

COURSE WORK

on the topic

"Teaching modal verbs to Intermediate ESL Students"

PLAN

INTRODUCTION	3
CHAPTER I. THEORETICAL ASPECTS OF MODALITY IN THE ENGLISH LANGUAGE	5
1.1. Theoretical base of research	5
1.2. The concept of modality, its types and ways of expression	7
1.3. Characteristics of English modal verbs and their functions	10
Conclusions on the CHAPTER I.....	14
CHAPTER II. FEATURES OF THE PRESENTATION OF MODAL VERBS TO INTERMEDIATE ESL STUDENTS	15
2.1 How to Teach Modal Verbs.....	15
2.2.ESL lessons plans to teach modal verbs	17
2.2 Must-use Exercises for Teaching ESL Modal Verbs	21
Conclusions on the CHAPTER II.....	25
CONCLUSIONS	26
REFERENCES	27

INTRODUCTION

Grammar is one of the most important aspects of learning a foreign language, which is impossible to imagine without knowing the grammatical rules that allow us to successfully apply the language, and the formation of grammatical skills is an integral part of language learning.

The object of the study is the process of teaching middle-level students the grammatical phenomena of the English language, and its **subject of study** is the formation of skills in the use of modal verbs.

The purpose of this study is to study modality and one of the ways of its expression - modal verbs, in the analysis of educational and methodological complexes for the presence of grammatical material on the topic "Modal verbs" and the development of a set of exercises for the formation of grammatical skills on the topic.

The novelty of the study is a set of exercises developed by me for the formation of grammatical skills on the topic "Modal verbs".

The theoretical significance of the work lies in the consideration of works available in linguistics on the category of modality and modal verbs, in particular.

The practical significance lies in the development of grammatical exercises in the English language, aimed at developing the skills of using modal verbs and involving the involvement of students' life experience when working with assignments.

The following authors studied the category of modality: N. D. Arutyunova, Sh. Balli, O. I. Belyaeva, O. V. Bondarko, T. V. Buligina, V. V. Vinogradov, M. V. Vsevolodova, V. G. Gak, G. A. Zolotova, I. M. Kobozeva, O. V. Paducheva, M. A. Petrova, J. van der Avera, M. Greple, J. Lyons.

The structure of the work: the work consists of an introduction, two chapters, a conclusion, a list of references.

CHAPTER I. THEORETICAL ASPECTS OF MODALITY IN THE ENGLISH LANGUAGE

1.1. Theoretical base of research

Linguistics has come a long and winding way in the study of modality, based on the achievements of logic, semiotics and psychology. However, the modality has not yet received a full explanation due to its multifacetedness, specificity of language expression and functional features. Researchers give different definitions of the category 'modality'. Therefore, several approaches should be considered.

1.2. The concept of modality, its types and ways of expression

Evaluation is a mental category, its nature is the nature of "secondary reality". Evaluation is expressed by linguistic means, most often descriptively.

The communicative setting of a sentence and its modality are different things, because the sentence assumes a three-level interpretation, including:

- grammatical structure (formal level);
- content structure (semantic level);
- the level of organization of the utterance (communicative level).

Modality can be implemented in a variety of ways. In English, modal verbs are the main way to express modality, which we will discuss in detail in the next paragraph. Among other methods of implementation, F. Lock and A. Downing distinguish [8].:

1) other verbs:

lexico-modal auxiliary verbs of the *type have to / have got to, be going to, be likely to, be bound to, be supposed to and the like;*

semi-modal verbs *need and dare;*

□ verbs *allow, beg, command, forbid, guarantee, guess, promise, suggest, warn*;

□ the verbs *wonder and wish*, showing unreal events.

2) other ways:

□ modal adverbs *probably, possibly, certainly, hopefully, thankfully, obviously*;

□ modal adjectives: *possible, probable, likely*, used in impersonal constructions like *He is likely to lose*, or as part of a noun phrase, for example *a likely winner of today's competition*;

□ modal nouns *possibility, probability, chance, likelihood*;

□ using the past tense to depict an event that is far from reality: *I thought I'd go there with you*;

□ introductory sentences: *I think, I guess*.

1.3. Characteristics of English modal verbs and their functions

For a more detailed description, you must first find out how many modal verbs the English language has. According to Raevskaya N.M., there are nine of them in modern English: *must, can/could, may/might, shall/should, will/would, dare, need, ought to and let*. But the most interesting point of view on this issue seems to us to be the division of modal verbs into two groups proposed by Scrivner D., namely, modal and semi-modal. He refers to modal (the list contains affirmative and negative forms) [11].:

- *can / can't / cannot*;
- *could / couldn't / could not*;
- *will / won't / will not*;
- *shall / shan't / shall not*;
- *should / shouldn't / should not*;

- would / wouldn't / would not;
- may / may not;
- might / mightn't / might not;
- must / mustn't / must not.

