

# 1st Quarter Grade 8 Supplemental Lesson Plan

## Lesson 1

**Focus:** Use Modals appropriately

### A. Introduction/Preparatory Activities

1. Ask the students to read the passage about Sarah and then complete the dialog that follows.

Sarah could recite the alphabet when she was four. She could do simple addition and subtraction when she was five. She could visit her friend in the neighborhood when she was seven, but she could not go to school without a chaperon. At fourteen, she can go to the market, but she cannot shop for shoes and clothes.

A: Can Sarah go to the market alone?

B: Yes, she can.

A: Can she shop alone?

B: No, \_\_\_\_\_.

A: Could she recite the alphabet when she was four?

B: \_\_\_\_\_.

A: Could she \_\_\_\_\_?

B: No, \_\_\_\_\_.

A: What could she do before she was ten?

B: She could \_\_\_\_\_ but she could not \_\_\_\_\_.

2. Ask the students to identify the words that were used to express ability or inability. Ask the students to give their own examples.

### B. Body/Developmental Activities

1. Introduce modals to the students. Discuss the following points with them:
  - Modal verbs are special verbs which behave very differently from normal verbs.
  - Modal verbs do not take “-s” in the third person.

#### **Examples:**

- He can speak Chinese.
- She should be here by 9:00.

You use “not” to make modal verbs negative, even in simple present and simple past.

#### **Examples:**

- He should not be late.
- They might not come to the party.

Many modal verbs cannot be used in the past tense or the future tense.

**Examples:**

- He will can go with us. Not Correct
- She musted study very hard. Not Correct

Examples of modals and their basic meanings:

**MODAL VERBS AND HAVE TO****Basic Meanings**

<b>CAN</b>	Ability Permission Possibility Request	Pat CAN ride a horse. CAN I come tomorrow? It CAN be possible. CAN I have a coke, please?
<b>COULD</b>	Past Ability Permission Possibility Polite Request	Pat COULD come yesterday. COULD I open the door? It COULD be Peter. COULD I borrow your car?
<b>MUST/MUSTN'T</b>	Obligation Prohibition	You MUST be here at 7. You MUSTN'T play with fire.
<b>SHOULD</b>	Advice or Recommendation	You SHOULD eat more fruit.
<b>MAY</b>	Permission Possibility	MAY I come in? She MAY come with us.
<b>MIGHT</b>	Permission Little Possibility	MIGHT I talk to you? I MIGHT go.
<b>HAVE TO/DO NOT HAVE TO</b>	Obligation Not necessary	You HAVE TO finish it now. You DON'T HAVE to do it.

- Ask students to give examples of sentences using the different kinds of modals.
2. For individual practice, ask the students to answer the exercises below.

**Exercise A:** Write the letter of the modal that does NOT express the idea in parenthesis.

- \_\_\_ 1. \_\_\_ I use your cellphone? (asking permission)
- May
  - Can
  - Should
  - Could

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- \_\_\_ 2. He \_\_\_\_\_ become a great doctor someday. (possibility)
- must
  - might
  - could
  - may
- \_\_\_ 3. We \_\_\_\_\_ conserve energy. (obligation)
- must
  - might
  - should
  - have to
- \_\_\_ 4. I \_\_\_\_\_ visit you next week. (promise)
- will
  - shall
  - can
  - ought to
- \_\_\_ 5. Yes, you \_\_\_\_\_ use the calculator. (giving permission)
- can
  - will
  - could
  - may

**Exercise B:** Write the modal that completes each sentence correctly.

- Take an umbrella. It \_\_\_\_\_ rain later. (possibility)
  - can
  - might
  - should
  - ought to
- \_\_\_\_\_ I leave early today. (asking permission)
  - Shall
  - Will
  - May
  - Could

3. Drivers \_\_\_\_\_ stop when the traffic lights are red. (obligation)
  - a. must
  - b. can
  - c. will
  - d. may
4. \_\_\_\_\_ you stand on your head for more than a minute? (ability)
  - a. Should
  - b. May
  - c. Can
  - d. Ought to
5. You \_\_\_\_\_ talk to your parents regarding your problem. (giving advice)
  - a. can
  - b. would
  - c. should
  - d. may
6. \_\_\_\_\_ you speak Italian? (ability)
  - a. Should
  - b. May
  - c. Will
  - d. Can
7. You \_\_\_\_\_ give my name as reference. (giving permission)
  - a. might
  - b. could
  - c. shall
  - d. may
8. \_\_\_\_\_ God shower you with His blessings. (wish)
  - a. Can
  - b. Should
  - c. Will
  - d. May

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9. You don't look well. You \_\_\_\_\_ see a doctor. (advice)
- could
  - might
  - should
  - would
10. You \_\_\_\_\_ disturb him during his sleep. (prohibition)
- cannot
  - will not
  - must not
  - shall not

### C. Conclusion/Evaluation

1. Divide the class into five groups. Assign names of places for each group (e.g. hospital, library, mall, courtroom, school). Using modals, each group should write rules that one ought to follow in the place assigned to them. They will read the rules to the rest of the class. The other groups must try to guess the location by listening to the rules.
2. Have the students answer exercises similar to the ones they have already encountered in class.

