**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Manny | 211th WD | 19/8/2020 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | It must be  |
| **Main Aim** | Students will learn ‘must be’ |
| **Secondary Aim** | Students will practice their speaking fluency to talk about almost certain things. |

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

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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | Teens | **Number of Students** | 2 |
| **Detail** | Students are all Korean. They are both females and is motivated to learn English. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students have had formal grammar lessons and are familiar with grammar terms.
* Students have learned about the ‘must be’ + noun relationship
* Students know about the ‘must be’ and should be able to apply the rule in this lesson.
* Students know how to make the negative form using ‘not’
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. ‘It must be.’ Students may confuse the target language with ‘must be’. If student ask, redirect their attention to the situational presentation. Make a clear visual context and C.C.Q.
2. Students may get confused the difference with the ‘must’ and the target language.

Student may say ‘must’ as something that have to do. Let them practice these phrases as one thing, always together with ‘be’ with several examples and make a clear visual context and C.C.Q. |
|  **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, colored markers, eraser. |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T-S | Hello, everyone. I’m thinking of someone in this classroom. I will give you some clues, take a guess. This person has black eyes. **(Students say “It’s not David, then.”)** Are you sure it’s not David? **(Yes)** what can you say that you’re almost certain it’s not David **(Elicit “It can’t be David)** good, this person has long hair. **(Students say “Bonnie or Yongju?”)** Then what can you say that you’re not certain but it’s possible **(Elicit “It could be Bonnie or Yongju.”)** Okay, This person has come to learn from a long distance away. **(Students say “It’s Bonnie.”)** Are you sure it’s Bonnie? Then what can you say you’re almost certain that she is Bonnie” **(Elicit “It must be Bonnie”)**  |
| **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. Board, colored markers, eraser. |
| **Materials:**  |
| **Timings** | **Interactions** | **Procedure** |
| 1 min2 min3 min2 min | TT-ST-ST-S | **Board the model sentence. (It must be Bonnie.)** **CCQ -** “It can’t be David”1. Do you think it is David? (No, it’s not David.)
2. Are you sure it’s not David? (Yes, we’re almost certain it is not David)

**CCQ -** “It could be Yongju”1. Are you guessing or are you sure it’s Yongju? (We are guessing.)
2. Do you think it’s possible? (Yes, we are not certain but it’s possible.)
3. Are we talking about something in the past? (No, we are talking about present)

**CCQ -** “It must be Bonnie”1. Do you think it is Bonnie? (Yes)
2. Are you sure it is Bonnie? (Yes, we are almost certain it’s Bonnie)

**Draw timeline on the board by eliciting.** **Form** We are talking when we are guessing about things in the present. Look at these sentences.**Board the three sentences. ‘It must be a tiger.’**Can we say It must be tiger? (No)Can we say It must tiger? (No)Why? (Because ‘must’ always together with ‘be verb’ = ‘must be’)How do we make this into negative sentence? (It can’t be a tiger, or It must not be a tiger.)**Board It can’t be a tiger**Which word show it is talking about the negative? (Can’t)What happened to the main verb when we make the negative? (Can’t +be + noun)How do we make this a question? **Board Must it be a tiger?**How can we answer this question? **Board Yes It must be a tiger, or It can’t be tiger.****Drill** “Listen. **Indicate silence** “It must be a tiger.”Which words are stressed? (It, must, tiger) **Mark the stress with a red marker.**Which words are unstressed? (be, a) **Mark weak stress with a blue marker**Listen and repeat 3 times, “It must be a tiger” **conduct the drill chorally 3 times with gestures. Nominate for individual drilling.**Listen and repeat 3 times, “It must be a tiger” **conduct the drill chorally 3 times with gestures. Nominate for individual drilling.**Listen and repeat 3 times, “It must be a tiger” **conduct the drill chorally 3 times with gestures. Nominate for individual drilling.****Nominate a student to ask the question “take a guess, this animal can eat deer and has stripes to another student.** |
| **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:** Worksheet, board and marker, eraser |
| **Timings** | **Interactions** | **Procedure** |
| 30 Sec2 min1 min1 min | TSS – ST - S | **Instructions. Hold up the worksheet, point to exercise A.**Exercise A says to write sentences using must be or can’t beFor example, John’s in the school soccer team. He/be/a good player He must be a good player**Hand out the worksheets.****Student do worksheet exercise A****Pair check.****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: Worksheet, board and marker** |
| **Timings** | **Interactions** | **Procedure** |
| 30 Sec2 min1 min1 min | TSS – ST - S | **Instructions.** Turn over your worksheet. Exercise B says John must have broken his arm. Match the situation with a guess from Susan.**Hand out the worksheets.****Student do worksheet exercise B****Pair check.****Feedback to check accuracy.**  |
| **Stage Name:** Production – Freer Practice**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| **Materials:** None |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min30 sec1 min | TS-ST-S | **Instructions.**Talk to your partner about the country you studied before.For example, weather and food. [It must be hot, It must be cold, and it must be very delicious..etc..] **Feedback to check.** |
| **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 | T – S | **Lesson Feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.****Set homework.****Inform students about the topic for the next lesson.** |

**Worksheet: must be, can’t be**

**Exercise A**

**Write sentences using must be or can’t be.**

1. John’s in the school soccer team. He/be/a good player. He must be a good player.

2. Who’s that at the door? It/be/John. He’s in the kitchen with Kate.

3. You look exactly like Sally! You/be/her/sister.

4. Is that Kate play the piano? It/be/Kate. She isn’t able to play the piano.

5. A car has arrived. It’s 6 o’clock. It/be/Dad.

**Worksheet: must be, can’t be**

**Exercise B**

**John must have broken his arm. Match the situation with a guess from Susan.**

1. **John’s arm is in a cast A. He can’t have been to the dentist.**

1. **Mike looks sad. B. He must have broken it.**
2. **Daniel was late arriving home. C. He could have worked late.**

1. **Sam still has a toothache. D. There must be have been a power cut.**
2. **The lights don’t work E. He can’t have passed his feet.**

**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** |  |  |