

Lesson Plan

Lecturer : Somchay Makesavanh
Subject : General English V (6172202)
Time : 120 minutes
Unit 7 : Getting on together.
Topic : Modal auxiliary verbs and related verbs.

Learning objectives:

- Students (Ss) will be able learn modal auxiliary verbs and related verbs.
- Ss will be able to learn new vocabulary.
- Ss will be able to learn practice pronunciation.
- Ss will be able to practice reading skill.

Learning outcomes:

- Ss understand deeply of using modal auxiliary verbs and related verbs.
- Ss have known more vocabulary about money.
- Ss can pronounce the consonant cluster correctly.
- Ss can read more fluently.

Content	Teacher's activities	Students' activities	Teaching aids
I. <u>Greeting</u> (3')	<ul style="list-style-type: none">- T says 'Good morning everyone' to Ss- ask the head of class to report whether there is any absentee.- take note the absentees.	<ul style="list-style-type: none">- Ss say 'Good morning teacher'- the head of class report the numbers and names of absentees.	Name list sheet

<p>1. Checking homework. (7)</p> <p>2. Warm up activity (10')</p> <p>'Hot Seat'</p>	<p>- ask 2 Ss to be volunteers to translate the reading article from the homework of Lecture 8 into Lao language.</p> <p>- give feedback.</p> <p>- explain the direction 'how to pay the game' to the Ss.</p> <p>- ask Ss to sperate into two team get ready to pay.</p> <p>- lead Ss to start.</p>	<p>- Ss volunteer to translate the reading article.</p> <p>- listen and make understanding, how to pay the game.</p> <p>- sperate into two team to get ready.</p>	<p>White board marker</p>
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Direction

1. Have a list of vocabulary words prepared. Bring a chair to the front of the classroom. Split the class into two teams and have one student from the first team sit in the chair (the "hot seat") facing the class. Make sure he/she cannot see behind them. Start a timer (one minute) and write the first word on the board.
2. The team must say things related to that word in order to elicit that word from their teammate sitting in the hot seat. Once the student guesses correctly, write the next word. Continue until time runs out. The team with the most correct guesses at the end is the winner!

The procedure is simple:

- 1) One student sits in a chair with his or her back to the board.
- 2) The teacher writes a word on the board, which the student sitting in the chair cannot see but the other students can.
- 3) The other students define the word to the student with his / her back to the board. They cannot say the

<p>word.</p> <p>4) When the student guesses the word or time runs out, he / she returns to his / her seat and another student sits in the hot seat. The teacher writes another word on the board.</p>			
<p>II. Introduction (5')</p>	<ul style="list-style-type: none"> - write the topics on the board - introduce the topics which will be taught. - point and read the topics and ask Ss to repeat. 	<ul style="list-style-type: none"> - make a copy. - listen and take note. - listen and repeat after the teacher. 	<p>White board</p> <p>Marker</p>
<p>III. Procedure</p> <p>Activity 1: Modal verbs.</p> <p>(40')</p> <p>Page, 44.</p>	<ul style="list-style-type: none"> - introduce and explain the use of modal verbs. - write the brief explanation on the board. - ask Ss to make a copy. - invite questions. - answer the questions. - ask Ss to do the exercises. - check the answer. - give feedback. 	<ul style="list-style-type: none"> - listen and take note. - ask questions. - pay attention to do the exercises. - share the answer with classmates and teacher. - do the correction. 	<p>Textbook</p> <p>White board</p> <p>Marker</p>
<p><u>Grammar Explanation</u></p>			
<p>Modal verbs are verbs that come before the main verb.</p> <p>Modals verbs give the verb extra meaning, such as:</p> <ul style="list-style-type: none"> - ability (<i>can</i>) - advice (<i>should</i>) - necessity (<i>must</i>) - possibility (<i>might</i>) 			

Pattern:

Modal verb + base verb

Modal verbs are always followed by a base verb.

A base verb is a verb with no adding (-s, -ed, -ing, etc.) adding to it.

Examples:

- I can cook.
- She can ride a bike.
- He can play the guitar.

Exercises:

1. Complete the sentences with correct words from the box.

will	should	can	ought to	could	must
may	have to	might			

1. You _____ get your hair cut. It's too long.
2. _____ I ask you a question?
3. Young children _____ be carried on this escalator.
4. You _____ never get a seat on this train. It's always packed.
5. I _____ be studying Mandarin Chinese next year.
6. I _____ already speak five languages fluently.
7. You'll _____ work much harder if you want to pass.
8. It's Saturday night. There _____ be something good on TV.
9. You _____ leave your valuables in the hotel safe.
10. You _____ be over 1m 60 cm tall to be a flight attendant.

2. Choose the correct answer.

1. You mustn't / won't have any problems with Jack. He's such a good baby.
2. You don't have to / mustn't use cream in this sauce, but it makes it much tastier.
3. I couldn't / wouldn't watch my favourite TV programme because Mia rang up for a long chat.
4. Timmy's so stubborn. He just can't / won't do what he's told.
5. I'm afraid I can't / may not come to your wedding as I'll be in Australia.
6. I was able to / could get 20% off the price in the sale.
7. You don't have to / mustn't say a word about this to your mother. It's a surprise.

3. Positive or negative: rewrite the sentences to make them negative.

1. You must stop here. _____.
2. We must learn the whole poem. _____.
3. They had to take off their shoes. _____.
4. He must be speaking Swedish. _____.
5. We had to wear a uniform at school. _____.
6. You'll have to help me do this exercise. _____.

<p>Activity 2: Vocabulary about money. Page, 47. (40')</p> <p>Exercise 1:</p>	<ul style="list-style-type: none"> - ask Ss to open the textbook to page, 47. - introduce the vocabulary about money. - write new vocabulary on the board. - read the new vocabulary and ask Ss to repeat. - translate the new vocabulary into Lao language for the Ss. 	<ul style="list-style-type: none"> - Ss open the textbook to page, 47. - take note the new vocabulary into notebook. - listen and repeat after the teacher. - take note the meaning in Lao language of the new vocabulary. - pay attention to read the 	<p>Textbook</p>
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<p>Exercise 2:</p>	<ul style="list-style-type: none"> - point the vocabulary on board and ask Ss to read together again. - ask Ss to do the exercises. - call Ss' names to read their answers to the class. - give feedback. - ask Ss to select the most suitable words in the reading article. - check the answers. - ask two volunteers to read the article. - reward the volunteers by giving a big hand. 	<p>new vocabulary aloud.</p> <ul style="list-style-type: none"> - pay attention to do the exercises. - read the answers. - do the correction. - read the article carefully and select the correct words. - say out the answers. - everyone clap their hands. 	<p>White board Maker</p>
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Exercises

1. Match the words or expressions in B with a word or expression in either A or C.

A	B	C
<p>I opened</p> <p>I changed</p> <p>He accumulated</p> <p>She contributes</p> <p>I earned £</p>	<p>My deposit account</p> <p>a saving account.</p> <p>His debts</p> <p>debts of £2,000.</p> <p>Inflation</p> <p>to the household bills.</p> <p>in interest.</p> <p>My credit card</p> <p>some traveller's cheques.</p> <p>The exchange rate</p>	<p>will take ages to pay off.</p> <p>is good just now.</p> <p>expires at the end of July.</p> <p>went up by 2%</p>

2. Read the story and choose the most suitable words.

Ben stood at the (1) **check-in/check-out** at the supermarket as the assistant (2) **summed / added up** his (3) **bill/fees**. It came to £72.67 and she asked him how he would like to (4) **pay/cost**.

Ben didn't have much money in his monthly (5) **wages/salary** yet, so if he paid (6) **by cheque/in cash** he would be (7) **overdrawn/overdue**. Then he realized he had left his (8) **credit card / traveller's cheques** at home. And he couldn't afford to pay (9) **cash/money** because he only had £60.

The shop assistant told him that if he exchanged many of the items he had bought for the shop's own brand he would (10) **reduce/accumulate** his bill by as much as 25%. So Ben set off round the store again.

His new bill (11) **added/came** to only £56.50 a (12) **saving/discount** of £16.17. Ben got £3.50 (13) **change/coins** from his £60 and his new (14) **receipt/recipe**.

<p>Activity 3: Practicing the pronunciation. Page, 49.</p> <p>Consonant clusters</p>	<p>- introduce to Ss that English has many words with groups (or clusters) of consonants:</p> <p>Examples:</p> <p>happened /hæpnd/ couldn't /kʊdnt/ puzzles /pʌzlz/</p> <p>- read the words and ask Ss to repeat.</p> <p>- ask Ss to do the exercises and check the answers together for the whole class.</p>	<p>- listen to the T and take note.</p> <p>- listen and repeat after the teacher.</p> <p>- share the answer to the class.</p>	<p>Hand out</p>
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Exercise1: Say these words from Unit 7 aloud and then transcribe them. They all have consonant clusters.

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|------------|-------|---------------|-------|
| 1. /dʌznt/ | _____ | 7. /spejl/ | _____ |
| 2. /ʃʊdnt/ | _____ | 8. /əreɪnɔːd/ | _____ |

3. /mʌsnt/ _____

9. /rɪleɪʃnʃɪp/ _____

4. /prɒmɪst/ _____

10. /kʌmftəbl/ _____

5. /stræpt/ _____

11. /ɪksaɪtmənt/ _____

6. /dɪstɪŋktli/ _____

11. /ɪmprest/ _____

Exercise2: Alan and Kevin are chatting about Frank. Read the conversation aloud and make the stress in Kevin’s responses.

1. **Alan** Don’t you think Frank’s put on a lot of weight recently?

Kevin You’re kidding. If anything, he’s lost weight.

2. **Alan** I think Frank earns more than me.

Kevin Well, I know he earns a lot more than me.

3. **Alan** He’s thinking of buying a second-hand Mercedes.

Kevin What do you mean? He’s already bought a brand new one.

4. **Alan** He’s just bought two pairs of designer jeans.

Kevin Didn’t you know that all Frank’s clothes are designer labels?

5. **Alan** Does Frank have many stocks and shares?

Kevin He has loads of them.

6. **Alan** Isn’t Frank in New York on business?

Kevin No, in fact he’s in Florida on holiday.

7. **Alan** His latest girlfriend has long, blonde hair.

Kevin Really? The girl I saw him with had short, brown hair.

<p>IV. Conclusion: (5')</p> <p>Summary the lessons have learned.</p>	<p>- conclude and write some of the main points on board.</p> <p>- invite questions</p> <p>- answer questions</p>	<p>- listen and take note</p> <p>- ask questions</p> <p>- take note</p>	<p>White board Marker</p>
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V. Giving homework: (10') Pronunciation	- write the homework on board. - ask Ss to do the homework at home. - say good bye.	- Ss take note the homework to do at home at home. - say good bye.	
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Home work
(Phonetic Challenge)

Rewrite these phrases/sentences in words.

1. /stænd/ /ʌp/

2. /tɜ:n/ /ə'raʊnd/ /tu:/ /'taɪmz/

3. /klæp/ /jə/ /hændz/ /wʌns/

4. /wɔ:k/ /tə/ /ðə/ /'waɪtbɔ:d/

5. /tɜ:n/ /ə'raʊnd/ /ənd/ /'seɪ/ /hə'ləʊ/ /'ti:tʃə/

6. /rɪ'tɜ:n/ /tə/ /jə/ /si:ts/

7. /wel/ /dʌn/
