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|  Listening Speaking Reading [ ]  Grammar Writing |
| **Topic: Modals of Advice** |

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| Instructor:**Young** | Level:**Intermediate** | Students:**14** | Length:**30 Minutes** |

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| Materials:* Pictures of modal verbs
* Grammar wallchart-modals
* Advice modals worksheet (14 copies)
* Answer wallchart
* Other modals worksheet (14 copies)
* Pictures of grammar activity
* Grammar activity wallchart
* Papers for grammar activity (4 copies)
* Grammar activity worksheet (14 copies)
* Board game wallchart (2 copies)
* Dice (2 dices)
* White board, board markers & tape
* Chairs & desks for activities
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| Aims:* Main Aim: To enable Ss to improve their grammar skills by having Ss talk and write about advice using modal verbs.
* Secondary Aim: Ss will talk about advice by having Ss fill in the blanks about advice modals, engaged in role play, and write their own problems to get some advice.
* Personal Aim: I want to improve on teacher’s pace and on my demonstrations.
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| Language Skills:* Speaking: Ss will talk about problems and give some advice for friends.
* Writing: Ss will be engaged in writing their own problems and advices.
* Listening: Ss will listen to each other’s problems in an effort to give a piece of advice.
* Reading: Ss will read the worksheets and the words in wallcharts.
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| Language Systems:* Lexis: Modals, relative pronouns.
* Phonology: None to discuss.
* Grammatical: Modal verbs.
* Function: Asking for advice, giving a piece of advice.
* Discourse: None to discuss.
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| Assumptions:* All Ss know how the class is set up and run (there will be groups of each desk).
* Ss have had positive as well as negative experiences with advice.
* Ss already know the basic concept of verbs.
* All Ss have done a role play activity before.
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| Anticipated Problems and Solutions:

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| Problems | Solutions |
| Due to time management, Ss must learn modals of advice in the pre-activity and they might have too many questions about modal verbs for me to answer. | I will follow the one-third rule when Ss present and give the rest of the answers on a wall chart. I will tell the Ss that they will get another material related to other modals. If they still have questions, I will answer the questions during break time or after school. |
| Ss might speak too slowly for the presentation about role-play activity which may affect time management. | I will follow the one-half rule for the main activity that we will only get half the Ss to present. |
| Grammar might be complicated | I will use CCQ more clearly for better understanding. |
| I might need more time to complete my 30 minute microteaching since some class members could be absent or running late.  | I will do SOS activity that gets Ss to play a board game related to advice modals and share their problems and advices they got from the game with one another. |

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| References:* California State University TESOL Program Grammar Module
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| **Lead-In** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-WC | 2 students will give answers. | GreetingHello, everyone! How was your weekend? 2-3 guiding questions- When is the last time you were late for the class?- Have you had a bad cough?  |

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| **Pre-Activity** |
| Materials: Pictures, Advice modals worksheet(14 copies), Grammar wallchart, Other modals worksheet(14 copies), Answer wallchart, A board and board markers, Tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min4min2min | WholeClass Pair work | Seat arrangement (7 pairs) Ss work in pairs.3 students present their answers. | **Quiz Activity: Advice Modals**Tells Ss about the definition of modal verbs, and helps Ss to guess and say ‘modal verbs’.**Eliciting**: -Okay, Ss. What are they? Can you guess the name? They are helping verbs with special meanings. There are 10 OOOOO OOOO in English, which are used with a main verb to express ideas such as possibility, intention, ability, and so on.It starts with M. Mo..Mod.. Right! It’s called a modal verb.**CCQ:**Shows Ss a picture of a relative pronoun and tape it on the board.-Is this a modal verb? (No)Shows Ss a picture of a modal verb and tape it on the board.-Is this a modal verb? (Yes) Now, Grace, you say modal. Ustina, you say verbs. Okay. One more time. Great.T gets Ss to say “modal”, “verbs” one by one so that T can make new pairs. T puts a wallchart on the board, meanwhile Ss move to their new seats.**Demonstrations/Instructions:**Look at this wallchart on the board. What do you see in this wallchart? Right. Modals of advice. How many advice modals can you see here? Three. Which are should, ought to, and had better. Great.T gets 3 Ss to read each column of the wallchart out loud, and helps Ss to understand what the advice modals are.I’m going to give you a quiz paper about the advice modals. All you have to do is to fill in the blanks with your partner for 3 minutes.T shows how to do it briefly.**ICQ:**-What are you going to do? (filling in the blanks)-How much time do you have? (3minutes)-Are you working individually? (No)-Are you working in pairs? (Yes)I don’t want you to start until I say begin. **ICQ:**-Are you going to start when I give you a paper? (No)-Are you going to start when I say begin? (Yes)T gives Ss quiz papers and a time warning.1 minutes, 30 seconds, 10 seconds.Time’s up!T gets Ss to present their answers and put an answer wallchart on the board so that Ss can see it clearly.I’m going to give each of you a paper about other modal verbs. If you have any question about modal verbs, come and ask me during break time. I’ll be glad to answer your question. |

