

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
EunYong Yang	0316WD	20/04/2022	Grammar	PPP	30 min

Lesson	
Topic	There <u>must be</u> a hot dog. There <u>can't be</u> a hot dog. (Learning 'prediction')
Main Aim	Students will learn the prediction usage of 'must be' and 'can't be'
Secondary Aim	Students will practice their speaking fluency using 'must be' and 'can't be'

Materials and References
ppt (including worksheets)

Student Profile			
Level	Lower Intermediate		
Age	10 years old	Number of Students	3
Detail	The students already know how to use zoom. They are very interested in cartoons, funny pictures and cute characters.		

Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson
- Students have learned about the 'subject + auxiliary verb + verb' relationship.
- Students know how to make the negative form using 'not'

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

- Meaning:** Students may think of the meaning of 'must be' as 'something required or necessary'. They also may think of the meaning of 'can't be' as 'something unable'. Help them clearly understand the meaning by visual aids (ppt) and meaning based C.C.Q.s
- Form:** Students may confuse as if they can put a basic form of verb after 'must be' or 'can't be'. e.g. 'It must be rain. It can't be rain.' Make it clear by marking the confusing parts in different color.
E.g. 'It must be raining. It can't be raining.'
- Pronunciation:** Students may confuse the pronunciation of 'can't' with 'can'. Help them practice pronunciation and stress. Drill several times chorally and individually. Then ask them which word sound stressed in the sentence and visualize the stress markers.

Anticipated Classroom Management Difficulties and their Solutions:

- If the ppt has been erased due to a virus, etc. -> Prepare printed pictures.
- If some students ask off-topic questions -> avoid 'too much teacher talk' or 'too much information' with just mentioning, "We will learn about that in a next lesson."
- Trying to master all the other uses of 'must' and 'can't' may cause the students even to lose interest in their learning. -> manage what to learn by selectively presenting only a few and important concepts.

My Personal Aim

What I hope most to demonstrate in this lesson is the ability to

- have students learn the target language using a situational presentation even in grammar lessons.
- be trained in helping students motivated and interested in grammar lessons.
- grow into an effective involver type teacher, practicing interaction skills.

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 1		
Timings (2 min)	Interactions	Procedure
2 min	T T-S	<p>Before the class, prepare PPT in advance.</p> <p>Show PPT 1: "Hi, guys, Look at the picture."</p> <p>Elicit 1: "Speak out sentences about this situation." (There is a hot dog.) "And speak out sentences about what the dog is feeling now."(I love a hot dog!)</p> <p>Elicit 2: "Speak out sentences about what the dog is thinking now." (There <u>must be</u> a hot dog / There <u>can't be</u> a hot dog)</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: PPT 2		
Timings (7 min)	Interactions	Procedure
3 min	T-S T-S	<p>Show PPT 2 - "Look at the sentences and answer."</p> <p>CCQ - There must be a hot dog. / There can't be a hot dog.</p> <p>1) Is this sentence predicting something?.</p> <p>2) Is it talking about something certain?</p> <p>3) What fact are you sure of?</p> <p>4) Are you 100% sure?</p>
2 min	T-S	<p>Form - "Look at the sentences. How is the word order going?"</p> <p>Subject + must (Aux.V.) + be (Be.Verb) + S.Complement</p> <p>e.g. It must be a hot dog. / The dog must be happy.</p> <p>Subject + can't (Aux.V.) + be (Be.Verb) + S.Complement</p> <p>e.g. It can't be a hot dog. / The dog can't be happy.</p>
2 min	T-S	<p>Drill - "Everybody listen and speak three times." -Speak at a native speaker's pace.</p> <p>Show major and minor stresses in PPT picture.</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: PPT 3 - worksheet		
Timings (4 min)	Interactions	Procedure
	T-S	Show PPT 3 - Instructions. "Look at these exercises. And each of you write down your answer. When you finish the work, show your thumbs up emoticon."
1 min	S	ICQ. Exercise 1A - "Do we use all the word to make a sentence?" (yes)
2 min	S – S	Students do a worksheet.
1 min	T - S	Group check. "Finished? Check your answer in your group talk."
		Feedback to check accuracy. Show correct answers in PPT.
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: PPT 4 - worksheet		
Timings (6 min)	Interactions	Procedure
30 sec	T-S	Show PPT 4 - Instructions. "Look at this picture." "Make 4 predicting sentences about the pictures. Use 'must be' or 'can't be'."
		ICQ. "How many predicting sentences each of you make?" (3)
5:30 min	S-S	Students share their ideas in a group talk.
Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: PPT 5 - worksheet		
Timings (9:30 min)	Interactions	Procedure
30 sec	T	Show PPT 5 - Instructions. "Ok guys, last exercise." "Communication Practice" "Talk with your group members for 9 minutes about this topic."
9 min	S-S	Ss-Ss group talk. - Teacher monitors supportively, checking if they use proper grammar, lexis and pronunciation, as well as natural expressions. - Prepare one more 'follow-on' question, in case of less group talk.

