LESSON PLAN

NAME: SCHOOL:
DATE: NO. OF STUDENTS:
UNIT 8: `What are the rules? ` GRADE: 9 / CLASS: IX
LESSON 2
TIME: 50'
TEXTBOOK: `CLICK ON'
AIDS: Textbook, Bb, laptop, video projector, handouts
Video *The Maasai Teacher*, Close-up, level B1, second edition, National Geographic Learning/Cengage Learning, Unit 11; available free of charge at www.eltcloseup.com (B1, Student Zone, Student Book Video)
Textbook: Click on , Express Publishing 2001, authors: Virginia Evans, Neil Sullivan
SKILLS: speaking, reading, listening, writing

AIM FOR THE TEACHER: to practise modal verbs for permission, obligation, and interdiction
OBJECTIVES:
The students should be able:

1. to review the modal verbs *can, must, have to*
2. to be able to express rules using modal verbs correctly
3. to revise vocabulary connected with housework
4. to practise listening/watching for specific information in order to develop independent active listening skills

LANGUAGE: -VOCABULARY: words and phrases for house rules, housework
-GRAMMAR: modal verbs *can, must, have to,* for expressing permission, obligation, necessity, and interdiction

LESSON STAGES

ACTIVITY 1: Class-organisation Interaction Time
OBJECTIVE: To focus the Ss` attention on the new lesson T-S 1`
PROCEDURE:

1. I greet the Ss and they respond.
2. I ask who is absent and the student on duty answers the question.
3. I communicate the objectives of the lesson.

ACTIVITY 2:Warm-up & checking homework Interaction Time
OBJECTIVE: To check previous knowledge T-S 3`
PROCEDURE:

1. I ask Ss about homework. They were supposed to write a sign on a piece of paper-similar to ex. 6 page 78.
2. I check how Ss did their homework.
3. I ask individual Ss to read out their signs.
4. I ask Ss questions about their signs:

T: What does this sign mean?
S1: It means you mustn't talk during the exam.
T: What about this sign? What does it mean?
S2: It means you mustn't bring animals into the hotel.

5. I elicit answers from individual Ss.
6. I make Ss aware of the use of modal verbs in these sentences.

ACTIVITY 3: Presentation Interaction Time
OBJECTIVE: To review the modal verbs *can, must, have to* T-S/S-S 20'
PROCEDURE:

1. I tell Ss to look at exercise 8 page 78 and I ask individual Ss to read out the sentences and also to translate them.
3. I give additional explanations about permission *can* and permission *may*, and about the difference between *mustn't* and *don't/doesn't have to*

e.g I ask the Ss:

T: Which of these two sentences can we use when we do not know the other person very well?

May I see the letter, please? or Can I see the letter, please?

T: Which of these two sentences do you use when you talk to your friend?

May I borrow your pen ? or Can I borrow your pen?

T: Which would you use in the following situations, mustn't or *don't/doesn't have to?*

Play loud music late at night	*S1:mustn't*
Make your bed at home	*S2: don't have to*
Smoke in a hospital	*S3: mustn't*
Wake up early on Sundays	*S4: don't have to*

4. I ask Ss to complete the rules and I elicit individual answers. I ask Ss to copy the rules in their notebooks.
5. I also remind Ss of *need.* I explain that *need* is also a modal verb that can express necessity and that *don't/doesn't need to* can replace *don't/doesn't have to* to express absence of necessity.
6. I give out a handout with extra exercises so that Ss can have more practice and understand these rules better.

7. I ask Ss to look at exercise 1 from part A for 1 minute and talk to their partner about the correct modal verb that should be used.

8. I ask individual Ss to read out the sentences. The other Ss check their answers.

ACTIVITY 4: Practice/Production — Interaction: T-S/S-S — Time: 15'

OBJECTIVE: To be able to express rules (house rules) using modal verbs correctly

To revise vocabulary connected with housework

PROCEDURE:

1. I ask Ss what they have/don't have to do as housework. I elicit a few answers.
2. I ask Ss to look at ex. 10 page 79. I ask 2 individual Ss to read the model in pairs.
3. I divide Ss into groups of 4 and I tell them that they are going to work together and to make dialogues about the housework that they have to do.
4. I give each group a card which refers to a certain type of housework. I explain Ss that they have to think of different activities connected to that type of housework and to make dialogues, similar to the model in ex. 10.

The cards will contain the following questions:

Group 1: What do you have to do in your room?

Group 2: What activities that you have to do in the house involve using a household appliance?

Group 3: What housework do you have to do in the kitchen area?

Group 4: What activities that you have to do involve washing something?

Group 5: What activities do you have to do outside the house?

Group 6: What activities that you have to do involve leaving the house?

Group 7: Do you have to take care of the family pet? How?

5. I tell Ss that they have 2 minutes to prepare the dialogue and then they will act it out, in order, from group 1 to group 7. The other Ss listen to their colleagues.

ACTIVITY 5: Video — Interaction: T-S — Time: 10'

OBJECTIVE: To practise listening/watching for specific information in order to develop independent active listening skills

PROCEDURE:

1. I tell Ss that they are going to watch a video about life in Kenya. I ask Ss:
   Where is Kenya?
   What do you know about children's lives in Africa? Do they have an easy life? What kind of household activities do you think they have to do?
2. I tell Ss to look at exercise B from their handout. I read out the sentences from the exercise.
3. I explain Ss that they will watch the video and decide if the statements are true or false.
4. After Ss watch the video I elicit answers from individual Ss. The other Ss check their answers.
5. If time allows it, I will ask some follow-up questions such as:
   T: What is Joseph Lekuton's job?
   S1: He is a teacher.
   T: What does he teach?
   S2: He teaches American history.

T: Why was he lucky when he was a child?
S3: He was lucky because he went to school.
S4: He was lucky that the lion didn't kill/eat him.

ACTIVITY 6: Assigning homework | Interaction | Time
OBJECTIVE: To make sure Ss have more practice at home | T-S | 1'
PROCEDURE:

1. I tell Ss what their homework is and I give any necessary explanations: they have to answer the last question on their handout, in a paragraph of 8-10 lines:

What "lions" do you face in your life?

HANDOUT

MODAL VERBS

PART A

Underline the correct words so that **a)** and **b)** have the same meaning.

1. a) I think it's a good idea for us to redesign the packaging.
   b) I think we ***have to/should/can't redesign*** the packaging.
2. a) It's not necessary for you to wait for me.
   b) You ***mustn't/have to/don't have*** to wait for me.
3. a) It's necessary for me to speak to my boss before I can agree to this.
   b) I ***have to/can't/shouldn't*** speak to my boss before I can agree to this.
4. a) It's a bad idea for us to increase our prices this year.
   b) We ***can't/shouldn't/don't have to*** increase our prices this year.
5. a) I'm not allowed to give you a discount--it's against company policy.
   b) I ***should/don't have to/can't*** give you a discount—it's against company policy.
6. a) Don't tell anyone about my new job.
   b) You ***mustn't/don't have to/have to*** tell anyone about my new job.

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PART B

Watch the DVD and decide if these statements are T (true) or F (false).

1. Joseph Lekuton was born in a small village in Northern Virginia.
2. Lekuton used to look after his family cattle when he was a young boy.
3. The book *Facing the Lion* is about his life in Kenya.
4. The title of the book *Facing the Lion* refers to an event in his childhood, when he came face to face with a lion.
5. Lekuton believes that not all people face challenges in life.
6. Lekuton encourages children to have hope, determination and courage to try to conquer their 'lions'.

Homework

What "lions" do you face in your life?

8-10 lines