**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sue | TESOL | 10, April, 2019 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | I can speak English in this classroom. |
| **Main Aim** | Students will learn ‘can/can’t’, use this in possibility.  |
| **Secondary Aim** | Students will practice their speaking fluency through drilling and discussing with their partner. |

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|  **Materials and References**  |
| **Board and colored markers, worksheets.** |

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| **Student Profile** |
| **Level** | Low Intermediate |
| **Age** | Adults | **Number of Students** | 9 |
| **Detail** | Students are all native Korean. They are all out going and participates well in class. Everyone is motivated to learn English. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| Students are able to understand use of ‘can/can’t’ as ability, permission. |

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| **Anticipated Difficulties and their Solutions:** |
| Students may not know about use of ‘can/can’t’ in possibility and also impossibility. Also past tense ‘could’ as well.  |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation. For Lead-in asking students for classroom rules to elicit can/can’t(modal verb) uses of ability, permission, and possibility. |

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| **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:** Board, colored markers, eraser |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T-S | **“**Hello Everyone. Let’s talk about our classroom rules”. 1. Only using English in this floor.
2. No Korean. etc.

“Ok then, We can speak…” (We can speak English.)“We…” Using Gesture. (We can’t speak Korean.) .“If you break the rule, what happen to your lunch break?” (We can get twenty minutes lunch break.)  |

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| **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:** Board, colored markers, eraser  |
| **Timings** | **Interactions** | **Procedure** |
| 1 min1 min2 min2 min | T-ST-ST-ST-S | **[Board the model sentence]** (We can speak English.) -ability(We can’t speak Korean.) -permission(We can get twenty minutes lunch break.) -possibility**Tell students to write down the sentence.****[CCQ]** 1. We can speak English.

“Is this sentence talking about ability?” (yes)**Board ability**1. We can’t speak Korean.

“Is Korean allowed?” (no) “Is this about permission?” (yes)**Board permission**1. We can get twenty minutes lunch break.

“Is this sentence about possibility?” (yes)**Board possibility****[Form]**We can get twenty minutes lunch break.“How can we change this into a negative sentence?” We can’t get twenty minutes lunch break. (Board it)“How can we change this into a question?” Can we get twenty minutes lunch break? (Board it)“Which words are stressed?” **Mark the stress with a red marker.**(Find Stress with Ss)“Is possibility always 100% sure?” (no)“If we change ‘can’ (positive form) to negative form ‘can’t’, is there still possibility?” (no)“We call this impossibility.” (Board it)**<Modal verb>****Can: Possibility , Can’t: Impossibility**“How can we change We can get 20 minutes lunch break to the past tense?” (We could get 20 minutes lunch break.) **Board it, just notice past tense ‘modal could’ and jump to the next step.** **[Drill]** /Wi kən; get ˈtwenti ˈmɪnɪtz lʌntʃ breɪk/(We can get 20 minutes lunch break.)“Listen” **Indicate silence** 1. T slowly repeat 3 times.

**Conduct the drill chorally 3times with gestures.****Nominate for individual drilling.** 1. T repeat 3 times. (faster!)

**Conduct the drill chorally 3times with gestures.****Nominate for individual drilling.** 1. T repeat 3 times. (faster!!)

**Conduct the drill chorally 3times with gestures.****Nominate for individual drilling.** Ask students to close their eyes. “Everyone close your eyes, and repeat this sentence in your mind for 10 times. Practice drilling with your partner next to you. Check each other’s stress, and diverse of speed.” (students should be group of two or three people)-30sec**Nominate for individual drilling.** |

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| **Stage Name:** Controlled Practice**Purpose of this stage:** students practice working with the form. Accuracy must be checked. |
| **Materials:** Board, colored markers, eraser, worksheet (exercise A) |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min1 min | TSS-ST-S | **[Instructions]** Hold up the worksheet, point to exercise A. “Exercise A says to change the sentence in the new form.”Positive: **I can visit this weekend.**Negative: I can’t visit this weekend.Question: Can I visit this weekend?**Students do a worksheet.****Pair check.****Feedback to check accuracy. (Ask Students the answer first!) Board answers.** |

