

Lesson Plan 4

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Learning Objective

Aspect of grammar: Use.

The learner will be able to distinguish and select the modal verbs appropriately for any situation that are given to them.

Materials

1. Laptop
2. A website for assessment
3. Modal verbs instruction

Activities

1. Prior to the tutor session, the student receives an instruction of modal verbs to review. The student need to send me a few questions that she has. Some of the questions she might have could be answered through the discussion later in the lesson.
Here is the instruction:

Modal auxiliaries

(could, should, would, can, shall, will, may, might, must)

possibility, obligation, permission, ability, necessity, and intention.

I could play basketball. (It is a possibility that I will be able to.)

I should play basketball. (I have an obligation to do it.)

I would play basketball. (It is a possibility under certain conditions.)

I can play basketball. (I am able to do it.)

I shall play basketball. (used more in British English for first person instead of will [I shall, you will].)

I will play basketball. (It is my intention in the future.)

I may play basketball. (I have permission to do it, or it is a possibility.)

I might play basketball. (It is a possibility.)

I must play basketball. (It is a necessity.)

2. Greeting (2 minutes)
3. Have the student take an online assessment to see how much she knows, and her ability to use the right modals for any situation. There are 20 questions for her to do, which might take maximum 10 minutes.
Here is the link and examples of the assessment.

I didn't feel very well yesterday. I ___eat anything

- A. Could not
- B. Must not
- C. Cannot

4. After the assessment, we will go through each of the questions the student get wrong. Most of the remaining time will be discussion. I think there will be a lot of good discussion going

on in how and why on using the modal verbs. This time will also be used in answering questions of the instruction as well. I choose to answer after doing assessment so it will not take up all the time to answer questions at the beginning.

5. If there are time left, the contingency plan is to practice by speaking. The student will be given a situation that relate to their life. They have to create a sentence using the right modal verbs.

The example of the situation is

- Create a sentence that command someone to do something.

Assessment

The student is informally assessed at the beginning to test out what she knows from studying by herself. Throughout the lesson, I can also monitor her comprehension in using modal verbs. By using the right words, I think that shows the completion of the objective.

Change: Move the part to answer questions before assessment to after assessment. This will help to make good use of the time not just answering questions, but get to do the activity.