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: PPT 6, Personal monitoring notes		
Timings (1:30 min)	Interactions	Procedure
1 min	T – S	Offer delayed corrections to the previous stage. <ul style="list-style-type: none"> "Well done guys" "Look, Here are some sentences I heard. Tell me how to correct them."
15 sec	T	Set homework. "Review today's lesson. If you have a question, write it down and bring it in the next lesson."
15 sec	T	Inform students about the topic for the next lesson. "Next time we will learn 'how we can talk about the future'."

Speak out sentences about what the dog is feeling now.

I love a hot dog!



Speak out sentences about what the dog is thinking now.

There **must be** a hot dog!



Speak out sentences about what the dog is thinking now.

There **can't be** a hot dog ~



Look at the sentences and answer.

There **must be** a hot dog!



"There **is** a hot dog."

thinking thinking ~~



- 1) Is this sentence predicting something?
- 2) Is it talking about something certain?
- 3) What fact are you sure of?
- 4) Are you 100% sure?

Look at the sentences and answer.

There **can't be** a hot dog ~



"There **is not** a hot dog."

guessing guessing ~~

deep sleep ~
deep sleep ~



- 1) Is this sentence predicting something?
- 2) Is it talking about something certain?
- 3) What fact are you sure of?
- 4) Are you 100% sure?

[Rules]

Subject + **must** (Aux.V.) + **be** (Be.Verb) + S.Complement

It must be a hot dog.

The dog must be happy.

Subject + **can't** (Aux.V.) + **be** (Be.Verb) + S.Complement


It can't be a hot dog.

The dog can't be happy.

[Pronunciation]

It  must be   a hot dog.

 The dog  must be  happy.

It  can't be   a hot dog.

 The dog  can't be  happy.

Question:

Exercise 1A. Get the word order right.

1. be You happy must very.
2. a problem must Emily have.
3. at Emily be can't It the door.

Exercise 1B. Correct the sentence.

1. It must be rain.
2. The dog can't is happy.
3. There's the doorbell. It must George.

Answer:

Exercise 1A. Get the word order right.

1. You must be very happy.
2. Emily must have a problem.
3. It can't be Emily at the door.

Exercise 1B. Correct the sentence.

1. It must be rain**ing**.
2. The dog can't **be** happy.
3. There's the doorbell. It must **be** George.

PPT 4. Practice 2 (Worksheet)

Question:

Exercise 2. Make 3 predicting sentences about the pictures. Share in group.
Use 'must be' or 'can't be'.



[In the future, there ...]

Example of answer:

There must be... - space planet resource development / robot workers in the factory / vacuum tube trains / farm in buildings / flying taxis / driverless cars / 3D virtual education / Medical checkup and treatment at home / home robots

There can't be... - environmental pollution energy resources / manpower in the factory / old-fashioned trains / car drivers / On-site education training / hospital care / housewives

Exercise 3. Communication Practice

Talk with your group members for 9 minutes about this topic.

1. **Predict** your '**future**'. Tell your story and why.

E.g. '**your** own future', 'The future of your **children**', 'of your **family**, etc..'

2. **Predict** your '**most busy day**' in this coming week.

FEEDBACK

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HOMEWORK

Review today's lesson.

If you have a question, write it down and bring it in the next lesson.

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		