**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 3: ON SCREEN**

**LESSON 3D: GRAMMAR – MUST, MUSTN’T   
AND NEEDN’T/ DON’T HAVE TO**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Understand the meaning and the different of those modal verbs

**- Grammar:** modal verbs (must, mustn’t, and needn’t/ don’t have to)

- main skills: listening and speaking skills

- sub skills: reading and writing skills

- Use those modal verbs properly in exercises and daily conversation

**3. Quality:**

- Have positive attitude in English language learning so that they can participate enthusiastically in all classroom activities, especially with the topic conducted by the teacher

- Know how to distinguish the use of different modal verbs in different situations

**II. TEACHER AIDS AND LEARNING MATERIALS:**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

**III. PROCEDURES:**

**A. Warm-up (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Gameshow “Who want to be a millionaire?” (Task 1 page 38)

**c) Outcomes:** Students can gain more confidence and interest in the lesson.

**d) Competence:** communication, collaboration, critical thinking

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **WARM-UP.** T-Ss/ S-S/ Indiv  *Gameshow “WHO WANTS TO BE A MILLIONAIRE?”*   * Explain the game rules and make sure students understand what they have to do * Divide class into two groups * If students get the correct answer, they can get bonus. * Ask students to read the instruction again * Ask students some questions * Use the structure appeared in the game rules to lead in the lesson | * Listen carefully to the teacher * Play in groups * Volunteer to answer. With one correct answer, that group can get one bonus. * Read the instruction again * Volunteer to answer the questions given and check the answers with the teacher, take notes if needed * Open the course book page 38 |  |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Present to students the meaning and usages of modal verbs and help students to distinguish them

**b) Content:**

*Listening*

*Grammar*

**c) Outcomes:** Students can apply the useful language in everyday conversations.

**d) Competence:** communication, presentation, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T-Ss/ S-S/ Indiv.  **Activity 1 (3’):** Exercise 2 page 38   * Ask students to read the dialogue, then listen to the audio and complete the task * Play the audio again to check the answers * Ask students to notice all the words they have circled and guess their meaning   **Activity 2 (2’):** Exercise 3 page 38   * Ask students to read the Learn this! box and complete the rules * Check the answers   **Activity 3 (5’):** Present the use of modal verbs and its usages   * Explain the meaning and the usages of modal verbs: must, mustn’t, and needn’t/ don’t have to * Clarify the differences between them by giving some examples | * Read the dialogue, then listen carefully to the audio and complete the task * Check the answers with teacher * Listen to the teacher and answer the question, take notes * Read the Learn this! box and complete the rules * Check the answers with the teacher and take notes * Listen to the teacher and take notes | ***Suggested answers:***  must: say something is important to do  needn’t/ don’t have to: say something is not necessary  mustn’t: say something is prohibited |

* **Activity 2: Practice (15’)**

**a) Objective**: Students know more about modal verb structures and how to use them properly

**b) Content:**

*Speaking*

*Grammar*

**c) Outcomes**: Students know how to use modal verbs in different everyday conversations.

**d) Competence:** communication, collaboration, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE.** T-Ss/ S-S/ Indiv.  **Activity 1 (7’):** Task 4 page 38   * Ask students to write some sentences about our school rules for using mobiles with must, mustn’t, and needn’t/ don’t have to * Check the answers   **Activity 2 (8’)**: Task 5 page 38   * Ask students to read the Look out! box and highlight some important information * Explain more if needed * Ask students to use the words in brackets and rewrite the sentences * Check the answer | * Use the language in the box to help and complete the task * Check the answers with the teacher * Read the Look out! box, then highlight some important information and take notes if needed * Listen to the teacher * Complete the task * Check the answers with the teacher | ***Suggested answers:***  Mobiles must be kept on silent all day.  We must keep them on silent all day.      ***Answers:***  2. We have to wear school uniform.  3. You mustn’t talk in the exam.  4. You must listen to me.  5. You don’t have to write the answer. |

* **Activity 3: Outcomes (10’)**

**a) Objective:** Students listen to different gameshows’ rules and try to guess the gameshows’ names. Communication is also be practiced.

**b) Content:** Task 6 page 38

**c) Outcomes:** Ss speak and listen mutually, they can apply the structure they have learnt to their conversations.

**d) Competence:** Presentation, communication, guessing

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T- Ss/ S-S/ Indiv  Exercise 6 page 38: Speaking  Game *“CAN YOU NAME THESE GAME SHOWS?”*   * Go through the instructions together and make sure students understand what they have to do * Monitor and help with grammar and vocabulary where necessary * Give students some examples * Encourage students to talk more | * Divide into 2 groups and listen to the instruction * Play in groups, take turns to ask and answer * Practice speaking more |  |

**C. Consolidation (3’)**

**Grammar:** The use of modal verbs: must, mustn’t, and needn’t/ don’t have to

**D. Homework (2’)**

- Learn by heart the modal verbs meaning, usages and structures

- Do exercise

- Prepare: Unit 3E: Work skills (page 39 – SB)