SB: 93

Grammar Lesson Plan

Modals (Must/Have to/Should)

Length:

50 minutes

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Students:

5

Level:

Upper Intermediate

Instructor:

YOUNG

**Materials:**

-Pictures and worksheet of regret of modals

-Rules & recommendation worksheet

- Pictures of warning sign & symbol

**Aims:**

* Primary aim: to learn modal forms ‘Must’, ’should’ and ‘Have to’ by making rules & recommendation and by interviewing with partners.
* Secondary aim: to understand structure of modal forms in positive and negative forms. to become confident in writing and speaking modals.
* Personal aim: to be confident in teaching the lesson, to give clear instruction, to maximize student – student interaction in class, to be better at time management.

**Language Skills:**

* Speaking: students will share ideas and opinions to class on activities.
* Reading: students will read text from work sheet on activities.
* Listening: students will listen to teacher’s instruction, speakers and partners.
* Writing: students will write positive and negative sentences using modals.

**Language Systems:**

* Grammar: to learn structure of modals forms ‘Must’ and ‘Have to’
* Lexis: to make use of different vocabularies on post activity.
* Phonology: pronouncing new vocabulary
* Function: to make sentences using modals
* Discourse: discussion on activities and writing rules & recommendations

**Assumptions:**

* Students are able to understand different meaning between ‘must’ and ‘have to’
* Students are able to understand common rules apply to modal verbs and make use of modal forms in various situations.

**Anticipated Problems and Solutions:**

If I fail to time management.

🡪If time is short, skip the presentation part of post activity

🡪If time is left, give students sometime to work on the SOS activity.

**References:**

* Grammar Practice Activities Paperback with CD-ROM
* : A Practical Guide for TeachersPenny Ur | Cambridge University Press

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| **Lead-In**  |
| Materials: **N/A** |
| Time3min | Set UpWhole Class | **Procedure:***Greeting students**Ask 2guiding questions**-Have you ever heard of bucket lists?**-What do you think we must do in our 20’s or 30’s?* |

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| **Pre-Activity**  |
| Materials: **N/A, maker&board** |
| Time10 min | Set UpGroup | **Procedure:****Make a list of 5 things ‘have to’ and ‘must do.**-DemonstrationI must take medication.I must not drink alcohol.I should prepare a lunch box.I should not drink coffee.-Explain different level of obligation between ‘must/must not’ and ‘should/should not’.Instruction*-Make student work in a pair.* *-Give students 5minutes to talk about daily routines and make a list of 5things that they have to do/must do everyday.*ICQ-Are you working alone?-What do you have to do?-For how long?Monitor discreetly. Answer students if they ask questions.Time monitoring.-After 5minute, make all students present what their partners have to do/must do everyday to whole class.CCQ-What is difference between ‘have to’&‘must’?-Which modal is more related to obligation?-Which modal is more related to daily routine? |
| **Main Activity**  |
| Materials: **Rules & recommendation worksheet** |
| Time10 min | Set UpWhole ClassGroupWhole Class | **Procedure:**Rules & recommendationInstruction-Ask each student to think of any rules and recommendations which they think a new teacher should know and write down them on the board.-Rules should be phrased with ‘must’ or ‘have to’/ ‘must not’, recommendations with should/shouldn’t.-Give them examplesEx) You must come to lessons on time. You shouldn’t give very much homework.Make each team to write down 5 rules and recommendations for occupation, place or situation (the reading room of a library, a nature reserve, museum, a train or bus)ICQ-How long do you have?-What are you going to do?Hand out worksheet.Monitor discreetly. Answer students if they ask questions.Give time warning: 30 seconds left. Make each student presents ideas to class.Feedback-What rules do we must follow at library?-What recommendations are there on subway?-DrillingMake student practice positive/negative and question sentences using modals based on substitution table. I must/should/have to study everyday. He/she must should/have to work out everyday.I must/should not work out everyday.I don’t have to work out everyday.Should I study everyday?Do I have to study everyday? -CCQWhat should be followed after modals?How can make question sentence using ‘must’? |

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| **Post-Activity**  |
| Materials:**picture, worksheet** |
| Time10 min | Set UpWhole Class | **Procedure:**Modals of Regret-Eliciting topic by picture-What is he doing in this picture?-Does he look happy?-When you did something wrong or made mistake how you feel?-Explain grammar using substitution table.We can make sentence to express ‘regret’ using ‘should’.I should have (present/simple past/past particple)I should have (study/studied/studied).I shouldn’t have (go/went/gone).I should have (write/wrote/written).-CCQDo you regret about something will happen in the future?After ‘should have’, which tense is appropriate?-InstructionNow, we are going to talk about our mistakes and regrets.This is an team work.Each of you have 5minutes.You have to find out 2 mistakes your partner did in life andMake sentences to express feeling of regret with phrases with -I should have p.p-I shouldn’t havep.p-I really should have p.pAfter 5minutes, each of you will present about your partner’story to whole class. |
| **Feedback** |
| Materials: n/a |
| Time3 min | Set UpWhole Class | **Procedure:**-What did we talk about today?-Can you make positive/negative/question sentences using modals? |
| **SOS** |
| Materials:**Pictures of warning sign & symbol** |
| Time5~10 min | Set UpWhole ClassGroup | **Procedure:****Design modal symbols**Elicit topic-Present pictures and make students guess what each photo means, using can, can’t, must, have to or must not.Instruction-Make students in a pair.-You have 5minutes-These are meaning of symbols.-You have to design symbols for each interpretation.(meaning of symbols)-No body language allowed!-No casual ware allowed!-No PDA(public display of affection) allowed!!-No flattering allowed!ICQ-How long do you have?-What should you have to do?Monitor discreetly. Give time warning: 30 seconds left.Each team presents their symbols to class.CCQ-(pick up one of each team’s symbol) What does this symbol mean?  |

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| **Rules (Must/must not)**-you *must* seat in your assigned seat.-you *must not* record performance.-you *must* turn off your cell phone**.****Recommendation (Should/should not)**-you *should not* wear casual clothes.-you *should not* drink beverage.-you *should not* leave before end of performance**.** |

**Ex)At the theater**

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| **1) At the museum****Rules (Must/must not)****-****-****-****Recommendation (Should/should not)****-****-****-** |

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| **2) At the airplane****Rules (Must/must not)****-****-****-****Recommendation (Should/should not)****-****-****-** |

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| **Rules (Must/must not)**-you *must* seat in your assigned seat.-you *must not* record performance.-you *must* turn off your cell phone**.****Recommendation (Should/should not)**-you *should not* wear casual clothes.-you *should not* drink beverage.-you *should not* leave before end of performance**.** |

**Ex)At the theater**

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| **3) At the gym****Rules (Must/must not)****-****-****-****Recommendation (Should/should not)****-****-****-** |

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| **4) in the forest****Rules (Must/must not)****-****-****-****Recommendation (Should/should not)****-****-****-** |

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** “ I should have done it differently………”**

**Who do you interview?**

**-**

**What are his/her mistakes in life?**

**-**

**-**

**How does he/she feel about it?**

**1)**

**-He/she should have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**-He/she shouldn’t have\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**-He/she really should have\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**2)**

**-He/she should have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**-He/she shouldn’t have\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**-He/she really should have\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**