

Language Analysis: Modals of necessity: have to, don't have to, can, can't

1. Form:

<u>Affirmative</u>	<u>Negative</u>	<u>Questions</u>	<u>Short Answers</u>
I/You/We/They have to	I/You/We/They don't have to	Do I/you/we/they have to?	Yes, I/you do No, we/they don't
He/She/It has to	He/She/It doesn't have to	Does he/she/it have to?	Yes, he/she/it does No, _____ doesn't

<u>Affirmative</u>	<u>Negative</u>	<u>Questions</u>	<u>Short Answers</u>
I/You/We/They/	I/You/We/They	Can I/you/we/they/	Yes, I/you/we/they/
He/She/It can	He/She/It can't	he/she/it?	he/she/it can No, we/they/ he/she/it can't

Order of parts: Subj + *can/can't/have to/don't have to* + infinitive of main verb

2. Meaning/Use:

- a. We use *have to* when it is necessary or obligatory to do something. We use *don't have to* when it is not necessary to do something but you can if you want. When it is not okay or it is prohibited to do something we use *can't*. We use *can* when it is ok to do something.
- b. Modals of necessity let us know if you do/do not have obligation to do something.
- c. Both 'must' and 'have to' can be considered modals of necessity. However, in statements about obligation with must the obligation most often comes from the speaker (and in questions, from the hearer). To talk about an obligation that comes from 'outside' (for instance a regulation, or an order from somebody else), we usually prefer have to.
 - i. (I must do some more work; I want to pass my exam. In my job I have to work from nine to five. (More natural than ... I must work from nine to five.)
 - ii. Mustn't is not used to say that things are unnecessary. This idea is expressed by needn't, don't need to (see 366) or don't have to.
- d. Modals of necessity are used in both spoken and written language, formal and informal situations.

3. Pronunciation:

- a. When using orally, native speakers pronounce *have to* and *don't have to* more like "hafta" or "don't hafta" (hæftə)
- b. Stress: 'have to' is usually stressed in affirmative statements and questions, but 'don't' is usually stressed in negative. 'Can' is usually stressed in affirmative statements and questions, and 'can't' is also stressed in negative statements.

LESSON PLAN - Intention and evaluation

Name: Sarah Miller Length of TP: 40 mins Date: February 14, 2017

Estimated no. of ss: 10 Level: Elementary Coursebook: Cutting Edge

Lesson type: Language-Based

Materials needed: Lesson Plan, textbooks, pencils, teacher textbook, whiteboard, sign for “can/can’t” demonstration, “rules” handouts

Main aim(s): By the end of the lesson the students will understand and be able to use the modal verbs can’t, have to, don’t have to, and can for expressing permission/obligation in controlled and freer practice situations.

Language Analysis for language-based lessons
separate sheets attached

Anticipated problems and solutions

- Students may use can and can’t as able and not able rather than as words of permission. I will remind students of the different ways they can use can’t and that this specific lesson is about permission and not ability. I will give examples and non-examples.
- Students may have a hard time pronouncing and hearing the pronunciation differences between can and can’t. I will give students sentences with both and ask them to tell me which I said. I will also give them ample opportunity to practice saying both.

Areas of my teaching performance I want to work on:

- Continue to improve the clarity of directions, instructions, and explanation
- Time management: Planning out accurate time limits and sticking to them.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:04	<p>Lead-in:</p> <p>To allow students to discover the meaning of 'have to', 'don't have to', can, and can't to students</p>	<ul style="list-style-type: none"> - Greet students and have them turn to page 115 in Cutting Edges - Focus students on the four signs under language focus 1 and have them match the pictures to the meanings. Also tell them to complete the grammar box. - Have students check answers in pairs. - Check answers as a class. - Say: (Student), which letter does the first picture go with? - CCQs: 1. (b) Is it necessary for you to stop at a red light? 2. (a) Is it ok to drive in the direction of this sign? 3. (c) Is it necessary to pay to park there on a Sunday? 4. (d) Is it ok for you to park there on a Saturday? Answers for grammar box: 1. have to 2. do not have to 3. can 4. can't - Write "I can..." and "I can't..." on the whiteboard. - In this activity you used 'can' and 'can't' in a different way than you usually do. Usually I would say something like, "I can ride a bike" (write 'ride a bike'). Does that mean I know how to ride a bike? (yes) So I am saying I am able to ride a bike. I could also say, "I can't play the piano" (write 'play the piano'). Does that mean I know how to play the piano? (no) Right, I am saying I am not able to play the piano. So usually, 'can' and 'can't' are used to say what you are able/aren't able to do. Write can=able can't=not able - BUT the can/can't we are using in the exercise is different. When it says, "you can park here on Saturday", it does not mean you are ABLE to park. It means it is OK to park. You will not get a ticket. If I am driving and see a sign that says, 'you cannot park here', am I still able to park there? (yes) You're right! I could ignore the sign and park there. But should I do that? (no) No, because the sign tells me it is not ok. If I park there, I might get a ticket. 	<ul style="list-style-type: none"> - Listen to T, participate in discovery task, check answers in pairs, volunteer answers to whole class discussion, Listen to T and respond to CCQs. T-C, S, S-S
:02	<p>Presentation</p> <p>a) Meaning/Use</p> <p>To present the meaning/use of modals of necessity.</p>	<ul style="list-style-type: none"> - Say: So we can also use can and can't when we are saying whether something is ok or not ok. Write Can=ok or permitted, can't=not okay or prohibited We use "permitted" to mean it is ok and "prohibited" to mean it is not ok. CCQs: - Can you have a pet dog? Can you have a pet dog if your apartment says no animals? - We also use 'have to' and 'don't have to' to tell us if something is necessary or not. Write have to=necessary and don't have to=not necessary CCQs: 	<ul style="list-style-type: none"> Listen to T, respond to CCQs T-C