The second group includes (affirmative and negative forms are also presented):

- have (got) to / don't have to;
- need / needn't / need not;
- dare / daren't / dare not;
- used to / didn't use to;
- ought to / oughtn't / ought not to;
- had better / had better not;
- must have / can't have;
- must be / can't be;
- be able to.

To summarize the classification, we present it in the form of a table (Table 1):

Table 1

External modality	Internal modality	Dynamic modality
<input type="checkbox"/> certainty: <i>will, must, be bound to</i> <input type="checkbox"/> opportunity: <i>should, ought to</i> <input type="checkbox"/> probability: <i>may, might, could</i>	<input type="checkbox"/> will: <i>will, shall</i> <input type="checkbox"/> inevitable obligation: <i>must, have to, have got to, shall</i> <input type="checkbox"/> advice: <i>should, ought to</i> <input type="checkbox"/> permission: <i>may</i>	<input type="checkbox"/> probability: <i>can, may</i> <input type="checkbox"/> ability: <i>can, could, be able to</i> <input type="checkbox"/> predisposition: <i>will</i>

Conclusions on the CHAPTER I

In the first chapter, we revealed the essence of the category of modality. It is divided into two types: objective modality shows the relationship of what is being said to reality in terms of reality; subjective expresses the attitude of the speaker to the subject of the statement. They, in turn, have subspecies. So, the objective modality includes: alethic (which is also divided into apodictic and assertoric types) and deontic. Subjective modality includes epistemic and axiological subspecies.

Among the ways of expressing modality in English, one can single out, first of all, modal verbs, as well as lexico-modal and semi-modal verbs, modal adverbs, modal adjectives, modal nouns.

The authors of the classification (Downing A. and Lok F.) distinguish external modality, which includes certainty, possibility and probability; internal modality, which expresses will, obligation and permission; and dynamic, including probability, predisposition, permission and ability.

CHAPTER II. FEATURES OF THE PRESENTATION OF MODAL VERBS TO INTERMEDIATE ESL STUDENTS

2.1 How to Teach Modal Verbs

1. Introduce all modals

Start by introducing all the modal verbs you wish to talk about. This may include *can, could, may, might, must, will, would, shall, should, and ought to* but, depending on the level of your class, you can narrow it down to those you feel are most important. Obviously there are no images that can help students understand the meanings of these words so you can **do pronunciation practice** simply by pointing to the words on the board. In your introduction you can cover some rules that apply to all modal verbs. Unlike most verbs, no *-s* is needed to form the third person singular. For example “*He should ~.*” is correct, while “*He work.*” is incorrect. Adding *not* forms the negative structure.

2. Ability/Inability and Possibility/Impossibility

Modal verbs are often used to talk about abilities and possibilities or lack of them. Some of the words you want to focus on in this section are *can, could, may, and might*. Talk to your students about things they can do and practice using *can* in the target structure because this will be the easiest word to start off with.

Next you should **talk about might** because it is also commonly used when talking about present possibilities such as “*We can’t play music in class because the other classes might be taking tests.*” which nicely combines the two words in one sentence. Building upon that, talk about how *could* and *may* are used to discuss future abilities and possibilities and also how *could* can be used to talk about the past in a sentence such as “*When I was a child, I could climb trees.*”

3. Other Uses

You can center another lesson on asking for permission or making an offer or **request**. *Can, could, may, shall, will, and would* can all be used so you might want to break this up into pairs by introducing *can* and *could*, *will* and *would*, and finally *may* and *shall*.

In other lessons you can cover using modals to make suggestions and give advice, to talk about obligations and prohibitions, and lastly cover using *ought to* and *should* to say what the correct action would be for instance “*She ought to see a doctor.*” or “*We should be quiet while the teacher is talking.*” For some classes it is not necessary to cover all the different uses of modal verbs so feel free to choose what is most important and then cover those items thoroughly before moving on to the next topic.

4. Combination

If you cover many different uses of modal verbs in your class, be sure to have a lesson which combines them again. It makes sense to start with all the words you plan to cover in the first class and finish the same way.

Since students have been focusing on just one use at a time, this lesson will bring to their attention the range of uses these words have and really challenge them. Fill in the blank and multiple choice worksheets may be appropriate and of course you can conduct role plays based on the different uses of modal verbs too.

2.2. ESL lessons plans to teach modal verbs

Learning a language is impossible without learning grammar. The fact is that one of the prerequisites for the successful use of language as a means of communication is the ability to correctly combine words that need to be connected.

Ability – *Can and could*

This lesson plan is a great introduction to modal verbs. It is designed for beginner students and focuses on the use of *can* and *can't* to discuss ability, possibility and permissions. Throughout this lesson, students can practice both the positive and negative forms of *can* and *could*. In addition, students will study common questions and short answer prompts used in spoken English.

Make questions about the people


go hiking

go to the beach

go skiing

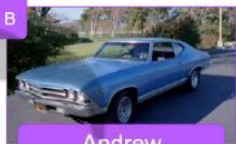
borrow his dad's car

A




You

B




Andrew

C



Bob

D



Tristan

Probability – *May, might and could*

This lesson plan is great for beginner students and introduces them to the concepts of possibility and probability. Your students can practice speaking, reading and listening while using *may*, *might* and *could* in positive and negative forms.

