**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| CHELSEA | TESOL | FEB, 8, 2021 | Grammar | PPP | 30 min |

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| **Lesson** | |
| **Topic** | It may/might rain tomorrow. |
| **Main Aim** | Students will learn may/might for possibility |
| **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** | | 10 years old | | **Number of Students** | 2 s.s |
| **Detail** | | Students are all native Korean. A few students have lived abroad and have the local accent. Everyone is motivated to learn English grammar. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students know about future time phrases * Students know how to make the negative form using ‘not’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. Differences:“may/might; Students may ask what differences are of two, simply say they are same meaning. 2. Students may confuse the target language with “will” and “be going to”, if students ask, redirect their attention to the situational presentation or make a clear visual context and C.C.Q. Use “will” and “be going to” to express what is certain or definite. Use may or might to express what will possibly happen. 3. Maybe: Students may confuse with maybe. If students ask, you can use maybe + will to express future possibility. Maybe I will has a similar meaning to I might or I may. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| There are more and confused expressions about possibility such as “be likely to” “probably” “maybe”. But it will be too much for student to handle in a short 30 minutes lesson and this could lead to more confusion and difficulty of may/might concept. For this lesson I will manage this not to cover up the other expressions by presenting only a few concepts about may/might possibility. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * Manage time effectively. * be an less teacher talk. | | | | | |
| **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:** boards, colored markers, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3mins | T-S | | **Draw 2 features of raining sign forecast, one is “50% chance of rain” – 6:00am-12:00pm, another is “20% chance of rain” – 12:00pm~ 6:00pm.**  Hello everyone, look at this. What is this? (Weather)  Yes. Weather forecast tomorrow. Let’s imagine that your friends ask you to play soccer in the morning tomorrow, without knowing this forecast. What would you possibly say?  (it will rain ~ it is raining~, it could~ maybe~ elicit “it may/might rain tomorrow morning”)  Yes. But is it going to rain in the afternoon tomorrow? (No, maybe not~)  So, elicit - “it may not rain tomorrow afternoon”  We might play a soccer tomorrow afternoon! | | |
| **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:** boards, colored markers, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min  1min  3mins  2mins | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **CCQ – ask questions,**   1. Picture 1, is there possibility to rain? (Y). 2. Picture 2, is there possibility to rain? (N). 3. Are we talking about the future possibility? (Y)   **Form - Draw table below.**  **Elicit -> what is the type of words? Subject~ Verb in base form~ future time phrase.**  So, we use may and might to talk about something that will possibly happen.   1. What kind of verb form should come after May/might? – Verb in base form. 2. Where should we put on negative “not”? – after may/might. 3. How do we make this a question? (May it rain? - X) \*\* when we make it as question, we use “WILL” or “be going to” to ask questions about future possibility.   So will/Is it going to rain tomorrow morning?  **C:\Users\Administrator.jh-201802131946\Desktop\may table.jpg**  **Drill**   1. Listen and repeat: [It may rain tomorrow morning.] [It may not rain tomorrow afternoon” “Is it going to rain tomorrow morning?” 2. Where is stress? **Mark the stress with a read marker**. Positive – “RAIN”, negative – “Not”, question- “RAIN”, going up intonation at the end “tomorrow morning?” 3. **Listen, and repeat 3 times X3 – nominate for individual drilling.** | | |
| **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, boards, markers, eraser, pen for students | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3 mins  1 min  1 min | T    S  S-S  T-S | | **Instructions. Hold up the worksheet, point to exercise A.**  Exercise A. sentence corrections. There are 8 mistakes in the conversations. The first mistake is already corrected. Find and correct seven more.  ICQ. Do we need corrected errors and write the corrections? (Y)  **Hand out the worksheet.**  **Students do a worksheet.** Lets begin.  **Pair check.** Now, compare answers with your partners.  **Feedback to check accuracy. Board correct answers visually if any difficulties.** | | |
| **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, boards, markers, eraser. Pen for students | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3mins  2mins  1min | T  S-S  S-S  T-S | | **Instructions.**  Turn over your worksheet. Exercise B says I don’t know, I may/might…do something. Answer your questions briefly.  ICQ- Do you need to write individually? (Y)  **Students do the worksheet.**  **Pair check –** pair check asking questions one by one, and answers.  **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 sec  7 min  1min | T    S-S  T-S | | **Instructions. (Visual.)**  Talk to your partner about the planning you may/might do if you have chance to live for 1 month in Jeju island or Bali.  For examples, I might go Scuba diving~ etc.  **Students discuss their plans using the target language naturally.**  **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:** None. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min | T – S | | **Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  “Look at the board. Here are some sentences I heard. Tell me how to correct them.” | | |

**Worksheet – may/might**

Exercise A. SENTENCE CORRECTIONS

There are 8 mistakes in the conversations. The first mistake is already corrected. Find and correct seven more.

1. A: Is Steven going to go to China?

B: Yes~~. I am sure~~ *I think* he might take a late night flight tomorrow.

1. A: Are Mr. & Mrs. Smith couple decided where to go out?

B: I am sure, but they might go to the beach or visit their parents’.

1. A: Are you going to finish your report about COVID 19 today?

B: I want to, but I mayn’t have enough time.

1. A: May you take the subway?

B: I May. I will check the navigation if it is too traffic before I decide.

1. A: How’s the weather report?

B: It’s raining now, but it may to storm at night.

1. A: We maybe go to the jogging today. Do you want to join us?

B: No, thanks. It is very cold. Why don’t you do something indoors?

1. A: You don’t look good today. Are you sick?

B. I’m not feeling very well so I might go to school tomorrow.

1. A: What is the forecast for tomorrow?

B: It may rains in the morning, but it will be sunny in the afternoon.

**Worksheet – may/might**

Exercise B. I don’t know. I may/might…

Answer questions briefly. Use : I don’t know, or

I’m not sure, or

I haven’t decided yet..

1. What are you going to do after class?

*I don’t know. I might go to lunch with classmates.*

1. What are you going to eat tonight?

1. When will you do your next homework?

1. What would you like to do the most when COVID 19 gets better?

1. Where are you going on this Lunar new year holiday?

**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** |  |  |