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<p>- Is it necessary for you to come to English class? Do you have to come to English class? (no) I will not yell at you or punish you if you don't come. You don't have to come. But you CAN come if you want to.</p> <p>- Do you have to wear a coat to class? Do you have to eat dinner tonight? Do you have to pay for your food at a restaurant?</p>	
:12	<p>b) Form</p> <p>To present the form of modals of necessity can/can't/have to/don't have to</p>	<p>- Show students the form of 'can/can't</p> <p>Write on the board: I can have a pet dog.</p> <p>Ask: How do I write the negative? (I can't have a pet dog) What words did I put together to make 'can't'? Show students the contraction with my fingers.</p> <p>Write: I can't have a pet dog.</p> <p>Ask: How do I make it a question?</p> <p>Write: Can I have a pet dog?</p> <p>Ask: How would I answer this?</p> <p>Write: Yes, I can and No, I can't.</p> <p>Ask: What if I want to change the subject to he/she/it? (erase I and write he) Does anything else in the sentence change? (no)</p> <p>Ask: What about for you/we/they? Does anything change?</p> <p>Say: The only thing that changes is can or can't. The verb after can/can't is always the basic form of the verb.</p> <p>(underline all of the basic verbs to show they stay the same)</p> <p>- Show students form of 'have to/don't have to'</p> <p>Write on the board: I have to pay for my food.</p> <p>Ask: How do I write the negative?</p> <p>Write: I don't have to pay for my food.</p> <p>Ask: What two words did we put together for 'don't'? (show the contraction with my fingers)</p> <p>Ask: How do I make it a question?</p> <p>Write: Do I have to pay for my food?</p> <p>Ask: How would I answer this?</p> <p>Write: Yes, I do have to and No, I don't have to</p> <p>Ask: What if I change the subject to he/she/it? Does anything change?</p> <p>Write: He/she/it has to under the first sentence.</p> <p>Ask: how would it change the negative?</p> <p>Write: He/she/it doesn't have to</p> <p>Ask: How would it change the question?</p>	<p>Listen to T, answer Ts questions, T-C</p>

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		<p>Write: Does he/she/it have to? Ask: And what would the answer be? Write: Yes, he/she/it has to and No he/she/it doesn't have to Say: The basic verb following "have to" and "don't have to" only changes when we are talking about he/she/it. (underline the basic verb in each sentence)</p>	
:04	<p>c) Pronunciation</p> <p>To present the pronunciation of "have to" and "don't have to"</p>	<p>- Point students to pronunciation box on page 115 - Say: When native speakers say "have to/don't have to" or "has to", most people will say hafta or hasta. They put the two words together. And then because we stress the words "have" and "has", the word "to" becomes this sound: ə - Read each example for the students and have them repeat. - We stress "can't" when we use it, so it sounds a little different than the way we say "can" Try to listen and tell me whether I am saying can or can't. Say: You can go outside. You can't eat that. You can't watch that show. You can go to the party.</p>	<p>Listen to T, practice pronunciation T-C</p>
:05	<p>Controlled written practice</p> <p>To provide controlled written/oral practice using modals of necessity</p>	<p>- Direct students to the practice on page 115. Read the directions to them and review the First example. Ask: Can you buy your tickets the night before? But is it necessary? - Monitor students as they are working on the exercise. (answers below) b. have to c. can't d. don't have to e. can f. have to g. can't h. can't i. can - Allow students to work in pairs to check their answers. - Check answers together as a class. Say: (Student), Can you read your answer to letter b?</p>	<p>Listen to T, work on exercise Independently, check work with a partner, participate in review with whole class T-C, S, S-S</p>
:13	<p>Freer written practice</p> <p>To provide freer written/oral practice using modals of necessity</p>	<p>- You are going to practice using have to, don't have to, can and can't. You will work with a partner. I will give you a card that has a place on it. For example, it might say 'a school, a cinema, a museum, a park, a library, a restaurant, a train' (write these on the board). You and your partner will write five rules for the place you are given. For example: I will write some rules for one of these places. Write: "You have to turn off your cellphone." or "You can't talk during the movie". "You can wear what you want." or "You don't have to buy food." (write all of these on the board.) In what place do I have to follow these rules? (point to the list).</p>	<p>Listen to T, work with partner to write 5 rules, share rules with classmates in groups of 2 T-C, S-S, S-S-S-S</p>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<ul style="list-style-type: none"> - Now you will create your own rules. (give a hand out to help) - Say: You must all write the rules you make. - Put students in pairs. - Give each pair a card with a place on it. - Monitor and check the accuracy of students sentences. Make sure each student is contributing. Make sure each student is writing their rules. - Get students to line up. If I point to you, stand up. Now stand next to each other in a line. Bring your paper with you. The rest of you, come stand across from your partner. Face them. Now this line (point), move 1 to the right. - Give directions: Person one: Read the rules you wrote. Person two: listen and when they are finished, guess their place. Person 2: read your rules. Person 1: listen and guess. - Monitor as students share. - Now sit back down in your seat. That is all I have for today. 	

**NO
PARKING
ANY
TIME**

Rules at: _____

1	
2	
3	
4	
5	