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| **Main Activity** |
| Materials: Pictures of grammar activity, Grammar activity wallchart, Papers for grammar activity(4 copies), White board, board markers & tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 11min  | Groupwork  | Each group gets one paper.Ss choose one situation as a group and make at least three sentences using advice modals. 6-7 Ss present their role play. | **Grammar activity: Role Play**Show Ss pictures of ‘school’, ‘home’, ‘work’ and tape them on the board.T makes 4 groups. **Instructions:**I’m going to give each group one paper. I don’t want you to touch the paper until I say begin.**ICQ:**-Are you going to touch the paper when I give it to you? (No~)-Are you going to touch the paper when I say begin? (Yes~)T gives each group one paper and puts a wallchart on the board.**Demonstrations/Instructions:**Now, I’m going to role play. Out of three situations, I chose ‘home’. T gets 2 Ss to help her role play and shows Ss how to do role-play activity.You’re going to role play as a group like this. Out of three situations, each group picks one and makes it more specific. Then, decide one advice giver and two or three problem people. Each group must make at least three sentences using advice modals. I’ll give you 5 minutes.**ICQ:**-What are you going to do? (role play~)-Are you going to work individually? (No)-Are you going to work in groups? (Yes)-How much time do you have? (5minutes)Let’s begin.T gets Ss to work in groups for 5 minutes and gives Ss time warning.3 minutes, 1 minute, 30 seconds, 10 seconds, Time’s up!T gets Ss to present their role play.Good job, everyone. |

