

Lesson Plan – Modal verb + *have* + past participle

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Student level: Senior secondary

Duration: 55 mins

Topic: Who is the prime suspect?

Learning objectives:

At the end of this lesson, students should be able to:

1. Use *modal verb* + *have* + *past participle* to make deductions about past events
2. Demonstrate an understanding of using different modal verbs to express different degrees of certainty

Time	Procedure	Purpose	Resources
5 mins	T reads with Ss three short stories about a burglary.	To provide students with the context for the learning of the target structure	PPT
10 mins	<p>Ss get into groups of 4. T asks Ss to</p> <ol style="list-style-type: none">1. <u>read</u> the 3 stories again;2. <u>Underline</u> the evidence that supports the deduction that a burglary has happened. <p>T works with students on the first story to demonstrate how to work out the clues for deduction. T asks Ss to choose the following sentence(s) and insert it/them into story 1 and give reasons.</p> <p>(A) Somebody could have been in our apartment.</p>	<p>To understand the stories and to find out the clues for deduction.</p> <p>To notice the target structure and the different levels of certainty expressed by different modal verbs.</p>	WS1

	<p>(B) Somebody might have been in our apartment.</p> <p>(C) Somebody must have been in our apartment.</p> <p>(D) Somebody has been in our apartment.</p>		
10 mins	<p>Ss report their deductions about story 2 and story 3.</p> <p>T asks Ss to summarize their learning:</p> <p>(1) We use modal verbs (i.e. <i>could, might, must</i>) + <i>have</i> + <i>pp</i> to express different levels of certainty of for making deductions about events that happened in the past: <i>must have + pp</i> expresses a higher level of certainty than <i>might have + pp / could have + pp</i></p> <p>(2) We use present perfect tense to express facts.</p>	<p>To practice using the target structure to make deductions.</p> <p>To consolidate Ss' learning.</p>	visualizer
15 mins	<p>6. Ss play a game called 'Crime Scene Investigation – Who is the Prime Suspect?' by analysing the suspects' alibis and making deductions about who killed George. Ss have to choose the appropriate modal verb for the structure 'modal verb + have + past participle' to express different levels of certainty when making deductions.</p> <p>T asks Ss to get into groups of 4 and tells them that they are all investigators. Each student will be given an alibi provided by a girlfriend of George's (i.e. Elaine, Tina,</p>	<p>To let Ss' demonstrate their learning through comprehensible output.</p> <p>To provide further language practice.</p>	<p>WS 2 (description of the crime scene)</p> <p>Appendix (suspects' alibis) WS 3 (group worksheet)</p>

	Pansy and Katherine). They have to work together to make appropriate deductions about the crime.		
10 mins	<p>After the discussion, T asks the investigators responsible for Elaine in all groups to stand up. T asks which boxes and how many ticks they have given for each event in order to elicit the target language Ss used during the discussion. T asks Ss why they make such a deduction.</p> <p>The same procedure applies to the other three suspects.</p> <p>T asks all Ss who the prime suspect is and why.</p>	To assess Ss' learning.	
5 mins	<p>T summarizes the lesson:</p> <p>When we have little evidence about events that happened in the past, we make deductions with a lower degree of certainty by using <i>could/might + have + pp</i>.</p> <p>When we have substantial evidence about events that happened in the past, we make deductions with a higher degree of certainty by using <i>must + have + pp</i></p>	To revise the target language items learnt.	