about your experience by using expressions we learned today.
5 min	S-S	Students share their experience.  <b>Feedback</b>
<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T – S	<b>Lesson feedback.</b> Tell the class what they did well, and what needs to improve. <b>Offer delayed corrections to the previous stage.</b>
15 sec	T	<b>Set homework.</b>
15 sec	T	<b>Inform students about the topic for the next lesson.</b>

# 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		