

Lesson Plan

Lecturer : Somchay Makesavanh
Subject : General English V (6172202)
Time : 120 minutes
Unit 10 : Risking life and limb.
Topic : Modal auxiliary verbs in the past.

Learning objectives:

- Students (Ss) will be able to learn modal verbs of probability.
- Ss will be able to learn new vocabulary.
- Ss will be able to practice reading skill.
- Ss will be able to learn practice pronunciation.

Learning outcomes:

- Ss understand deeply in using past probability.
- Ss have known more vocabulary about physical appearance or personality.
- Ss have more ability on reading skill.
- Ss can identify rhymes.

Content	Teacher's activities	Students' activities	Teaching aids
I. Greeting (3') 1. Checking homework. (7)	- T says 'Good morning everyone' to Ss - ask the head of class to report whether there is any absentee. - take note the absentees. - ask Ss to be volunteers to read and translate each paragraph of reading article which assigned as the homework. - reward the volunteers.	- Ss say 'Good morning teacher' - the head of class report the numbers and names of absentees. - Ss volunteer to read each paragraph. - give volunteer a big hand.	
II. Introduction (5')	- write the topics on the board - introduce the topics which will be	- make a copy. - listen and take note.	White board

	taught. - point and read the topics and ask Ss to repeat.	- listen and repeat after the teacher.	Marker Textbook
III. Procedure Activity 1: Revision of modals. (15') Page, 64.	- review the lessons (modal auxiliary verbs) which have learned from lecture 9. - ask Ss to do the exercises on textbook; page, 64. - check the answers. - give feedback.	- discuss of using modal auxiliary verbs. - pay attention to do the exercises. - share and discuss the answers to the class. - take note into the notebook.	Textbook White board Marker

Exercise: Present to past (Rewrite the sentences to make them refer to the past).

1. I must post the letters.
I had to post the letters.
2. I have to take the pills three times a day.
_____.
3. They must be away on holiday.
_____.
4. We can't see the top of the mountain.
_____.
5. He can't be a millionaire.
_____.
6. We mustn't shout in the classroom.
_____.
7. He won't go to bed.
_____.
8. That will be John on the phone.
_____.
9. You should be more careful.
_____.
10. You could help with the washing-up for a change.
_____.

Activity 2: Modal verbs of probability. Page, 64. (40')	<ul style="list-style-type: none"> - explain the meaning of modal verbs of probability. - explain the directions to do the exercise. - ask Ss to discuss with their partners and do the exercises in pair. - check the answer. - give feedback. 	<ul style="list-style-type: none"> - listen and take note. - discuss and pay attention to do exercises in pair. - share the answer to the class. - do the correction. 	Textbook White board Maker
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✚ Modals are words that come before the main verb. They give the verb an extra meaning such as ability, advice, or possibility.

Exercise 1: decide on the degree of certainty in these sentences. Put two ticks (✓✓) if the idea expressed is certain. Put one tick (✓) if it is less certain.

1. (✓✓) You must have seen him at the cinema.
2. (✓) The dog is really dirty. He might have swum in the lake.
3. () He can't have been telling the truth.
4. () He might have left a message on your mobile.
5. () I don't know where she is. She may have gone shopping.
6. () She must have been very upset when you told her the news.
7. () They're not answering their phone. They must have gone away already.
8. () I don't see their car. They can't have come back yet.
9. () It's six o'clock. Tom will have gone home by now.
10. () Matthew isn't here – he might have thought you weren't coming and gone to the cinema by himself.
11. () I could have cancelled the meeting if I'd known earlier!
12. () Ian'll be back soon. It's Friday. He'll have gone to the pub after work.

Exercise 2: Make sentences from the table.

If I go to India, I If I went to India, I If I'd gone to India, I	can will may might would could	see the Taj Mahal have seen the Taj Mahal.
1 _____		

2	_____
2	_____
4	_____
5	_____
6	_____

 **Past probability.**

Exercise 3: Write sentences for the situations below, using the information in the box.

		cut it gone mislaid	a cake. a party last night. to Andy.
He	must have	arrived home	something naughty.
She	can't have	got engaged	for ages.
They	might have	had been doing been making	without me. by now. my number.

1. Stella's wearing a beautiful diamond ring.

2. Look at the length of the grass in Bill's garden.

3. The children ran away laughing and giggling.

4. There's flour on grandma's nose.

5. Paulo and Geri said they'd wait for me, but I can't see them.

6. Klaus's flat is so clean and tidy.

7. It's after midnight. Henri and Sally left ages ago.

8. I don't know why Tara didn't ring.

Exercise 4: Write sentences for the situations below using the information in the box in the perfect infinitive passive.

