



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>
Topic(s) of the lesson	What I have to do
<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.

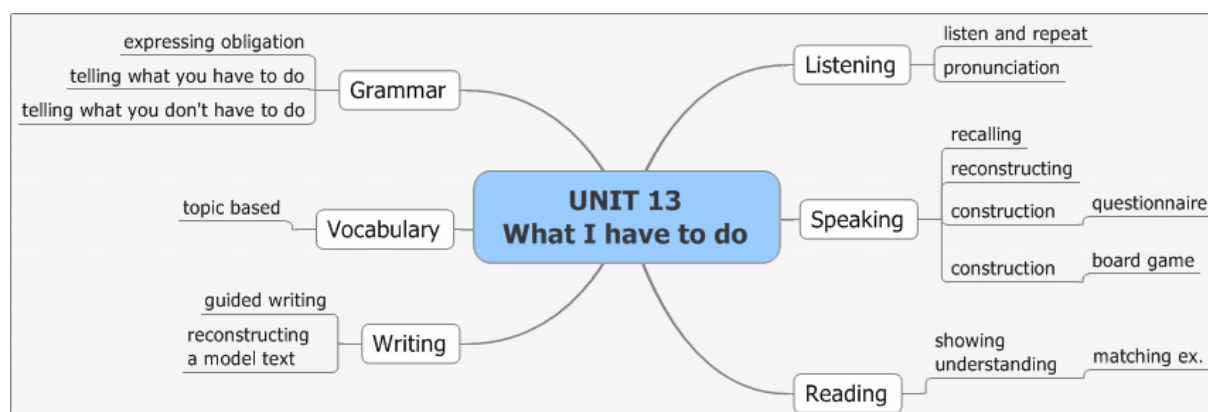
<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv127.shtml>

	<ul style="list-style-type: none"> ▪ mow the lawn (or grass)- cut the grass ▪ take the dog for a walk ▪ vacuum the rug (or carpet)- with a vacuum cleaner ▪ wash the car ▪ wash the clothes ▪ go shopping ▪ make the bed ▪ water the plants ▪ wash the dishes/ dry the dishes/ put the dishes away ▪ take out the garbage (or trash) ▪ set the table <p>additional</p> <ul style="list-style-type: none"> ▪ fill the dishwasher/ empty the dishwasher- put dishes in, take them out ▪ sweep the floor ▪ clean the bathroom/ clean the sink/ clean the toilet
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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 he (my brother) she (my sister) it (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 morning afternoon evening</p> <p>on Monday my birthday</p> <p>before school lunch I eat ...</p> <p>after 6.30 night</p> <p>at 6.30 night</p>			<h3>What I have to do!</h3> <h3>What my brother / sister has to do!</h3> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 10px;"> <p>I have to..</p> <p>They have to..</p> <p>+</p> </td> <td style="padding: 10px;"> <p>She has to..</p> <p>He has to..</p> <p>+</p> </td> </tr> <tr> <td style="padding: 10px;"> <p>I don't have to..</p> <p>They don't have to..</p> <p>-</p> </td> <td style="padding: 10px;"> <p>She doesn't have to..</p> <p>He doesn't have to..</p> <p>-</p> </td> </tr> </table>		<p>I have to..</p> <p>They have to..</p> <p>+</p>	<p>She has to..</p> <p>He has to..</p> <p>+</p>	<p>I don't have to..</p> <p>They don't have to..</p> <p>-</p>	<p>She doesn't have to..</p> <p>He doesn't have to..</p> <p>-</p>	
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	<p>First Then because and but when</p> <p>I he she we they</p>									