Give answers with *I might*

visit
Disneyland

go in
summer

19. 'When will you go?' 'I think

_____.

20. 'What will you do there?' 'I'm

not sure. _____.



Requests – *Would, could, can, may and might*

This lesson plan focuses on using the subject *I* to ask for permission and make requests. As well, it covers using *you* as the subject to make polite requests. It also outlines formal and informal ways to use these specific modal verbs. This is a great lesson plan for you to use with pre-intermediate students and as a review for intermediate students.

Make requests

1. I / today / go home / may / early
May I go home early today?
2. your pencil / I / borrow / could
3. with my friends / to the cinema / go / I / can
4. I / may / pay / in cash / the bill
5. borrow / I / your car / tomorrow /



Necessity – *Must and have to*

Designed for pre-intermediate students, this lesson plan introduces the concept of necessity using *must* and *have to*. It also features gap-fill exercises and activities that allow students to express opinions in English.

Match the examples of necessity and pictures

13 You must be quiet.

14 You must slow down.

15 You must stop.

16 You must wear modest clothing.



Advisability – *Should*

Also designed for pre-intermediate ESL students, this lesson plan guides teachers and students through the use of the modal verbs *should* and *shouldn't* for suggestions, duties, responsibilities and/or expectations. Students will also practise forming questions and speak using *should* to express expectations.

1. Give Me a Sign

This exercise is great for teaching how to use modal verbs for prohibition and obligation. It uses real-life examples that students see around them every day, so they should have no problem picking up the grammar and putting it into context.

Start by showing or drawing a picture of a no smoking sign to your class and asking them what it means. If they say “no smoking,” ask them to elaborate with a full sentence. This should elicit “you can’t smoke,” or something to that effect.

Then, ask your students how they could make the sentence stronger. This should prompt them to give you “you must not smoke.”

From here, you can teach a selection of modal verbs, such as “have to,” “must” and “mustn’t.”

Create a worksheet or PowerPoint presentation which provides a selection of signs. These could be road signs, safety signs or signs you might find in the classroom. Keep them simple and easy to understand. Remember, these should be signs that they’re familiar with already, they just need to put their meanings into English. They can use the given modal verbs to write sentences for each one.

2. Agony Aunts

To open up the topic, tell your students that you have a problem you want them to help you with. This can be something as simple as “I’m hungry” or “I don’t know what to do this weekend.” Ask them to give you some advice. Once they do, work with them to flesh it out into a full sentence. You can do this by writing a gap fill on the board, such as “You ____ go to a restaurant.”

Use this to elicit the following responses:

- Ought to
- Should
- Had better

Then, students can practice giving advice with these words. You can either give them example problems to answer or have them write some of their own. The best choice for you will depend on the skill level of your class, as well as the amount of time you have.

3. Guess the Job

Kick off this activity by having students brainstorm a list of jobs. Once they've done that, ask them to tell you the responsibilities of a teacher. You can use their answers to teach them how to use the following modal verbs:

- Have to
- Don't have to
- Needn't
- Mustn't

To wrap up, turn it into a guessing game. Ask each student to choose a job without telling their partner what it is.

4. Shall We?

Suggestions are another function that modal verbs are used for. This simple activity will get your students comfortable with making them on their own. It's great for lower levels because the language is basic, there's only one modal verb to focus on and the activity has a rigid structure.

For example, if the activity is football, they might say “Do you want to play football with me?”

Use this to elicit a simpler way to give suggestions, “Shall we...?” Then, show the students how to give some short responses.

Give out cards with different scenarios on each one. Every time a student picks one, they have to use it to make a sentence with “shall we” or “shall I.” For example, if their card says “it’s hot in here,” a student can answer with “Shall I open a window?”

If your students find this too easy, you can then do away with the cards and have them come up with prompts on their own.

Conclusions on the CHAPTER II

In the second chapter, we talked about the great importance of grammar in language learning. Indeed, it is impossible to correctly build sentences without knowing the rules. A big problem is the lack of formation of grammatical skills among learners of a foreign language.

Also, in order to facilitate the study of modal verbs in the second chapter, a ESL plan of consecutive lessons with a confident increase in complexity is introduced, which will help you move from a low level of knowledge of the language to a higher one.

CONCLUSIONS

The category of modality is a very interesting area of English grammar. In teaching grammar, modality is one of the most important topics, since in the process of communication we constantly have to express our attitude towards things around us. This category is not only interesting, but also quite difficult to master. In our work, we examined modal verbs specifically and in practice we were convinced that people who study English quite often encounter problems in their use. Therefore, we proposed to rely as much as possible on the life experience of students, on their knowledge, opinion in the process of working with modal verbs.

We have developed a set of exercises for the formation of skills in the use of modal verbs. Our exercises were developed taking into account the age and level of the students, they have an exclusively communicative orientation, and in the process of their implementation, the students showed interest in this section of grammar.