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| **Post Activity** |
| Materials: Grammar activity worksheet(14 copies), A board and board markers, Tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min1min1min | IndividuallyWhole class | Each S gets a paper.Ss write one problem they have on the paper.Ss move around the room and get some advice from friends.1S presents her problem and advice she was offered in front of the whole class. | **Grammar Activity: I’ve got a problem.****Instructions:**Now, I’m going to give you a paper. I don’t want you to touch it until I say begin.**ICQ:**-Are you going to touch the paper when I give it to you? (No)-Are you going to touch the paper when I say begin? (Yes)T gives a paper to each S.**Demonstrations/Instructions:**Here, I have a paper just like you. I’m thinking about one of my problems and writing it down on this paper. T shows how to do it briefly.I’ll give you 50 seconds. You do this individually**ICQ:**-What are you going to do? (writing a problem)-How much time do you have? (50 seconds)-Are you working in pairs? (No)-Are you working individually? (Yes)Let’s begin.T gets Ss to write one problem they have on the paper.T gives Ss time warning.30 seconds, 10 seconds, Time’s up.**Demonstrations/Instructions:**All right, everyone. It’s time to move! Come up to the middle of the class with your papers and pen please. Now, I’ve got a problem, so I need some advice from my friends. I’m going to say like this “Sue, I’ve got a problem. It’s hard to wake up early in the morning.” Then, Sue is going to say like this “You should.., you should not.., you ought to...” I write her name here, and her advice here. Then decide which advice is the best or worst. T shows how to do it briefly.You do like this in whole class.I’ll give you 4 minutes.**ICQ:**-What are you going to do? (giving and getting some advice)-How much time do you have? (4min)-Are you working individually? (No)-Are you working in whole class? (Yes)T gets Ss to work in whole class and gives Ss time warning.2 minutes, 1 minute, 30 seconds, 10 seconds, Time’s up.T gets 1S to present her problem and advice she was offered.**Error Correction:**Do you have any questions?Teacher answers to Ss’ questions. No error correction today. T gets Ss to unscramble the word ‘modals’.Good job, everyone. |
| **SOS Activities**  |
| Materials: Board game wallchart(2 copies), Dice(2 dices), A board and board makers  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Group work | Ss play a board game.Ss present their problems and advices they got. | **Grammar Activity: Board game**T makes 2 groups.**Instructions:** You are going to play a board game in groups. Throw a dice, read the problem you get, and give Young a piece of advice. Then, you can move to another box, throwing a dice. The group that gets to the finish box faster wins.Work in groups.I’ll give you 4 minutes.**ICQ:**-What are you going to do? (playing a board game)-How much time do you have? (4minutes) -Are you working individually? (No)-Are you working in groups? (Yes)T gets Ss to play a board game in groups and gives Ss time warning.2 minutes, 1 minutes, 30 seceonds, 10 seconds, Time’s up!T helps Ss to share the problems and the advices.**Error Correction:**Do you have any questions?Teacher answers to Ss’ questions.No error correction today. Good job, everyone. See you tomorrow~ |

Grammar Wallchart (Pre-)

**Modals of Advice : Should, Ought to, Had better**

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|  | **Affirmative** | **Negative** | **Question** |
| **Should** | A: I failed my testB: Really? You **should study** harder. | Young children **shouldn't** watch violent TV shows. | I have a problem. Should I call my parents or my friend? |
| **Ought to** | A: It's really cold outside.B: You **ought to wear** a warm jacket. | *Not usually used* | *Not common* |
| **Had better** | A: You **had better slow** down. You are driving too fast. | You **had better not** forget to pay your tuition. If you do, the university will kick you out. | *Not usually used* |

1. Don't need 's'.

2. Used together with base form of main verbs.

\***should**- general advice

\***had better**- advice for a specific situation

- a bit stronger

- the idea of a warning

Grammar Worksheet (Pre-)

**Modal Auxiliary Verbs**

These special verbs are used to communicate suggestions, offers, ability, possibility, certainty, advice, necessity, invitations and permission.

Some are more formal than others; many can mean the same thing; with others you have to be careful because the modals change the meaning of the sentence.



\*Note some modal auxiliary verbs have a specific use in the past, but I have not included them in this chart.

\*Here are a few rules:

•They do not take an s on the third person singular.

•They are followed by a verb in its base form without the to.

•Some can refer to the present or the future at the same time (without using will).

•None of them can be used without a main verb.

Grammar Wallchart (Main-)

**At home**

Situation: The family has dog behavior problems. The dog behavior consultant came to give some advice.

Dad: She has the habit of jumping up on people. It scares people.

Consultant: You **should** say "down" the moment she jumps up on people and gently jerk on the leash. You **ought to** speak the command again until she performs the correct behavior.

Dad: Aha. Thanks.

Daughter: She has another bad habit. She loves to eat her own droppings.

Consultant: Oh. You **shouldn't** let her eat even a piece of poop. Well, in this case, you **had better** keep her on a fixed eating schedule. A fixed schedule makes it easier for you to supervise your dog and prevent her from eating her own poop. Also, you **ought to** keep your dog busy and well-exercised.

Daughter: Okay. Thanks a lot.

Grammar Worksheet (Post-)

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| **Name** | **Advice** |
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| **The best & worst piece of advice?** |  |
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