



Theme: Foreign Lands

| Focus: | Grammar | Vocabulary | Comprehension | Writing |
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| | <ul style="list-style-type: none">• Modals• Question tags• Adjectival phrases | <ul style="list-style-type: none">• Synonyms (adjectives)• Prefixes 'dis', 'un', 'il', 'ir', 'in' and 'im' | Answering questions based on a visual text | Writing a story based on pictures using guiding questions and helping words |

Lesson Objectives

Students are able to

1. use modals 'should', 'should not', 'ought to', 'ought not to', 'must' and 'must not',
2. use question tags,
3. identify synonyms for adjectives,
4. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. A video of 'Do's and Don'ts of Thailand'
3. Word cards with 'should', 'should not', 'ought to', 'ought not to', 'must' and 'must not' on each of them
4. Powerpoint slides on the use of question tags
5. Word cards (refer to the words in the box and the underlined words on [page 48, \[B\]](#))
6. Picture cards that show what can be done or cannot be done in a country

Introduction / Warm-up Activity (10 min)

1. Greet the class in Thai. Ask the students if they find the language familiar. Get the students to tell you other words in a foreign language.

Example:

- thank you (English)
- merci (French)
- terima kasih (Malay)

2. Show the video of 'Do's and Don'ts of Thailand' to the students. After the video, discuss with them what they learn about the country.

Lesson (20 min)

1. Write the students' responses about the things they should or should not do in Thailand based on the video they have watched.

Example:

- We should not touch the heads of Thai people.
- We should take off our footwear before entering offices or homes of Thai people.

Underline the modals used in the sentences. Explain to the students that the modal 'should' and 'should not' express a recommendation or moral obligation.

2. Replace the modals 'should' and 'should not' with 'ought' and 'ought not to' in the sentences.

Example:

- We ought not touch the heads of Thai people.

- We ought to take off our footwear before entering offices or homes of Thai people. Explain to the students that 'ought' and 'ought not to' have the same meaning as 'should' and 'should not' respectively.

3. Tell the students that 'must' and 'must not' are modals as well. They are used to express a firm obligation or necessity.

Example:

- It is the law that everyone must respect the Thai king.
- You must not show the soles of your feet to anyone.

4. Show the students the word cards on modals. Stick the word cards on the whiteboard. Get the students to construct sentences with the modals.

5. Show the students some powerpoint slides with sentences about Thailand.

Example:

- The Thais are very polite people.
- The Thais respect their king.
- Sam will visit the temples there.

Tell the students that they can change the sentences into questions if they are unsure if the sentences are true or if they want other people to agree with their sentences. They do so by adding question tags. Show the students where the question tags are placed in the next powerpoint slides.

Example:

- The Thais are very polite people, aren't they?
- The Thais respect their king, don't they?
- Sam will visit the temples there, won't he?

Provide more sentences whereby the students need to add in the question tags.

6. Highlight to the students that if the verb in the first part of the sentence is positive, the negative form of the verb in the question tag is used, and vice versa. Show the students examples.

Example:

- The Thais are not very polite people, are they?
- The Thais do not respect their king, do they?
- Sam won't visit the temples there, will he?

7. Show the students another set of examples on powerpoint slides.

Example:

- Lisa took the plane to Thailand, didn't she?
- She looks like a Thai, doesn't she?

Underline the verbs and question tags in the examples. Explain to the students that when the first part of the sentence consists of only an action verb, the question tag usually consists of 'don't', 'doesn't' or 'didn't'.

8. Show the students a set of word cards on vocabulary. Get the students to read the words after you. Then, stick the word cards on the whiteboard. Tell the students that there are pairs of words that have almost the same meaning with each other. Get the students to identify the pairs of words. You can do the first one to help them.

Example:

- gracious – polite

Explain to the students the words after pairing them up by constructing a sentence. Let the students do the matching and get them to construct the sentences as well.

Additional Activities / Closure (15 min)

1. Put the students into pairs. Show the students some picture cards. Get each pair of students to use modals to talk about the pictures.

Example:

- We must flush the toilet after use.
- They should not jaywalk across the busy roads in India.

2. After the whole set of picture cards have been used, go through them once again. This time, say a sentence about the picture. Then, get the students to change it into a question using appropriate question tags.

Example:

- We flush the toilet after use, don't we?
- They are jaywalking across the busy roads in India, aren't they?

3. Tell the students to turn to **pages 45 – 49 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **page 45 and page 47**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 50 – 51** as homework. Go through the visual text together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to bring a photo of themselves on a trip to a foreign land. Let a few of them share their stories about their trip with their classmates. Then, get all the students to paste their photos on paper. Encourage them to write something about what they should or should not do in the country they went to.