



A LESSON PLAN: Date: Trainee: Term:

Teacher Training School: Class: Group: Book: English to Go1 **Unit 13**

Previous lesson	<i>Revision of Unit 12</i>
<b>Topic(s) of the lesson</b>	<b>What I have to do</b>
<i>Following lesson</i>	Every-day routines : What they do every day

### Objectives:

By the end of the lesson the pupils  
can tell what they have (don't have to) do

### Language Learning aims:

The pupils are asked to

- read the text aloud
- recall part of the dialogue
- reconstruct the dialogue (skeleton text)
- show understanding (matching exercise)
- construct a dialogue (questionnaire)
- say what the have / don't have to do (board game)

### Social aims:

I expect the pupils to  
be honest when they tell what they have (don't have to do) – personal / emotional investment

### Presupposed background knowledge and language competence

The learners already know most of the verbs used in the dialogue / board game

### In brief: Suggested lesson procedures

Phases of Lesson/Learning points	Learning tasks, procedure,	Class-management media

## Related information and research (including reference data)

**must, have to** and **have got to**: expressing the **present**

**Must, have to** and **have got to** are all used to express **obligation** or the need to do something. They can be used interchangeably in the present tense, except that **must** suggests that it is the speaker who has decided that something is necessary, whereas **have to** and **have got to** suggest that somebody else has imposed the decision.

**Have got to** is characteristic of very informal speech. **Have to** sounds slightly more formal. Compare the following:

- I **must** clean the house before mum gets back. I want her to find it all neat and tidy.
- Sorry, I can't come out now. **I've got to** tidy up my room before I'm allowed out.
- He **has to** attend the clinic every two weeks. He's really quite seriously ill.

You **must** come and visit us again soon. It's ages since we saw you.

With **frequency** adverbs such as **always, often, sometimes, never**, etc, **have to** is normally preferred:

- I **usually have to** work on Saturdays so I hardly ever go away for the weekend.

They **sometimes have to** get their own suppers if their mother is working late.

**must** and **have to**: expressing the **future** and the **past**

**Must** and **have got to** have **no future** or **past tense** forms.

However we can also use **must** to express **future** as well as **present** intention, especially if it is the speaker who decides that something is necessary. But it **cannot** be used to express **past** intention.

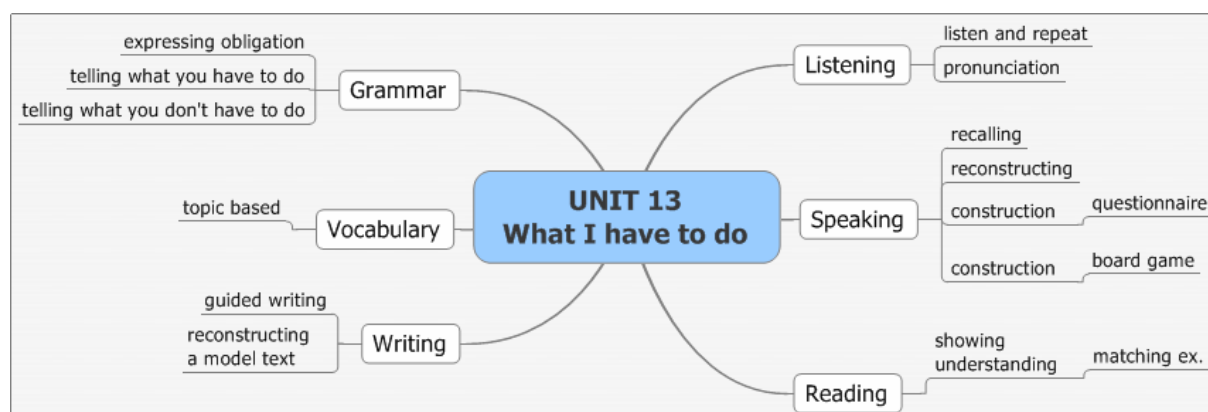
<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv127.shtml>

	<ul style="list-style-type: none"> <li>▪ mow the lawn (or grass)- cut the grass</li> <li>▪ take the dog for a walk</li> <li>▪ vacuum the rug (or carpet)- with a vacuum cleaner</li> <li>▪ wash the car</li> <li>▪ wash the clothes</li> <li>▪ go shopping</li> <li>▪ make the bed</li> <li>▪ water the plants</li> <li>▪ wash the dishes/ dry the dishes/ put the dishes away</li> <li>▪ take out the garbage (or trash)</li> <li>▪ set the table</li> </ul> <p>additional</p> <ul style="list-style-type: none"> <li>▪ fill the dishwasher/ empty the dishwasher- put dishes in, take them out</li> <li>▪ sweep the floor</li> <li>▪ clean the bathroom/ clean the sink/ clean the toilet</li> </ul>
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**Checklist for Media :** (Personal/technical media i.e. ICT, video, transparencies etc)

- *English to Go 1 – Coursebook*
- *Handout 1 (skeleton text)*
- *Board game 1-13 – What I have to do*

**Integrated skills training**



**Relevance to the National Curriculum**

Entwicklung der Komm.-Fähigkeit;

Aussprache/Intonationsschulung

Erzählen und Gestalten: Rollenspiele

Informationen über sich austauschen

Kommunikation und Handlungen steuern  
Stellungnahmen: Informationen einholen



<p>a. showing understanding b. run-stage c. 3'</p>	<p>sets task: Turn to page 81 Have a look at Ex 1. Match the questions with the answers</p>	<p>match the sentences  give feedback</p>	<p>individually</p>	<p>P 81; ex 1</p>
<p>a. Constructing-speaking b. post-activity c. 10'</p>	<p>sets the task: Interview your partner about his/her chores and take notes performs the role play with one learner checks the results</p>	<p>interview a partner  take notes  read their findings</p>	<p>pair work</p>	<p>questionnaire P 83 / 6</p>
<p>a. constructing – speaking b. post-activity c. 17'</p>	<p>presents the board game organizes groups of four reads the structures (e.g. I have to get up at 6 o'clock. Which picture does that sentence go with?) sets the task: look at the pictures and tell your partner what you have and don't have to do.</p>	<p>sit in groups of four find the matching picture play the game themselves  say what they have / don't have to do</p>	<p>group work</p>	<p>board game</p>

***Observation task(s):***

Teacher's activities?