It	must have been	watered	by the wind.
They	can't have been	washed	by a stone.
		hit	properly.
		blown down	recently.
		repaired	while we were away.
		dry-cleaned	with something red.

1. A tree has fallen across the road.

2. My white jeans have turned pink!

3. My TV has broken and I've only just had it fixed.

4. David's suit looks a bit dirty now.

5. All the flowers in the garden have died.

6. The car windscreen is broken.

Activity 3: Vocabulary.
Physical appearance or personality?
Page, 68.

25'

- prepare handout which includes words to describe people for the Ss.
- write all the words from the handout on board.
- point and read each word clearly.
- ask Ss to listen and repeat. Then, discuss about the meaning of words.
- pass the handout to the Ss and ask them to identify each word by grouping them.
- discuss the answer for the whole class.
- then, explain the words meaning of physical appearance,

- take note into the notebook.
- pay attention to listen and repeat after the teacher.
- pay attention to complete the handout.
- share the answer to class.
- take note and do the correction.
- pay attention to listen and take note.

Handout
 Textbook
 White board
 Marker

personality, and feeling clearly to the Ss.
- after that, ask them to do more exercises in the textbook.

- do more exercises in the textbook actively.

Handout

DESCRIBING PEOPLE

Put the words in the correct column.



curvy gorgeous calm ruthless
naughty thirsty confused proud
grumpy creative skinny witty
envious well-built impartial bored
redhead horrible handsome plump
cruel lively frank cross amusing
bored anxious bald tired fit plain
short slender comfortable stubborn

feelings	appearance	personality

Exercise 1: write these adjectives in the correct columns. Careful! One adjective can go in both columns.

moody	big-headed	brainy
graceful	wrinkled	quick-thinking
skinny	nosy	bald
cheeky	well-built	narrow-minded
affectionate	smart	curly
hard-hearted		

Physical appearance	Personality

Exercise 2: Complete the sentences with the parts of the body in the box, used as verbs.

arm	elbow	eye	foot	hand	head	shoulder	thumb
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- The teacher _____ out the exam papers and told the class to begin writing.
- I managed to _____ my way to the front of the crowd, so I got a good view of the procession.
- I haven't read the magazine yet, I just _____ through it to see if there were any interesting pictures.
- We all _____ the new member of class with curiosity. We were eager to see what she was like.
- They ordered the most expensive things on the menu because they knew that I _____ the bill.
- In the final seconds of the match Benson _____ the ball into the back of the net, making it one-nil.
- Policemen _____ with guns in some countries.
- I'd hate to be Prime Minister. I don't think I could _____ the responsibility of making so many important decisions.

Activity 4: pronunciation (Rhymes) Page, 69. 15'	<ul style="list-style-type: none"> - explain the meaning of rhymes clearly. - ask Ss to do the exercises. - check the answer. - write all the answer on the board. - ask Ss to pronounce together. - correct some mistakes. - pronounce each word clearly and ask Ss to repeat. 	<ul style="list-style-type: none"> - pay attention to listen and take note. - do the exercises actively. - share the answer. - read each word aloud. - take note. - listen and repeat after the teacher. 	White board Marker Textbook
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Exercise 1: Make rhyming pairs with the words from the box.

good	chief	court	deaf	fool	mud
height	lose	knew	knows	grieve	put
reign	nude	said	pour	weight	wool

should /ʊd/	<u>good</u>	food /u:d/	_____
bread /ed/	_____	leaf /i:f/	_____
choose / u:z/	_____	taught /ɔ:/	_____
toes /əʊz/	_____	chef /ef/	_____
hate / eɪt/	_____	through /u:/	_____
tight / aɪt/	_____	wore /ɔ:/	_____
full / ʊl/	_____	brain /eɪn/	_____
pool / u:l/	_____	leave /i:v/	_____
blood / ʌd/	_____	foot /ʊt/	_____

IV. Conclusion: (5') Summary the lessons have learned.	<ul style="list-style-type: none"> - conclude and write some of the main points on board. - invite questions - answer questions 	<ul style="list-style-type: none"> - listen and take note - ask questions - take note 	White board Marker
V. Giving homework: Writing (5')	<ul style="list-style-type: none"> - ask Ss to describe their own personality at least 70 words. - say good bye. 	<ul style="list-style-type: none"> - Ss take note the homework to do at home. - say good bye. 	