

Name: Gordon West

LESSON PLAN

Date:

- Language -

Level: Intermediate

Length: 40 min

Class Profile:

**Personal Aims:** To refrain from echoing Ls, to use CCQ s for ALL vocabulary and concepts, to be sure to clarify answers in feedback stages, to have Ls check in pairs after all activities before feedback to class, and to avoid unnecessary TTT and comparative comments of Ls

**Lesson Aims:** By the end of the lesson, Ls will have studied the distinction in usage between different modal verbs in the TL (can, be allowed to, have (got) to, must, should), and Ls will have practiced the TL focusing on usage.

Subsidiary Aims: Ls will have practiced speaking, writing, reading, and listening with the TL.

**Target Language: can, be allowed to, have (got) to, don't (doesn't) have to, must, should**

1. I can go swimming...
2. I still can't swim very well...
3. I must get an A on my math test!
4. I have to stay in and study.
5. Students are no longer allowed to go to the park during lunch break.
6. Students must go to their homerooms...
7. I don't have to go home right away...
8. We must not feed cookies to her fish...
9. I should brush my teeth more often.
10. I've got to go...

**Assumptions:** Ls have encountered the forms before, but need some work on meaning and usage of the forms, especially in comparison with other forms and need practice producing the forms in context.

**Anticipated Student Problems:**

**Solutions:**

● **Form:** Ls may have difficulty

With the negative form of 'have got to'  
When they have to drop 'got' and use  
'don't have to'

→ Prepare examples to model if eliciting fails, drill, and write form on the WB for Ls

● **Meaning:** Ls may have difficulty with  
Distinguishing usage of TL as it applies to  
Obligation, ability, permission and register of TL

→ Give Ls unambiguous contexts and examples of usage, elicit usage rules, and elicit "obligation, ability, permission" as categories to classify meanings of the forms, Prepare CCQs

● **Pronunciation:** Ls may have trouble with  
Weak forms receptively and productively  
Especially with can / /, and have to / /

→ Prepare to model (T and L), drill, and write forms on WB with IPA

● **Other:** Computer may not work,  
board markers may be dry,  
CD may be scratched

→ Prepare printed copies of all materials beforehand, check markers before class begins, check CD and audio equipment beforehand and have a tape script ready

**Materials / Aids:** The New Headway Intermediate Student's Book. OUP 2003, pg. 30. WB, board markers,

handouts, pictures, ball, listening CD, computer, board magnets

## Language Area

Modal auxiliary verbs dealing with obligation, permission, and ability

## Target Language

***can, be allowed to, have (got) to, don't (doesn't) have to, must, should***

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## Context

The TL is presented in the context of a discussion on what teenagers are permitted to do or not do, obligated to do or not do, and able to do or not do. There are listening, discovery and productive activities dealing with this context.

## Focus on meaning

- CCQs based on reading for discovery of rules that Ls will do, a mock e-mail from my teenage sister to myself using the different forms with context clues.

Can: Is she allowed to go swimming? Who allowed her to go? Is she able to swim? How does she feel about swimming? What might happen if she tries to swim?

Be allowed to: Do students have permission to go to the park after lunch? What will happen if students go to the park? \* stress is on permission or denial of permission with "be allowed to"

Must: Does Trae have an obligation to get an A on the test? Who is making Trae try to get an A on the math test? What will happen if she gets an A? Who will buy her the new outfit? Is the new outfit a reward for good work, or a punishment for bad work? If she does not get an A, will she be punished? \*usage not ALWAYS – US English uses 'have to' in most cases

Must (2): Do students have a choice to go to their homerooms or not?

Must not: What will happen if they feed cookies to the fish? Do they want the fish to die? Do they have a choice to feed cookies to the fish if they want to?

Have to: Does Trae want to study after lunch? Does Trae have an obligation to study after lunch? Who is making Trae study after lunch? \* US English uses 'have to' for intrinsic and extrinsic obligation

Don't have to: Does Trae have a choice to go home right away after school or not? If she goes to a friend's house first, is it ok? If she goes home right away, is it ok?

Should: Does Trae have a choice to brush her teeth more often or not? What will happen if she doesn't brush her teeth more often? Will she be punished? Is it a strong obligation?

Have got to: What will Trae do after the email? How soon after the email?

Register: (more formal sentences #5,6) Who made the announcement? Where did she make the announcement? Are school announcements usually formal or informal?

**Focus on Form** *Highlighting of written form (on w/b, OHP, or handouts)*

Subject + have ('ve) to + verb (+ object)

Negative: Subject + do not (don't/doesn't) + have to + verb (+object)

Subject + have ('ve) got to + verb (+ object) \*\*\*Negative form using GOT not common, use the negative form above instead.

