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| ☐ Listening ☐ Speaking ☐ Reading 🗹 Grammar ☐ Writing |
| **Topic: What are things you should / must / have to do?** |

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| Instructor:  Phoebe, Aileen | Level:  Pre-intermediate | Students:  13 | Length:  30 min |

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| Materials:   * Board and board markers * Supportive pictures for ‘presentation’ * Worksheet #1, #2 * Job description cards (SOS activity) |

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| Aims:   * Ss will be able to practice the modal verbs (should, must and have to) through class activities * Ss will be able to make their own sentences using should, must and have to appropriately * Ss will understand the differences between these three modal verbs of obligation |

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| Language Skills:   * Listening: Ss will listen to instructions, questions and responses of other classmates * Speaking: Group discussion in pair work and sharing ideas with T and other classmates * Reading: Game instruction and job descriptions * Writing: Worksheet answers and filling in information |

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| Language Systems:   * Phonology: Drilling (should, must and have to) * Lexis: Vocabularies in the given context, using modal verbs of obligation * Grammar: Modal verbs of obligation in present tense * Function: Comparison between meanings of " should , have to , must " * Discourse: Worksheet #2 |

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| Assumptions:   * Ss have knowledge of the simple present tense (for third parties) * Ss are aware of the class set up * Ss are able to recall their personalized preference and thoughts and contextualize it |

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| Anticipated Errors and Solutions:   * Ss may have difficulties in understanding instructions for class activities * Provide demonstration and CCQs * Ss may need more/less time for main activity * Be flexible and adjust time |

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| References:  <http://www.englishexercises.org/makeagame/viewgame.asp?id=6270>  https://tefltastic.wordpress.com/worksheets/cutting-edge/ce-pre/modals-sentence-completion/ |

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| **Lead-In** | | | |
| Materials: Board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Ss listen to the teacher and respond to T’s questions | T: Good to have you back everyone! Did you have a good weekend?  (Listen to Ss’ answers)  Elicit  Good. Did everyone do your homework? Oh, it seems everyone forgot your homework to do during the weekend! You should do your homework you have!  Hmm.. How does it sound to you if we told you ‘you must do your homework’ or ‘you have to do your homework’?  (Listen to Ss’ thoughts)  Yes. We agree with your thought! ‘Must’ and ‘have to’ seem to possess stronger meaning than ‘should’. Today, we will talk about the difference between these three modal verbs for obligation. Are you ready?  CCQ  - What three words are we going to learn today? |

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| **Presentation** | | | |
| Materials: Board, board marker, supportive pictures for presentation | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min  6 min | Whole class  Whole class | Ss listen to T  Ss listen to T and follow T’s instruction | Instruction  T: For today’s lesson, we are going to learn present tense form only. So you don’t have to feel pressure on past tense form.  Alright! Let’s talk about ‘should’ first. We usually use ‘should’ for giving advices while the other two verbs express obligation.  For example, ‘you should go outside, it’s a beautiful day!’ or ‘I should be at home by 8 o’clock’.  While ‘should’ is used for advices, ‘must’ and ‘have to’ are used for obligation. What would be differences between these two modal verbs?  (Listen to Ss’ ideas – less than three)  T: As ooo told us, we use ‘must’ for expressing a strong, formal and personal obligation. For example, ‘You must stop when the traffic lights are red’.  (Non-speaking teacher shows Ss a picture showing a car with the red traffic light)  the picture- in the museum,  You must not touch the pictures.  Like must, ‘have to’ is used to express strong obligation as well, but when we use ‘have to’, there is usually a sense of external circumstance such as a rule or law that make the obligation necessary. For example, ‘I have to send an urgent email’ or ‘You have to turn left here’.  (Non-speaking teacher shows Ss pictures showing working woman and ‘turn left’ signal)  Also, in negative form of sentences, what would be a meaning for ‘should not’? Simple and easy. It is kind of advice that it is better for you not doing it. For example, ‘you shouldn’t watch TV so much’. It is mom’s advice for daughter because mom is so worried about her daughter’s eyesight health condition.  (Non-speaking teacher shows TV picture)  Let’s look at the other two words. ‘Don’t have to’ means it is ok even though you don’t do it. What about must not? It means it is strongly prohibited to do it, so you cannot do it. For example, ‘you must not touch the pictures’ and ‘you don’t have to wake up early because it’s Sunday’.  (Non-speaking teacher shows museum and excited boy picture)  Drills  T: Let’s try few practices. We will give you a situation and give us your **suggestions.**  *<I have got a bad toothache>*  Potential suggestions:  - teacher -demonstration   * You should see(go) the dentist * You should brush your teeth everyday * You shouldn’t eat too much candies, chocolates   T: This time, tell us things that you must or must not to do in the situation that – in order to become healthier,-   * You must go to bed early * You must exercise regularly * You must not smoke/drink too much/too frequently   T: Last thing to do! This time, tell us things that someone who has certain job have to or don’t have to do. For example, a farmer has to get up early everyday. Any job would be fine.  (Refers ‘job description sheet for potential answers)-  (Write down jobs and relevant keywords on the board) |