## Lesson 2

**Focus:** Identify positions of a topic sentence

### A. Introduction/Preparatory Activities

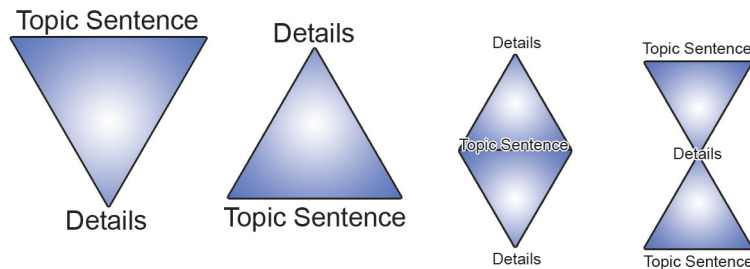
1. Ask the students to read the passage below.

**Constructing a wedding cake is a complicated process.** Before any baking takes place, the size of the cake and the decorative design to be used must be determined. Then the layers are baked. For a large cake, the bottom layers may be as much as 16 inches in diameter. Because of their size, these layers must be baked one at a time, a process which may actually take an entire day. Once the layers are cooled, same-size pairs are matched and frosted. Since large wedding cakes are surprisingly heavy, half-inch dowel rods must be measured, cut, and carefully driven into the bottom layers. These wooden posts provide hidden support for the weighty upper layers. When all the layers are set in place, flowers, garlands and leaves of frosting are added. These delicate touches individualize the wedding cake and transform it from merely a cake into a culinary work of art.

2. Ask the students what the paragraph is all about.

## B. Body/Developmental Activities

1. Introduce the topic. Discuss the following points:
  - A topic sentence tells you what a paragraph is about. It is the most important sentence in a paragraph.
  - It contains the main idea of a paragraph.
  - The topic sentence may be found at the beginning, middle, final, or both at the beginning and final parts of the paragraph.
2. Show the students the following illustrations that will help them to visualize the placement of topic sentence in a paragraph.



3. Ask the students to read again the passage that was given to them earlier and have them identify the topic sentence and its position.  
Answer: Constructing a wedding cake is a complicated process.  
Position: Beginning of the paragraph
4. Give the students other examples of paragraphs and have them identify the topic sentence and its position.

## C. Conclusion/Evaluation

1. Have the students answer the exercise below.

**Exercise:** Identify the topic sentence and draw its placement.

- a. People do it every day. They log on to their favorite website and browse for hours, checking out bargains. They dump every possible wish into their shopping carts, knowing they can cast each one aside before they finalize their purchases. On the way, they may enter a sweepstakes in the hopes of winning a trip to Cabo San Lucas, or maybe even a new SUV. And then, when they have decided on their purchases, they enter private information without giving it a thought. With a keystroke, they release their personal data into what may or may not be a secure zone. **Despite what much of the public believes, internet shopping is not safe.**
- b. When a camera flash is used in a low-light environment, the subject's eyes may appear red in the finished photograph. What is known as "red-eye" is the result of light from the flash reflecting off the pupils of the eyes. **The**

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**phenomenon of red-eye can be lessened by using the red-eye reduction feature found in many SLR cameras.** This feature activates a lamp which shines a small light directly into the subject's eyes. When this happens, the diameter of the pupil is reduced, thus tightening the opening in the iris. Since a smaller pupil means a smaller host for the reflection, the chances of red-eye occurring are greatly reduced.

- c. **The schoolchildren enjoyed their visit to the zoo.** They saw lots of animals from different parts of the world. The first graders particularly liked the animals from Africa. Many were eager to see the elephants and the lions. The children were so amazed to see these creatures up close and not just in a documentary like that in Animal Planet.
- d. **Clive Staples Lewis was one of the intellectual giants of the 20th century and arguably one of the most influential writers of his day.** He was a Fellow and Tutor in English Literature at Oxford University until 1954. He was unanimously elected to the Chair of Medieval and Renaissance Literature at Cambridge University, a position he held until his retirement. He wrote more than thirty books, allowing him to reach a vast audience, and his works continue to attract thousands of new readers every year. His most distinguished and popular accomplishments include *Mere Christianity*, *Out of the Silent Planet*, *The Great Divorce*, *The Screwtape Letters*, and the universally acknowledged classic *The Chronicles of Narnia*.