**Focus on Pronunciation** *Highlighting of spoken form: eg contractions, weak forms, linking, elisions, phonemic transcription, ....*

Have to / /

I don't have to go / / \*Back chain from 'to' weak form to beginning

I've got to (gotta) go / / \*speaking v. spelling – Would you write "gotta?"

Can / / Can't / /

I can go out / /  
\*focus on rhythm of sentence – 'can' doesn't add time/syllables to the sentence

I can't go out / /

Should / /

Shouldn't / /

## Worksheets

hey bro,

what's up? Today mom told me **1** *I can go swimming* with my friends next week when they go to the indoor water park at Noah's Ark, but **2** *I still can't swim very well*, so I'm nervous. She also told me that if I get a good grade on my math test that she'll buy me a new outfit. **3** *I must get an A on the test!* I'll have lots of time to study though, because Mr. Fodness is making us study during our new class after lunch. **4** *I have to stay in and study* now instead of going to the park. My friends and I always used to go to the park next to the school after lunch, but too many kids were getting in trouble, so our principal Ms. Stack made an announcement at school **5** *"Students are not allowed to go to the park during lunch break.* **6** *Students must go to their homerooms* after they finishing eating lunch. Students found in the park will be sent home." What a dumb rule! So anyway, after school though, mom said **7** *I don't have to go home right away*, I can go to my friends house, so I guess that's good. If I go over to Jennifer's house though, **8** *we must not feed cookies to her fish* anymore! It is really sick, so if we feed it cookies, it'll die!!

Also, went to the dentist yesterday. No cavities! But they said that **9** *I should brush my teeth more often.*

Anyway, **10** *I've got to go.* Time for dinner...hope mom didn't cook something gross!

Miss ya,

Trae

**Write the number of the sentence that matches the meaning below. Some sentences may be used more than once. Some meanings may have more than one answer.**

Able or unable to do something: \_\_\_\_\_

Permission to do something: \_\_\_\_\_

No permission to do something: \_\_\_\_\_

*Stressing* no permission to do something: \_\_\_\_\_

Obligation to yourself (something you *want* to do): \_\_\_\_\_

Obligation given to you (something someone is making you do): \_\_\_\_\_

Obligation not to do: \_\_\_\_\_

No obligation to do something, but there is still permission if you want to do it: \_\_\_\_\_

Obligation to do something now or soon: \_\_\_\_\_

Weak obligation: \_\_\_\_\_

More formal: \_\_\_\_\_

Less formal: \_\_\_\_\_

## Answers

1. I can go swimming...
2. I still can't swim very well...
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5. Students are no longer allowed to go to the park during lunch break
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## Rules for a teenager in Seoul

1. You \_\_\_\_\_ study Korean.
  2. You \_\_\_\_\_ watch lots of TV.
  3. You \_\_\_\_\_ go to a PC room.
  4. You \_\_\_\_\_ go out with your friends in the afternoon.
  5. You \_\_\_\_\_ meet a boyfriend.
  6. You \_\_\_\_\_ have some pocket money to spend shopping.
  7. You \_\_\_\_\_ eat anything you want to eat.
  8. You \_\_\_\_\_ drink Soju or beer.
  9. You \_\_\_\_\_ ride on the subway alone.
  10. You \_\_\_\_\_ stay out with friends until 10:00 pm.
  11. \_\_\_\_\_
  12. \_\_\_\_\_
  13. \_\_\_\_\_
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Time	Stage / Aim	Procedure	Focus
3min	<u>Warm up</u> To get Ls interested in and thinking about the topic and to personalize the topic to the Ls	1. T shows a picture of teens and elicits “teenagers” “Who has children?” (if not enough people – ask “Who was a child when they were young?”) and “What rules do you have for children or teenagers?” (1 minute) 2. Ls write rules they have for their children. (1 min) 3. Ls share their rules in pairs. (1-2 min)	T>L  L  L<>L
1 min	<u>Speed Ball Sharing</u> To get all Ls involved and talking in front of the class and energized for the lesson (short continuation of warm-up)	1. T explains the person with the ball has 10 seconds to share one rule for children. T models and passes the ball. (1 min) 2. Ls pass the ball and share one rule each. (1-2min)	T>L  L<>L
5 min	<u>Gist Listening for 1<sup>st</sup> test task</u> To give Ls a global understanding of the listing that will be used to test knowledge of TL	1. T tells Ls they will now listen to two teens talking about their lives. Tells Ls to listen and answer Qs on the OHP (1 min) 2. Ls listen to track 33 and answer questions (2 min) 3. Ls check with a partner (1 min) 4. Feedback to task – T elicits answers (1 min)	T>L  L  L<>L T<>L
6 min	<u>First test task – Listening</u>  To check for Ls understanding of TL usage and forms (and receptive listening for pronunciation)	1. T tells Ls they must fill in the worksheet with what the girls said, guess first, then listen and check. Hands out worksheet (1 min) 2. Ls fill in the blanks on their own, T monitors(1 min) 3. Ls listen to the CD, check answers, T monitors (2 min) 4. Ls check answers in pairs (1 min) 5. Feedback to task – T elicits answers to WB (1 min)	T>L  L  L  L<>L T<>L
	<u>Discovery of Meaning</u> To get Ls to discover for themselves the meaning and usage of the different TL grammar forms	1. T shows the same picture of family from lesson 2, points out his sister. Tells Ls he got an email from his sister, but he needs help figuring out what it means. Tells Ls they must read the email and match the ten highlighted sentences with the correct meaning below. (1 min)	T>L