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| **Practice** | | | |
| Materials: Worksheet #1, utensil | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  3 min  3 min | Whole class  Individually  Whole class | Ss listen to T’s instruction  Complete worksheet #1  Ss share their answers with T and other classmates | T: We will hand out worksheet one. What you are going to do is to fill in the blank using the words given on the top of the worksheet. We will give you three minutes.  CCQ  - What will you fill in the blanks with?  - How much time will you have?  (Hand out worksheet #1 to Ss and monitor discretely)  T: Ok, let’s check answers altogether. What would be the best word for Question number one?  (Repeat for the rest of the questions)  Error Correction & Feedback  If there are grammar errors made by any student, correct the errors with the whole class.  T: We hope this activity helped you be aware of modal verbs of obligation. How did you feel with this activity? Was it challenging or easy? |

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| **Production** | | | |
| Materials: Worksheet #2, utensil | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min  3 min | Pair work  Whole class | Ss complete worksheet #2 and share ideas with partners through pair activity  Share interesting ideas of each partner | T: Okay, for our next activity, we will give you worksheet #2. First, complete the following personalized sentences which can tell about you. After you and your partner(s) are done with the sentence completion, read just the part you wrote (which was in blank before you wrote) and see if your partner can guess which sentence it comes from.  . . For this activity, we will give you 6 minutes.  CCQ  - Will you talk with groups?  - Will everyone’s sentences be exactly same?  - How much time will you have?  (Monitor discretely and gives Ss time warning when one minute is left)  T: Let’s share any interesting sentences of your partners.  (If there is no volunteer, pick 2~3 students to talk)  Error Correction & Feedback  If there are grammar errors made by any student, correct the errors with the whole class.  T: We hope this activity helped you be aware of modal verbs of obligation. Did you enjoy this activity?  T: Okay, Let’s finish our class today and we hope you enjoy the rest of day. Thanks for participation! |

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| **SOS Activity** | | | |
| Materials: Job description cards (one copy for each pair) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Pair work | Ss listen to T’s instruction and do activity described in job description cards | T: We will give you six job description cards for each team. This is a pair work, so we will get you into pairs and one team will have three members.  . One student picks one card and read the job descriptions on the sheet. Then, tell your partner one description at one time and let your partner to guess what would the job be. Each description has points and the one who got less score would be winner!  (Demonstrate how the activity would be going on and hand out worksheet #3)  CCQ  - Will you work in group?  - How much time will you have? |

**Worksheet #1 – Fill in the blank**

Read the following five situations and fill in one of the following verbs:

[should, shouldn’t, don’t have to, have to, must, mustn’t]

**Situation 1 - It’s 8:15 and school starts at 8:00. Father to son:**



1. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be at school at this time.

2. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skip school, it’s bad for your education It’s also against the rules.

3. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get up so late.

4. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ take a bus, I’ll drive you to school.

5. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go to bed earlier at night You’d feel more relaxed in the morning.

**Situation 2 - She looks very pale and tired.**



1. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rest a little before supper. It would do her good.

2. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study so hard, she knows her lessons very well.

3. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go out for a walk in the middle of the afternoon.

4. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ try to be less scared of tests. She wouldn't suffer so much.

5. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be very worried about tomorrow’s Maths test.

**Situation 3 - Jerry said he would invite me to his party but he didn’t.**



1. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ make false promises.

2. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get offended, he may have forgotten to ring you up.

3. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ think there’s something wrong with you. It was Jerry’s mistake.

4. If you don’t go to his party, you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ buy him a present. That is an advantage!

**Situation 4 - Look, there’s going to be a terrible storm soon.**



1. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hurry home. I think it would be better and safer.

2. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stand under a tree. It’s too dangerous.

3. Look, there’s a man selling umbrellas. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ absolutely buy one.

4. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pay very much. I think 5 dollars will be enough.

**Situation 5 - The house smells of smoke. It’s terrible.**



1. Tom is in his room, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be smoking and he never closes the door.

2. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ smoke so much. It’s bad for his health.

3. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tell him that he cannot smoke in his bedroom.

4. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ try to give up this bad habit.

**Worksheet #2 – Personalized sentence completion game**

1. I have to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ every morning.

2. I don’t have to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but I do.

3. My doctor told me I must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I do not.

4. As a teacher, I think student mustn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the class.

5. I should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more often.

6. I shouldn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so often.

7. I don’t have to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but I had to before.

8. I have to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this week.

9. I think more people should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I should too.

10. As a teacher, I think students must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the classroom.