**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Chris | TESOL | 19/12/2020 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | You have to speak English. You don’t have to speak English. |
| **Main Aim** | Students will learn the obligation. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Children (6~12 years old) | | **Number of Students** | 2 |
| **Detail** | | This is a general English class and the students are all Korean. They will be entering middle school soon and are expecting to prepare their English skills. They are all active and motivated learners. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students know the singular and plural form of the verb * Students know how to construct negative sentence using the word “not” | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Form:** When changing the sentence “You don’t have to speak English” to question form “Don’t you have to speak English”, the students might be confused with the meaning. 🡪 Ask them questions   E.g. : Can we say it this way? (Yes/No), What is the meaning of this sentence?   1. **Pronunciation:** Students may be confused where to give stress in pronouncing the sentence because in “You have to speak English”, the stress is in ‘have’ while in the negative sentence, it is in ‘don’t’. The students might still think that the stress is in have and will pronounce it that way. 🡪 Demonstrate clear pronunciation so that the students will know where to give stress. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| **Time management:** Since there are two model sentences, there would be more things to explain which would lead to not following the time-line. 🡪 Depending on the time, teacher may remove some questions that are not necessary to be asked.  **Board management:** There are two model sentences and they will be discussed with the table. Teacher might just write down the sentence without think of the table which will make him/her rewrite the sentence on the board(time consuming). 🡪 Before the start of the class, teacher should be ready knowing when and how to write the sentence on the board to avoid erasures. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * write complete and detailed lesson plan * teach the target language in a deductive method | | | | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min 20 sec | T-S | | Hello everyone.  Do you remember the classroom rules we discussed on our first day of class? What was the rule regarding using of language?(English only) If you heard a person speaking in Korea, what will you tell him?(You have to speak English.)  What about outside the class room? Do you still have to?(No) Then how can you say that in a complete sentence? (You don’t have to speak English.) | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  30 sec  1 min  1 min  30 sec  30 sec  1 min  1 min | T  T-S  T-S  T-S  T-S  T-S  T-S | | **Board all the model sentences after the lead-in (if students are unable to tell you, just board it).**  **Proceed with the first model sentence.**  **CCQ “You have to speak English?”**  1) Is it necessary to speak English? (Yes)  2) Is it okay to use other languages besides English? (No)  3) Do you have a choice? (No)  **Form**  **Board the form on the top of the sentence using different colored marker “You have to speak English.”**  Where is the subject? (You)  Where is the verb? (speak)  Where is the object? (English)  What is have to?(modal verb)  Can we say “You speak have to English.”? (No)  Can we say “Have to you speak English.”? (No)    How can you make this to a question? (Do you have to speak English?)   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Subject** | | **- tive** | **Modal verb** | **Verb** | **Object** | | + | You | |  | have to | speak | English | | - | You | | don’t | have to | speak | English | | ? | Do | You |  | have to | speak | English |   **Drill**  Listen and repeat 3 times. (Gesture) “You have to speak English.” (Conduct chorally and individually, if the students do wrong, repeat once more. If still wrong, choose the student who pronounced it correctly then let the student speak again)  Which words are stressed? (have, English)  **Proceed with the second model sentence.**  **CCQ “You don’t have to speak English”**  1) Is it necessary to speak English? (No)  2) Do you have a choice? (Yes)  3) You can use other languages besides English? (Yes)  **Form**  **Board the form on the top of the sentence using different colored marker “You don’t have to speak English”**  Where is the subject? (You)  Where is the verb? (speak)  Where is the object? (English)  What is have to?(modal verb)  What is don’t?(negative)  Can we say “Don’t you have to speak English?” (Yes, but it becomes a different meaning.)  **Drill**  Listen and repeat 3 times. (Gesture) “You don’t have to speak English.” (Conduct chorally and individually, if the students do wrong, repeat once more. If still wrong, choose the student who pronounced it correctly then let the student speak again)  Which words are stressed? (don’t, English ) | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  1 min  2 min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Exercise A says to identify whether the sentence is in positive or negative form and change it to the opposite form. (Read the example given in the worksheet). Do it individually.  ICQ  Are you going to identify first whether the sentence is positive or negative?(Yes)  Are you going to change the sentence to the opposite form after?(Yes)  Are you going to do individually?(Yes)  **Hand out the worksheets.**  **Students do a worksheet.**  **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min 35 sec  1 min  2 min | T  S  S-S  T-S | | **Instructions.**  Look at your worksheet to exercise B. It says you have to write down 5 sentences about what Joey has to and doesn’t have to do. You can refer to the table. See what are the tasks on the table and the check mark beside it means he already completed the task. Do it individually.  ICQ:  How many sentences are you going to write? (5)  What is the meaning of the check mark? (completed the task)  Are you going to work individually? (Yes)  **Students do the worksheet.**  **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min  1 min | T  S-S  T-S | | **Instructions.**  Talk to your partner about the things you have to do when you get home today. If you don’t have to do what your partner has to do, you may share too.  **Students discuss using the target language. (Monitor)**  **Feedback** | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  30 sec  5 sec | T – S  T | | **Lesson feedback. Tell the class what they did well and what needs to be improved.**  **Offer delayed corrections to the previous stage if needed.**  **Inform students about the topic for the next lesson.** Our next lesson for the grammar will be about must and mustn’t.  **Dismiss** | | |

**Exercise A**

**Instruction: Identify whether the sentence is positive or negative and change the sentence to opposite form.**

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| Example:  I have to sleep early today. (Positive)  *I don’t have to sleep early today.* |

1. You have to come to school on Monday. ( )

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2. I don’t have to buy milk. ( )

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3. He has to take the exam tomorrow. ( )

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4. They don’t have to go to the wedding. ( )

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5. She has to do her laundry by 9pm. ( )

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**Exercise B**

**Instruction: Below is the to-do list of Joey for the day. Write down whether Joey has to or doesn’t have to do the tasks listed below. Check mark means he completed the task.**

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| **To-do list** | | |
| 1 | Laundry | **✓** |
| 2 | Groceries |  |
| 3 | Take out the trash |  |
| 4 | Go to the post office | **✓** |
| 5 | Study |  |

**1.**

**2.**

**3.**

**4.**

**5.**

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