

Language focus:	Modals of obligation
Type of lesson:	Text-based presentation / Guided Discovery
Level:	Intermediate
Duration:	1 hour

What's the aim of this lesson?

To develop students' ability to talk about obligation and necessity, using modals of obligation in the context of explaining rules of sports.

What do I need to know?

The modals of obligation introduced are “must”, “mustn't”, “have to”, “don't have to”, “should” and “shouldn't”.

What do I need?

You'll need:

- names of different sports on cards, one set of cards per pair/group
- some pictures of your chosen sport (we use “chess boxing” for this lesson, but you can adapt the text to a different “unusual” sport if you like)
- a copy of the Guided Discovery worksheet for each student

All the materials are included at the end of this plan.

What do I do?

- Lead in

To set the context for the lesson, ask your students to think of their favourite sport and describe it to a partner without mentioning the name of the sport. Their partner

has to try and guess what it is. Feedback on this to find out which sports were being described and who guessed correctly.

- Vocabulary

Next, divide your students into pairs or small groups and give each pair/group a set of cards with the names of sports written on them. Ask them to categorise the sports in any way they wish. This activates their existing vocabulary knowledge of sports. When you feedback on the board, accept all reasonable ways of categorising, and then suggest your own if they haven't come up with it: which sports we “play”, which we “do” and which we “go” (for example play football, do karate, go swimming). Elicit any patterns they see in this categorisation, prompting if necessary (play – usually with a ball or other equipment; go – usually individual sports / those ending in “-ing”; do – martial arts and disciplines such as yoga and pilates.)

- Reading

This next part of the lesson is to prepare for the guided discovery questions which follow. Show your students the pictures of “chess boxing” and ask them, in pairs, to predict what they think the rules of this sport are. Feedback their ideas and then hand out the text and ask them to check to see if their predictions were correct.

- Guided discovery

Ask your students now to answer the guided discovery questions under the text. The questions are designed to check their understanding of each of the modal verbs of obligation, which they then need to categorise into the four columns of the table. Monitor as they work to check they are on the right track, and then feedback as a class.

- Restricted practice

Drill the target language, focusing on the weak form of “have to” (/hæftə/). Next, to mix up the pairs, ask your students to order themselves in a line according to when they last did a sport, and then sit down in pairs with the person next to them in the line. Now ask them to think once again of their favourite sport and describe the rules to their new partner without saying the name of the sport. Here, you are giving them the opportunity to use the target language, carrying out the same exercise as in the lead-in. Feedback as a class, asking who guessed the sport correctly, and having a few students to describe a few rules of their partner's sport.

- Fluency practice

Finally, divide your students into small groups and give them a list of some more “unusual” sports. You can write the list on the board, or give it to them on a handout. The choice of sports is up to you – whichever you think would be interesting for your students to discuss. Here are some examples:

- Octopush
- Shin kicking
- Fireball soccer
- Toe wrestling
- Cycle ball
- Tuna tossing
- Worm charming
- Wife carrying

Ask the groups to pick two or three and discuss what the sport might be about and what the rules might be. Feedback as a class, asking a few students to share their ideas about the sports, then highlighting good use of language / recurring errors.

football	golf
basketball	tennis
pool	chess
gymnastics	karate
yoga	surfing
judo	climbing
weight training	running
aerobics	cycling
swimming	horse riding

PLAY	GO	DO
football basketball tennis chess golf pool	swimming horse riding cycling running climbing surfing	karate aerobics weight training judo yoga gymnastics

CHESS BOXING



CHESS BOXING



Chess Boxing combines two traditional sports, chess and boxing. Competitors alternate between a round of boxing and a game of chess. It was invented by a Dutch performance artist. Although it started as art, it quickly became a fully developed competitive sport. It is popular in Germany, the UK, India and Russia. The first competition took place in Berlin in 2003.

OBJECTIVE:

A player must beat his opponent either at boxing or at chess before the end of the match.

RULES:

- 1 Players have to box for 3 minutes and then play chess for 3 minutes, for a maximum of 33 minutes.
- 2 Players must play chess 6 times and box 5 times in one match.
- 3 Players must understand the rules of boxing and chess.
- 4 Players can win either in chess or in boxing.
- 5 Players don't have to wear protective helmets.
- 6 Players mustn't wear their boxing gloves when playing chess.
- 7 Players should stay calm and concentrate when playing chess.
- 8 Players have to be more than 17 years old.
- 9 Players should be physically fit.
- 10 Players shouldn't argue with the referee.

Read the text and answer the questions:

1. Look at rule 3. **Players must understand the rules of boxing and chess.**
Is it OK if players don't understand the rules of boxing and chess? YES / NO

2. Look at rule 6. **Players mustn't wear their boxing gloves when playing chess.**
Is it OK if players wear their boxing gloves when playing chess? YES / NO

3. Look at rule 8. **Players have to be more than 17 years old.**
Is it OK if players are less than 17 years old? YES / NO

4. Look at rule 5. **Players don't have to wear protective helmets.**
Can players wear protective helmets if they want to? YES / NO
Is it necessary for them to wear protective helmets? YES / NO

5. Look at rule 9. **Players should be physically fit.**
Is it necessary for players to be physically fit? YES / NO
Is it a good idea for players to be physically fit? YES / NO

6. Look at rule 10. **Players shouldn't argue with the referee.**
Can players argue with the referee? YES / NO
Is it a good idea for players to argue with the referee? YES / NO

Now put the verbs into the correct columns:

must mustn't have to don't have to should shouldn't

NECESSARY	NOT NECESSARY	FORBIDDEN	A GOOD IDEA