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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 58** |

**UNIT 4: ALL THINGS HIGH-TECH**

**Grammar 4b (Page 66)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use new grammar point: Modal verbs (*can, must, have to, should*).

- practise doing grammar exercises.

- make sentences using modal verbs.

- practise skills to work in pairs/groups.

**1.2. Competences**

- improve Ss’ analytical, critical thinking skills.

**1.3. Attributes**

- build their motivation for study.

- develop their patriotism, honesty and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Point out the modals.  - Fill in the blanks.  **-** Choose the correct modals.  - Make sentences with modals. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ own sentences. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to introduce modal verbs.

b. Content: sentences with modal verbs.

c. Expected outcomes: Ss can recall some modal verbs and think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Read the sentences and point out the modal verbs.**  *1. I can go out with you this afternoon.*  *2. You should eat more vegetables.*  *3. Students must wear uniform at school.*  *4. I have to do housework every day.*  - Ask Ss to read 4 sentences and point out the modals.  - Get Ss to check their answers with their friends.  - Check Ss’ answers. Explain that those words are modals. | - Read the sentences and point out the modals.  - Do the task individually and then share with their friends.  ***Answer Keys***  *1. can 2. should 3. must 4. have to*  - Listen to the teacher and take notes. |

**B. Presentation: 10 minutes**

a. Objectives: to present some modal verbs and help Ss remember their uses.

b. Content: Language box.

c. Expected outcomes: Ss can understand how to use modal verbs.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **MODAL VERBS**  - Read out the theory in language box, using IWB.  - Explain the uses of modal verbs. | - Read the language box and listen to teacher’s explanation |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise the modal verbs.

b. Content: task 1 and task 2.

c. Expected outcomes: Ss can understand how to use modals and do the task correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1:** Fill in each gap with the correct modal verb.1 We have to be at the exhibition before 9:00 a.m. (It is our obligation. The leader says so.) 2 You\_\_\_\_\_\_play computer games too much. (I advise you not to.) 3 You\_\_\_\_\_\_ enter the computer lab. (You don’t have permission.) 4 You\_\_\_\_\_\_\_ use cell phones in class. (It’s against the rules.) 5\_\_\_\_\_I leave class early today? I have a stomach ache. (Is it OK if ...) 6 We\_\_\_\_\_\_ respect our teachers. (It’s our obligation. I say so.) 7 You\_\_\_\_\_cook tonight. We’ll eat out! (It isn’t necessary.)  - Ask Ss to read the theory again, using the IWB and complete the task.  - Check Ss’ answers. | - Read the theory. Listen to teacher’s explanation.  - Do the task individually.  - Check answers.  ***Answer Keys:***  *1. shouldn’t 2. can’t 3. mustn’t*  *4. can 5. must 5. don’t have to* |
| **Task 2:** Choose the correct option.1 A: I’m going shopping later. I want to buy a new tablet. B: You should/can go to the new mall. It’s great. 2 A: Do you spend too much time in front of the screen? B: Yes, the doctor says I must/have to stop using my computer that much. 3 A: Is it OK to wait here? B: Sorry, you don’t have to/can’t. Please wait outside. 4 A: The computer class starts at 7:00. B: We don’t have to/mustn’t be late. 5 A: You mustn’t/don’t have to buy tickets. Entrance is free. B: Really? 6 A: You don’t have to/mustn’t enter the computer lab. B: I’m sorry. I didn’t see the sign.  - Tell Ss to use the theory as a point of reference. - Explain the task using IWB. - Give Ss time to complete the task. - Check Ss’ answers. | - Read the theory again and do the task.  - Check answers.  ***Answer Keys:***  *2. have to 3. can’t 4. mustn’t*  *5. don’t have to 6. mustn’t* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the target language.

b. Content: Ss make their own sentences with modal verbs.

c. Expected outcomes: Ss can make sentences with modals about their life.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Work with a partner. Make four sentences, using *can, should, must* and *have to*.**  - Ask Ss to work with partner to make sentences with modal verbs.  - Call some Ss to share their sentences.  - Give comments. | - Work with partner to make sentences with modal verbs.  - Read aloud the sentences to the class.  ***- Ss’ own sentences*** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Grammar point: modal verbs.

- Do the exercises in workbook on page 33.

- Complete the grammar note in TA7 Right On! Notebook page 30.

- Prepare the next lesson: Grammar 4b (cont, page 67).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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