

## A Student's Life

**Topic:** Obligation and permission within the context of school or college rules

**Level:** SfL Entry 2 / SQA National 3/ CEFR A2

**Time:** 60 mins

### Aims

- To develop learners' ability to listen for detail
- To give practice of using have to and can for obligation and permission
- To develop learners' ability to talk about school/ college rules

### Introduction

This lesson is about school/ college rules. It provides learners with practice of listening, speaking and modal verbs.

### Tip

Make one copy of the worksheet for each learner

If you have a copy of rules from your institution, bring them to the lesson to use in practice activities.

### Warmer (10 mins)

- Introduce the topic of the lesson by quickly eliciting some of the things that students have to do.
- Ask learners to look at the warmer task on the first page of their worksheets.
- Tell learners to work in pairs to complete the lists.
- Monitor to support learners and correct mistakes.
- Share answers as a whole class.
- Put learners in pairs. Ask them to briefly discuss why these things are important. Refer them to the model dialogue.

### Differentiation

If learners are finding it difficult to think of ideas, give them some suggestions and ask them what list to put them in. E.g. do homework, talk to friends, eat in the lessons, revise lessons.

### Suggested answers

*A good student: work hard, revise lessons, work with partners, speak English in lessons, listen to teacher, be polite to classmates and teacher, do homework, be on time*

*A bad student: come late, play with phone in class, not listen to teacher or classmates, be rude, talk to other students/ distract other students, make no effort, not do homework*

### **Task 1: watch for gist (5 mins)**

- Explain to learners that they are going to watch a video about a young man, Jonny, talking about his studies and choose the correct answers.
- Ask learners to read the sentences before they watch the video.
- Play the video.
- Ask learners to check answers in pairs.
- Check answers as a whole class.

### **Differentiation**

- Weaker learners can read the transcript on page 4 of their worksheets while they are watching for the first time.
- Stronger learners can be asked to write the correct answer to the false statements.

### **Answers:**

1. Jonny is studying *medicine*.
2. He *likes* his course.

### **Task 2: sentence completion (5 mins)**

- Tell learners to watch the video again and complete the sentences with *have to/don't have to/ can/ can't*.
- Play the video again.
- Ask learners to check answers in pairs.
- Refer learners to the transcript on page 6 of their worksheets and tell them to check their answers.

### **Answers:**

1 - *have to*; 2 - *don't have to*; 3 - *can*; 4 - *can't*; 5 - *can*; 6 - *can't*

### **Task 3: language Focus - obligation and permission (10 mins)**

- Explain to learners that they are going to look at some of the language that Jonny used to talk about his studies.
- Ask them to look at the 4 sentences from the video and to match them with the correct meaning – ensure they understand the terms *obligation*, *essential* and *allowed*.

- Monitor and support or correct learners as required.
- Tell learners to match the 4 verbs with the functions shown in the second part of the task.
- Do whole class feedback of answers and focus on the meaning of *have to/can* in the positive and negative to express obligation and permission. Focus in particular on the meaning of *don't have to* which expresses a lack of obligation and which learners often find confusing.
- Focus on the form of the verbs, in particular the fact that they are followed by an infinitive verb form.
- Refer learners to the language explanation in the box.

### Differentiation

- Stronger learners or those who finish early can look at the transcript on page 8 of their worksheets and identify other examples of *have to, can etc.*
- If some learners are struggling to complete the matching task, reassure them that you will be covering the meaning of the language shortly.

### Answers:

Part A: 1 – a; 2 – b; 3 – b; 4 – a

Part B: 1 – can't; 2 – don't have to; 3 – can; 4 – have to

### Task 4: college rules (5 mins)

- Put learners in pairs. Explain that they are going to look at some rules from college noticeboards.
- Ask them to work together to choose the correct sentence for each college rule.
- Do 1 and 2 as a whole class to ensure learners understand the task. Then ask them to complete the task with their partner.
- Monitor and provide content-based feedback if learners require it.
- Check answers as a whole class. If you think they can cope with it, stretch learners by asking them to explain why a particular sentence is correct.

### Answers:

1 – can't; 2 – have to; 3 – don't have to/ can't; 4 – have to; 5 – can't

**Task 5: complete the rules (5 mins)**

- Ask learners to work alone to complete the rules from a handbook provided by a fictional college.
- Monitor and provide content-based feedback if learners require it.
- When learners have finished, ask them to check their answers with a partner.
- Conduct whole class feedback of answers, dealing with any questions that learners may have about the sentences.
- Extend the task with a discussion of the rules of their institution and how they compare. Refer to college handbooks or noticeboards if appropriate.

**Differentiation**

- If learners are struggling with this task, you could indicate to them whether a positive or negative verb is required in each gap – they can then decide which verb to use.
- Stronger learners can be stretched by writing one or two more rules for the fictional college – perhaps based on some of the rules in their institution.

**Answers:**

1 – *have to*; 2 – *can't*; 3 – *have to*; 4 – *have to*; 5 – *can*; *can't*; 6 – *can*; 7 – *don't have to*

**Cooler (15 mins)**

- Draw an example Venn diagram on the board, add some of your own examples for rules you have to follow at college, home and somewhere else. Check that learners understand how the diagram works, by ensuring that you include at least one example in each sector of the diagram. You may want to elicit examples from learners and add them to your diagram to aid clarification.
- Refer learners to the diagram on page 6. Ask learners to choose a place for the 3<sup>rd</sup> circle in the diagram, suggest that they write it down.
- Tell them to work alone to complete the Venn diagram with what they *can/ can't/ have to/ don't have to* do in these different places. Circulate and support, you may need to explain the concept of the diagram to individual learners.
- Put learners in pairs or small groups – try to pair them with someone they have not yet worked with.
- Ask learners to work together to compare their Venn diagrams and to discuss and explain their answers – refer them to the example dialogue.
- Monitor to support and correct learners as required.
- Conduct brief whole class feedback on some of the ideas that learners discussed, and on the similarities and differences between their diagrams.

**Differentiation**

- If weaker learners are finding this task too challenging, ask them to only complete two of the circles.
- Stronger learners can be stretched by being asked to write some of the rules out in full.

**Extension activities / Homework**

- There are two activities here which learners can do. You could either ask learners to do them both, or do choose one. Alternatively, you could differentiate by asking weaker learners to do the first task, while stronger learners could do the second task.