

PRACTICE IN EXCUSING, OBLIGATION **AND PERMISSION**

06.20.2019

Subject

Overview

English

This lesson plan covers teaching content for;

Prepared By

[Instructor Name]

Grade Level

3

- 1. Practicing words in Excusing, Permission and Obligation
- 2. Using and construction of sentences

Objectives

- Learn words used for Obligation, Permission and Excusing
- Use and construct sentences with these words

Activity Starter/Instruction

- Students should be able to; 1. Tell students that today you will be talking about: Practicing Excusing, Obligation and Permission,
 - 2. Tell students that today you will be talking about Practicing Excusing, Obligation and Permission
 - 3. Tell students that today you will be talking about Practicing Excusing, Obligation and Permission.

Guided Practice

Day 2/ Lesson 2: 20 Mins

- 1. On a piece of chart paper write the heading "Obligation"
- 2. Tell students that Have to and Must are both used to express obligation.
- 3. Tell the students that have to shows us that the obligation comes from somebody else.

Teacher Guide

Day 1/ Lesson 1: 15Mins

- 1. On a piece of chart paper write the heading "Permission"
- 2. Tell the students that the English words used for permissions are Can, Allowed, May and permitted.
- 3. Tell the students that the word "to" is used. after allowed and permitted, but not after can or may.
- 4. Tell the students that "can" is more informal, "may" and "permitted" are more formal, and "allowed "is both formal and informal.
- 5. Tell the students that the past and future of "can," you can use could / was allowed (in the past) and will be allowed (in the future)

Materials Required

- Worksheet
- Marker
- Board
- Course Book
- Flash Cards

Additional Resources

- https://www.google.com/url?sa=t&rct=j&q= english.com%2Fexplanation%2Fb2%2Fmodal
- https://www.english-the-international-langu
- https://www.google.com/url?sa=t&rct=j&q= 4TjAhU6UhUIHSIEDDAQFjASegQIAxAB&url=h
- https://www.google.com/url?sa=t&rct=j&q= modal-verbs-worksheet-obligation-necessity
- https://www.google.com/url?sa=t&rct=j&q= 4TjAhV9URUIHWVMCSMQtwIIUTAI&url=http
- https://www.google.com/imgres?imgurl=htt Jr6q3ILVAEs%2FVJVn7agwyyI%2FAAAAAAAA n-and-permission-modal-verbs-5.html&docic ab&bih=654&biw=1366&g=modal%20auxilia

Teacher Guide

Day 3/Lesson 3: 15mins

- 1. On a piece of chart paper write the heading "Excusing"
- 2. Tell the students that a polite way of attracting someone's attention, especially of someone you

- do not know. For instance: Excuse me, does this bus go to Oxford Street?
- 3. Tell the students that it is used to politely ask someone to move so that you can walk past them. For Instance: Excuse me, can I just get past?
- 4. Tell the students that it is use to tell someone politely that you are leaving. For Instance: Excuse me a moment, I'll be with you shortly.
- 5. Tell the students that it is used to say sorry for something you have done by accident. For Instance: Did I take your seat? Do excuse me.
- 6. Tell the student that it is said before disagreeing with someone. For Instance: Excuse me but aren't you forgetting something?
- 7. Tell the students that it is used to politely ask someone to repeat something they have said because you have not heard it. For Instance: pardon? I beg your

- 4. Tell the students that it's a law or a rule and the speaker can't change it.
- Tell the students that can't, mustn't, not allowed, not permitted are words used in Obligation
- Tell the student that Can't is more informal, mustn't and not permitted are more formal, and not allowed is both formal and informal.
- 7. Tell the students not to use "to" after "mustn't."

Assessment Activity

 Allow students to construct sentences using the appropriate words

Guided Practice

Day 4/ Lesson 4: 20mins

- 1. Arrange the class for a game.
- 2. This game works best for excuses about things that will happen in the future (ie. when someone asks for a favour).
- 3. Create a set of playing cards based on a variety of requests for a favor.
- 4. In this case it is best to have far more questions than excuses in a set.
- 5. For each excuse there should be several different questions that would work.
- 6. Likewise, create some excuses that work for almost any request for a favor and some that work only for certain requests (ie. I'm sorry, I can't. I'm busy. vs. I'm sorry, I can't. I have school on Friday)
- 7. Divide the class into groups of three or four. Each group will get one set of cards. The teacher will ask for a favor.
- The first group to hold up an excuse that fits the situation can lay that card aside.
 When one group has used all of their cards, they are the winners.

pardon?	
Summary - Encourage students to practice more of using the Modal Auxiliaries	
Summary 1.	