

Modal verbs (Junior Secondary)

Lesson Plan

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Level of students: Junior Secondary

Topic: Being a police officer

Duration: 75 minutes

Learning objectives

At the end of the lesson, students will be able to:

1. Use *should* and *must* to express obligations;
2. Demonstrate an understanding of the use of modal verbs *might*, *could*, *should* and *must* to express different levels of possibility;
3. Read a police report, identify the modal verbs used and tell the different levels of possibility indicated;
4. Write a recount for a suspect using *might*, *could*, *should* or *must*.

Time	Procedure	Teaching aids
10''	<p>Recap</p> <ol style="list-style-type: none"> 1. T uses the PPT to recap the use of <i>should</i> and <i>must</i> to express obligations learnt before. 2. T shows Ss a video clip about the conversations between a doctor and his patients. Ask Ss to tell what problems the patients have and what they <i>should</i> and <i>must</i> (not) do. 3. Ss tell T the difference between <i>should</i> and <i>must</i> in expressing obligations. 4. T introduces to students that in addition to expressing obligations, modal verbs can express other meanings, e.g. possibilities. 	<p>PPT</p> <p>Video clip https://www.youtube.com/watch?v=qScUhFfBntg (00:13-01:40)</p>
5''	<p>Lead-in</p> <ol style="list-style-type: none"> 5. T provides students with a context about a robbery case. Students take the role of newly recruited police officers and help solve the case. They need to learn in a workshop how to extract clues from the evidence. 	<p>PPT</p>

15''	<p>Input</p> <p>6. T tells Ss that in addition to expressing obligations <i>should</i> and <i>must</i> can also be used to express possibility.</p> <p>7. T further introduces two more modal verbs: <i>might</i> and <i>could</i>.</p>	PPT
10''	<p>Task 1 - Reading a police report</p> <p>8. T shows Ss a police report.</p> <p>9. Ask Ss to identify the modal verbs used in the text and to order them in terms of the level of certainty.</p>	PPT WS Task 1
15''	<p>Task 2 - Complete the witness reports (Group work)</p> <p>10. T tells the Ss that the police are asking four witnesses questions about the robbery.</p> <p>11. Ask students to read what each witness said and to fill in the blanks on the worksheet with appropriate modal verbs.</p> <p>12. Ask groups to read aloud the witnesses' statements and tell the answers.</p> <p>13. T asks Ss to justify their choice of the modal verb.</p>	PPT WS Task 2
20'	<p>Task 3 – Suspects' reflections</p> <p>14. T tells the Ss that the three youngsters were arrested.</p> <p>15. Provide some picture clues and ask students to guess what the three youngsters are thinking about.</p> <p>16. Ask Ss to fill in the blanks in Text 1 (for Boy 1) with appropriate modal verbs (class construction).</p> <p>17. Ss work in groups and write reflections with the picture clues and words provided for Boy 2 (group construction).</p> <p>18. Show Ss picture clues for Boy 3, and Ss write reflections individually.</p>	PPT WS Task 3
20''	<p>An extended task</p> <p>19. T chooses a news report about a crime.</p> <p>20. S read through it.</p> <p>21. Ask Ss to imagine that they are the suspect, and write down how they feel about the incident. Ss have to use at least three modal verbs in their writing.</p>	<p>An example of a news report from SCMP:</p> <p>http://www.scmp.com/news/hong-kong/law-crime/article/1940572/wan-chai-police-sergeant-</p>

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