

****Lesson Topic:**** Modals of Ability and Permission

****Level:**** Intermediate

****Objectives:****

- * To understand the use of modals of ability and permission (can, could, be able to, may, might)
- * To practice using modals of ability and permission in sentences
- * To improve accuracy in using modals of ability and permission in context

****Materials:****

- * Whiteboard and markers
- * Handout with examples and exercises
- * Workbook or online resources for additional practice
- * Audio or video recording of native speakers using modals of ability and permission

****Warm-Up (5 minutes):****

- * Begin the lesson by reviewing the previous lesson's grammar topic, such as the present perfect tense.
- * Ask students to share any questions or difficulties they have with the previous topic.

****Presentation (15 minutes):****

- * Introduce the topic of modals of ability and permission by writing examples on the board:
 - + I can speak French fluently.
 - + She can't swim.
 - + He may attend the meeting.
 - + They might be late.
- * Explain the meaning and usage of each modal, providing examples and non-examples to clarify their use.
- * Use flashcards or online resources to drill pronunciation and vocabulary.

****Practice (20 minutes):****

- * Provide students with a handout containing exercises that practice using modals of ability and permission:
 - + Fill in the blanks with the correct modal verb.
 - + Complete sentences using modals of ability and permission.
 - + Identify errors in sentences using modals of ability and permission.
- * Allow students to work individually or in pairs to complete the exercises.
- * Monitor student work and provide feedback on accuracy.

****Audio/Video Listening (10 minutes):****

- * Play an audio or video recording of native speakers using modals of ability and permission in context.
- * Ask students to listen carefully and identify the modals used in the recording.
- * Have students repeat phrases from the recording to practice pronunciation.

****Game or Role-Play (15 minutes):****

- * Divide students into pairs or small groups and assign each group a scenario that requires them to use modals of ability and permission:
 - + A tourist asks a local for directions; the local is able to give directions but prefers not to.
 - + A friend asks someone if they can borrow their book; the friend is unsure if they will be able to lend it.
 - + A student asks their teacher if they may attend a party; the teacher says they might be able to attend if they finish their homework first.
- * Allow students to role-play their scenarios, encouraging them to use modals of ability and permission naturally.

****Conclusion (5 minutes):****

- * Review the main points of the lesson, asking students to summarize what they learned about modals of ability and permission.
- * Provide feedback on student performance during the practice exercises and game/role-play activity.

****Assessment:****

- * Observe student participation during the practice exercises and game/role-play activity to assess understanding and accuracy.
- * Collect and review student work from the exercises to assess grammar accuracy.
- * Provide feedback on student performance during the lesson, highlighting areas for improvement.