10 min		<p>2. T elicits “obligation, permission, able to do” and checks Ls understanding of the terms (1 min)</p> <p>3. Ls read email and match forms to meanings (1 min)</p> <p>4. Ls work in pairs to match meanings, T monitors (4 min)</p> <p>5. Feedback to task. T elicits answers to prepared OHP, uses CCQs to help Ls with difficult meanings (2-3 min)</p>	<p>T&lt;&gt;L</p> <p>L</p> <p>L&lt;&gt;L</p> <p>T&lt;&gt;L</p>	
	<p><u>Teach One – Pronunciation</u></p> <p>To help Ls better understand pronunciation of weak forms in TL</p>	<p>1. T elicits TL (have to, I don’t have to, I’ve got to, can, can’t, should, shouldn’t) each one in order and finds a L to model pronunciation, if no L has weak form pronunciation, T will model (2 min)</p> <p>2. T elicits negative forms after regular forms have been highlighted – focus on “don’t have to” and negative of “have got to” (1 min)</p> <p>3. Drill the TL chorally and individually (1 min)</p> <p>4. Elicit TL to WB with IPA (2 min)</p>	<p>T&lt;&gt;L</p> <p>T&lt;&gt;L</p> <p>T&gt;L</p> <p>T&lt;&gt;L</p>	
5 min	<p><u>Test Task Two</u></p> <p>To check if Ls have understood the differences in meaning from the different grammar forms and are able to use them productively, also to get Ls to practice productively with the TL</p>	<p>1. T tells Ls that his sister (age 13) will come to visit. Tells Ls he needs help to set some rules for her. Tells Ls he prepared some ideas, but left out obligation or permission words. Tells Ls they are the experts, so he needs them to fill in the blanks and to add some rules that he forgot. (1 min)</p> <p>2. Hand out worksheet and Ls fill in blanks, T monitors (1-2 min)</p> <p>3. T tells Ls they will check with a partner and compare, and each one will come up to the OHP and fill in one blank and explain why. (1 min)</p> <p>3. Ls check and compare with a partner, T monitors (2 min)</p> <p>4. Ls come up and fill in blanks (2 min)</p> <p>5. T asks first L which one she/he wrote and why, first L asks another learner, and so on. (2 min)</p> <p>6. T asks Ls if they want to change any of the rules and why (1 min)</p> <p>7. Feedback to error – T models some pronunciation errors over heard and shows some errors with form/meaning that he has</p>	<p>T&gt;L</p> <p>L</p> <p>T&gt;L</p> <p>L&lt;&gt;L</p> <p>L&lt;&gt;L</p> <p>T&lt;&gt;L</p> <p>L&lt;&gt;L</p> <p>T&lt;&gt;L</p>	
10 min				

<p>5 min (if time will allow)</p>	<p><u>Productive Task 2</u> To get Ls to creatively use the TL in a free practice setting</p>	<p>gathered during the second test task, elicits corrections (1 min)</p> <ol style="list-style-type: none"> <li>1. T tells Ls they must now come up with class rules. Tells them they have 3 minutes to come up with a list of rules. Splits the class into two teams and gives paper. (1 min)</li> <li>2. Ls write the rules (3 min)</li> <li>3. Feedback – Ls post the rules on the WB with board magnets and have a gallery walk (1 min)</li> </ol>	<p>T&lt;&gt;L  T&gt;L  Ls&lt;&gt;L L&lt;&gt;L</p>	
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