Pupils' activities?

Tasks?

Skill training items?

***Feedback:***

### Talking about what you have to do

- Joe95** Hi! What are you doing?  
**JenH** Waiting for a friend to call. What are you doing?  
**Joe95** Thinking about a birthday gift for Jason.  
**JenH** You haven't got one?  
**Joe95** No.  
**JenH** What time is the party?  
**Joe95** 4:00  
**JenH** But isn't it 12:15 in Boston now.  
**Joe95** Yes. Oh, no! I have to go  
**JenH** Me, too. My mother is calling me for dinner  
**Joe95** I'm really late!  
**JenH** Why? The party isn't until 4!  
**Joe95.** I know, but I have to go shopping and then get ready for the party!  
**JenH!** Now my sister is calling me! I have to set the table.  
**Joe95** Can you be online next Saturday around 4 p.m. your time?  
**JenH** I think so. Good luck with the gift and have fun at the party!

Ex 1: Match the questions with the answers. What does *have to* mean?

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1 Why does Joe have to go?  | a set the table                  |
| 2 Why does Jen have to go?  | b He has to get a gift for Jason |
| 3 What does Joe have to do? | c go shopping                    |
| 4 What does Jen have to do? | d It's time for dinner           |

### Ex 2 Talk about Joe and Jen using because

Joe has to ..... because he .....

Jen has to ..... because she .....

Ex 6 Interview a classmate about his/her chores.  
 Use the interview guideline and take notes.

Interview guideline	every day	☺	☹
Do you have to do chores?			
What do you have to do every day?	every week		
How often?			
Do you like it?	sometimes		

### Talking about what you have to do

- Joe95** Oh, n.! I h... t. g.  
**JenH** M., t... M. m..... i. c..... m. f.. d.....  
**Joe95** I'. r..... l...!  
**JenH** Why? T.. p.... i..! u.... 4!  
**Joe95.** I k..., b.. I h... t. g. s..... a... t... g.. r.... f.. t.. p.....!  
**JenH!** Now m. s..... i. c..... m.! I h... t. s.. t.. t.....

## 1 – 13 What I have to do

### Communicative goals:

The learners can

- say what they have to do
- say what they don't have to do
- what the father / brother has to do
- what their mother, sister doesn't have to do

<p>I you <b>he</b> (my brother) <b>she</b> (my sister) <b>it</b> ( the cat) we you they</p>	<p>have to has to don't have to doesn't have to</p>	<p>get up take a shower take a bath have breakfast brush the teeth brush the hair take the bus to school / to work take the train to school / to work walk / go to school/ to work practise maths read a book write a story read/write/ answer e-mails have lunch do the dishes work in the garden do the homework talk to friends play football play basketball play / practise the guitar / the piano go for a walk with the dog / pig listen to music play computer games look after my little brother feed the cat watch TV / a movie have dinner / drink some water brush the teeth put on the pyjamas, go to bed</p>
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	<h3>A typical day</h3> <p>get up take have go brush watch listen to talk to read write answer play work practise do look after feed</p> <p>in the <span style="margin-left: 20px;">morning</span>  <span style="margin-left: 20px;">afternoon</span>  <span style="margin-left: 20px;">evening</span></p> <p>on <span style="margin-left: 20px;">Monday</span>  <span style="margin-left: 20px;">my birthday</span></p> <p>before <span style="margin-left: 20px;">school</span>  <span style="margin-left: 20px;">lunch</span>  <span style="margin-left: 20px;">I eat ...</span></p> <p>after <span style="margin-left: 20px;">6.30</span>  <span style="margin-left: 20px;">night</span></p> <p>at</p>			<h3>What I <b>have</b> to do!</h3> <h3>What my brother / sister <b>has</b> to do!</h3> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 10px;"> <p>I <b>have</b> to..</p> <p>They <b>have</b> to..</p> <p><b>+</b></p> </td> <td style="padding: 10px;"> <p>She <b>has</b> to..</p> <p>He <b>has</b> to..</p> <p><b>+</b></p> </td> </tr> <tr> <td style="padding: 10px;"> <p>I <b>don't have</b> to..</p> <p>They <b>don't have</b> to..</p> <p><b>-</b></p> </td> <td style="padding: 10px;"> <p>She <b>doesn't have</b> to..</p> <p>He <b>doesn't have</b> to..</p> <p><b>-</b></p> </td> </tr> </table>		<p>I <b>have</b> to..</p> <p>They <b>have</b> to..</p> <p><b>+</b></p>	<p>She <b>has</b> to..</p> <p>He <b>has</b> to..</p> <p><b>+</b></p>	<p>I <b>don't have</b> to..</p> <p>They <b>don't have</b> to..</p> <p><b>-</b></p>	<p>She <b>doesn't have</b> to..</p> <p>He <b>doesn't have</b> to..</p> <p><b>-</b></p>	
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	<p>First Then because and but when</p> <p>I he she we they</p>									