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| **Stage Name:** Less Controlled Practice**Purpose of this stage:** students practice working with the meaning. Accuracy must be checked. |
| **Materials:** Board, colored markers, eraser, worksheet (exercise B) |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec3 min1 min1 min | TSS-ST-S | **[Instructions]**“Turn over your worksheet. Exercise B says, Read the sentence and decide whether it is can/can’t using Ability, Permission, or Possibility. Write down one answer each.”Show example: Ability He can speak French well.**Students do a worksheet.****Pair check.****Feedback to check accuracy. (Ask Students the answer first!) Board answers.** |

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| **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** |
| 1 min4 min1 min | TS-ST-S | **[Instructions]**““Use can /can’t and make one each question that relates to ability, permission, and possibility.” **\*For Example**: (Board it)Ability- Can you swim?Permission- Can I speak to you?Possibility- Can you help her now?**Students do a productive task which requires communication, e.g. a board game, roleplay, discussion, written assignment.****Feedback.** |

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| **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:** None.. |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | TT – STT | **[Lesson feedback] Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.****Set homework.** “Please find out other modal verbs (ex: may, might, shall, should, will, would, must) and please bring each example sentence by the next time.**Inform students about the topic for the next lesson.** “Next time we are going find out more about the other modal verb.” |

**Worksheet: Can/ Can’t**

**Exercise A**

Change the sentence to the new form. Write your answer neatly.

[Example]

Positive: **I can visit this weekend.**

Negative: I can’t visit this weekend.

Question: Can I visit this weekend?

1. Positive: **You can leave your car in that parking space.**

Negative:

Question:

1. Positive: **I can smoke in this area.**

Negative:

Question:

1. Positive: **She can come at any time.**

Negative:

Question:

1. Positive:

Negative: **I can’t quite follow you.**

Question:

1. Positive:

Negative:

Question: **Can you do that?**

**Worksheet: Can/ Can’t**

**Exercise B**

Read the sentence and decide if it is can/can’t meaning Ability, Permission, or Possibility.

Write down one answer each.

**Example**: Ability He can speak French well.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Can I go out, please?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Humans can fly to the moon.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ My friend can visit me this week
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ They can’t dance very well.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Could I ask a question please?
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Can you swim across the river?
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ You can easily lose your way in the dark.
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ You can use my phone.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I can help her now.

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I can come to class on Wednesday, but I can’t come on Thursday because I have to work.

**Worksheet: Can/ Can’t <ANSWER SHEET>**

**Exercise A**

Change the sentence to the new form. Write your answer neatly.

[Example]

Positive: **I can visit this weekend.**

Negative: I can’t visit this weekend.

Question: Can I visit this weekend?

1. Positive: **You can leave your car in that parking space.**

Negative: You can’t leave your car in that parking space

Question: Can you leave your car in that parking space?

1. Positive: **I can smoke in this area.**

Negative: I can’t smoke in this area.

Question: Can I smoke in this area?

1. Positive: **She can come at any time.**

Negative: She can’t come at any time.

Question: Can she come at any time?

1. Positive: I can quite follow you

Negative: **I can’t quite follow you.**

Question: Can I quite follow you?

1. Positive: You can do that.

Negative: You can’t do that.

Question: **Can you do that?**

**Worksheet: Can/ Can’t <ANSWER SHEET>**

**Exercise B**

Read the sentence and decide if it is can/can’t meaning Ability, Permission, or Possibility.

Write down one answer each.

**Example**: Ability He can speak French well.

1. Permission Can I go out, please?
2. Possibility Humans can fly to the moon.
3. Possibility My friend can visit me this week
4. Ability They can’t dance very well.
5. Permission Could I ask a question please?
6. Ability Can you swim across the river?
7. Possibility You can easily lose your way in the dark.
8. Permission You can use my phone.
9. Possibility I can help her now.
10. Possibility I can come to class on Wednesday, but I can’t come on Thursday because I have to work.

**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**  |
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|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |