

**Theme: Sell It to Me!**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Modals	Emotive language for persuasion	Answering questions based on a passage	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use modals 'should', 'ought to', 'must', 'would', 'shall' and 'will',
2. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Video of a couple who are going on a trip together
3. Word cards on the modals 'should', 'ought to', 'must', 'would', 'shall' and 'will'
4. Picture cards using the modals 'should', 'ought to', 'must', 'would', 'shall' and 'will'
5. Visualizer projector

Introduction / Warm-up Activity (10 min)

1. Use the word cards with the modals printed on them. Stick the word cards on the whiteboard and tell the students that they are going to learn them during the lesson. Read the modals with the students.
2. Let the students watch a video about a couple who are going on their first trip together. After watching, discuss with the students briefly what the story was about.

Lesson (20 min)

1. Point out to the students the modals 'should' and 'ought to'. Then, ask the students questions about the video using the modal 'should'.

Example:

- What should the man do when he realized he had not brought his credit cards?

Write the students' responses on the whiteboard.

2. Using the sentences constructed by the students using the modal 'should', tell them that 'ought to' can be used to replace 'should'. Write the modal 'ought to' above 'should' in all the sentences on the whiteboard. Elicit from the students what they understand when they use the modal 'should' and 'ought to'. Explain to them that these two modals are used to tell someone what to do. In other words, they are used to give advice. Encourage the students to construct other sentences using 'should' and 'ought to'.
3. Highlight to the students that the verb after any modal is always in its base form.

Example:

- He should / ought to tell the woman the truth.

4. Tell the students that adding 'not' forms the negative structure. Show the students where to add in 'not' for the modals 'should' and 'ought to' by writing them on the whiteboard. Then, ask the students what the boy and girl should not or ought not to do during the date.

Example:

- The boy should not / ought not to pretend that he had his credit cards in his wallet.

Explain to the students that 'should not' and 'ought not to' are used to tell someone what not to do. Encourage the students to construct other sentences using 'should not' and 'ought not to'.

5. Next, point to the modals 'must'. Ask the students leading questions that require them to use the modal 'must' such as what the couple must do after deciding on the country they want to visit.

Example:

- They must book their tickets at the travel agency.
- They must pay the full amount for their air tickets.

Explain to the students that the modal 'must' is used to talk about rules. Get the students to construct other sentences using 'must'. You may want to talk about the school rules and elicit from the students what they must do when they are in class.

6. Show the students where to add in 'not' for the modal 'must' by writing it on the whiteboard. Then, ask the students what the couple must not do before or during their trip.

Example:

- The couple must not be late for their flight.

Explain to the students that 'must not' is used to tell someone what not to do. Encourage the students to construct other sentences using 'must not'. Once again, you may want the students to talk about the school rules using 'must not'.

7. Point to the modal 'would'. Ask the students leading questions that require them to use the modal 'would'.

Example:

- They would go skiing in the mountains.
- They would rather have one day to move around on their own.

Explain to the students that the modal 'would' is used to talk about what someone prefers to do. Get the students to construct other sentences using 'would'.

8. Lastly, point to the modals 'shall' and 'will'. Elicit from the students when these modals are used. Then, explain to them that they are used to talk about what someone insists on doing or intends to do. Refer the students to the video again and discuss with them what the couple insists or intends to do during their trip.

Example:

- They will be heading to the mountains to ski.

Explain to the students that the modal 'shall' is often used with 'I' and 'we'.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Show the students some picture cards on the visualizer projector. Point out to the students that there is a modal below each picture card. Let the students study the pictures on the cards and then, construct sentences using the modals based on the pictures. Give the students time to discuss their sentences with each other before writing their sentences on a piece of paper. At the end of it, discuss with the class each picture card by asking selected pairs of students to share their written sentences with their classmates.

2. Tell the students to turn to **pages 65 – 66 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 65** before reading the instructions given in the exercises together. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 68 – 71** as homework. You may want to read the passage with the students, stopping at certain points in the passage to question the students on their understanding of the story so far. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to work in groups. Give them a scenario in which a group of students are going to Batam for a day trip and are requesting information about it from a travel agency. Encourage the students to create a conversation between the travel agent and the group of students about what they need to know about the trip, the fares, the itinerary. Tell the students to ensure that all the modals learnt in the lesson are used in the conversation between the travel agent and the group of students. Finally, let the students decide if the group of students sign up for the trip at the travel agency at the end of the conversation.