

### **Camping trip!**

**Objective:** Students will describe the do's and do nots of camping using modals of necessity and advisability

**Level:** High Intermediate

**Time:** 50 min.

**Materials:** "Highlights of BC" video, power point, necessity and advisability modal work sheet, BC parks worksheet, "Discover the Beauty of BC" video.

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#### **Isolation: "Highlights of BC" video and sign activity (5 min.)**

Play the "Highlights of BC" video. After the video is done ask students if they have been camping. Tell the Ss we are going to look at some signs they may see in a camp site in BC. Turn on the multiuser whiteboard and have students hover their mouse over which sentence they believe matches with the sign.

#### **Explanation: (10 min.)**

Tell students that modals are helping verbs that have extra meaning. Many of the verbs in the isolation exercise are modals. Modals can be used for polite requests, expressing advisability, expressing certainty, expressing ability, polite requests and expressing necessity. Today we will be focusing on expressing necessity and expressing advisability.

**Have to and must:** Both express necessity but have to is used more in speech. Must is often considered stronger.

**Have got to:** An informal way of expressing necessity.

**Don't have to, must not and mustn't:** don't have to is lack of necessity. Must not and mustn't mean prohibited.

**Should and ought to:** both express advisability.

**Had better:** Expresses advisability but threatens punishment

Show Ss the power point slide of the sentences using modals. Using the whiteboard have Ss underline the modal in each sentence.

#### **Focused Practice: Worksheet (10 min)**

Give each student the modals worksheet. Give Ss 5 minutes to answer the questions. While Ss are working move around the class and provide help. When Ss are done go over the answers.

#### **Communicative Practice: BC parks website and "Discover the Beauty of BC" video (20 minutes)**

Put the link for the BC parks rules and regulation website in shared notes and public chat. Using the breakout rooms, the Ss will work in groups to rewrite five rules on the webpage using modals of necessity and advisability. Ss will be given 10 minutes. When the time is up Ss will copy and paste the new sentences into shared notes. When students are done play the "Discover the Beauty of BC" video and give them the exit ticket question, "What is the favorite place you have visited in BC. What should people see or do there?". Every student must answer the exit ticket before logging off.