**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Julie | 206th WK | 17/04/2020 | Grammar | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Is Kevin home? |
| **Main Aim** | Students will learn the modal verbs of deduction. |
| **Secondary Aim** | Students will practice their speaking fluency. |

|  |
| --- |
| **Materials and References** |
| Board, pen, worksheets. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 3 |
| **Detail** | | This is a general English class and students are motivated learners. The students are all Koreans, and they all have been struggling to differentiate must/can’t/could be, which means possibility. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the other use of the word can’t. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “Kevin must be at home.” Students may think it is representing regular present tense. Also, “Kevin could be at home.” Can be confusing. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use ‘could’ and ‘couldn’t’. Since the meaning of must and can’t is quite clear, I will spend a little more time to make sure the students understand the use of ‘could’ as possibility. 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:** | | | | | |
| In this class, students will learn modal verbs of deduction. I need to clearly show the students the differences between them. Since there are a lot to teach and I have to go through 3 C.C.Q.s for each verb, this could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only three modal verbs. The remaining new language points (may, might) can be presented in the next lesson. | | | | | |
| **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:** Board, pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min | T-S | | Hello everyone, today we will learn grammar that you can use in daily basis. Look at what I draw and call out a sentence that explains the drawing.  **Kevin**  ?  **Kevin is at home.**  **Kevin must be at home. Kevin could be at home. Kevin can’t be at home.** | | |
| **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, pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  1min  2min  3min  2min | T  T-S  T-S  T-S  T-S | | **Board the model sentences.** (if students are unable to tell you, just board it).  **Kevin must be at home.**  **Kevin could be at home.**  **Kevin can’t be at home.**  Positive Negative  You are 100% sure You are 100% sure  could  must can’t    You’re 50% sure  **CCQ**  **Kevin must be at home.**   1. Is Kevin home? (Yes.) 2. Are you 100% sure? (Yes.) 3. Is there a problem? (No.)   We use must when we feel sure that something is true or it's the only realistic possibility.  **Kevin could be at home.**   1. Do you know if Kevin is at home? (Maybe.) 2. Can Kevin be at home? (Yes or No.) 3. Are you 100% sure? (No.)   We use could to say that we think something is possible but we're not sure.  **Kevin can’t be at home.**   1. Is Kevin home? (No.) 2. Can Kevin be at home? (No.) 3. Is there a problem? (Yes.)   We use can't when we feel sure that something is not possible.  **Form**  Let’s look at how this sentence is structured.  **Subject + modal (must, could, can’t) + be verb**  Q. Is Jinny in a bathroom?  + Jinny must be in the bathroom.  ? Jinny could be in the bathroom.  - Jinny can’t be in the bathroom.  Ask the students to make up a whole new sentence using given modals. Ask with gesture to each student for them to practice using given modals in different forms.  **Drill**   1. Say and gesture “Listen and repeat: [Kevin must be at home, Kevin could be at home, Kevon can’t be at home.]”; separately drill three different sentences. 2. Drill will energy and enthusiasm, using natural intonation and stress. 3. Make special pronunciation features visible on the board, using color. | | |
| **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:** Board, pen, worksheet. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  1min  1min  30sec | T  S  S – S  T - S | | Hold up the worksheet. Now it’s time to practice! Show ‘Exercise A’.  Write down what needs to be in the blanks. You only have three different choices. Must, could or can’t. Don’t do exercise b.  **I.C.Q. -** Do you write your answers in the blanks? (Yes.)  Do you need to do exercise b? (No.)  Do you have a pen or pencil ready? (Yes.)  **Handout**  Students do a worksheet.  **Pair check.**  Is everyone finished? Let’s compare your answers with each other. If your answer is different than others, explain why.  **Feedback to check accuracy.**  Let’s see if your answers are right!  Does anyone have a different answer? Who agrees with this answer?  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:** Board, pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  1min  1min  2min | T  S  S-S  T-S | | Turn the worksheet over. Show ‘Exercise B’.  This time, you will write down four short sentences explaining the picture using must, could, or can’t. Be creative and don’t be nervous to make mistakes.  **I.C.Q. -** Do you write long sentences? (No.)  Do you need look at exercise a? (No.)  Do you have a pen or pencil ready? (Yes.)  **Handout**  Students do a worksheet.  **Pair check.**  Is everyone finished? Let’s compare your answers with each other. Talk to each other why you wrote your sentences.  **Feedback to check accuracy.**  Let’s see if your answers are right!  Gesture to each student to say their answers out loud. Monitor their answers well and correct them all together when they are finished. | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** Board, pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S | | This time, you don’t need to write down anything. Put down your worksheet and pens!  For now, ask and talk to each other about where your family members are. Do you know exactly where they are? Are you certain? What about your grandparents or cousins? I’ll give you five minutes. | | |
| **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:** Board, pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  5 sec | 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.”   **Set homework.**  You all did really well today! For homework, I want you all to write down 5 different sentences using what we’ve learned today. Be creative! And don’t forget to bring them next week.  **Inform students about the topic for the next lesson.**  In next class, we’ll learn the use of may and might. | | |

**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** |  |  |

**Worksheet; must/could/can’t + be verb**

**Exercise A**

**Fill in the blank.**

1. Whose is this coat? It \_\_\_\_\_\_\_\_\_\_\_ be Paul's. It's way too small for him.
2. The doctor said my headaches \_\_\_\_\_\_\_\_\_\_\_ be because of the hot weather but they're going to do some tests to be sure.
3. He \_\_\_\_\_\_\_\_\_\_\_ be our teacher! He looks about twelve!
4. That \_\_\_\_\_\_\_\_\_\_\_ be the vegetarian option. It's got chicken in it.
5. Your watch says a different time from mine. One of them \_\_\_\_\_\_\_\_\_\_\_ be wrong.
6. Look at that bird! Maybe it's an eagle or it \_\_\_\_\_\_\_\_\_\_\_ be a vulture.

**Worksheet; must/could/can’t + be**

**Exercise B**

**Write a sentence that explains about each picture using must, could or can’t.**

Positive Negative

You are 100% sure You are 100% sure

**could**

**must** **can’t**

You’re 50% sure

****

****

**1)**

**2)**

**3)**

**Answer sheet; must/could/can’t + be verb**

**Exercise A**

**Fill in the blank.**

1. Whose is this coat? It \_\_\_\_can’t\_\_\_\_ be Paul's. It's way too small for him.
2. The doctor said my headaches \_\_\_\_could\_\_\_\_ be because of the hot weather but they're going to do some tests to be sure.
3. He \_\_\_\_can’t\_\_\_\_ be our teacher! He looks about twelve!
4. That \_\_\_\_can’t\_\_\_\_ be the vegetarian option. It's got chicken in it.
5. Your watch says a different time from mine. One of them \_\_\_must\_\_\_ be wrong.
6. Look at that bird! Maybe it's an eagle or it \_\_\_\_could\_\_\_\_ be a vulture.

**Answer sheet; must/could/can’t + be**

**Exercise B**

**Write a sentence that explains about each picture using must, could or can’t.**

Positive Negative

You are 100% sure You are 100% sure

**could**

**must** **can’t**

You’re 50% sure

****

****

1. **It must be raining outside.**
2. **It can’t be raining outside.**
3. **It could be raining outside.**