

CEP Lesson Plan W8-M

Teacher/s: Yuki & Peggie

Level: I2 Date/Time: 04/06

Goal:

Review “should” and teach “ought to” and “had better”

Objectives (SWBAT):

Students Will Be Able To...

1. identify the use of modal: “should” by creating the sentences.
2. use “had better” by participating in activity 3.
3. illustrate the differences between “should” “ought to” and “had better” by comparing the meanings and structures.

Theme: Listening and Speaking: advice & warning

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Review or Preview (if applicable)</i>	<i>Linking & Transitioning to rest of lesson:</i>	<i>(for example: SS-T)</i>	
<p>Activity 1: listening</p> <p><i>Transition to #2: Let's have a quick time travel to last week....do you still remember how we use should in the sentence??</i></p>	<p><i>1.1 Pre-Stage: Radio program</i></p> <p>“Do you remember the radio program you created last class? Why do you think people ask for advice on these programs? We’re going to create our own radio program late. But first, let’s hear the sample radio program”</p> <p><i>1.2. During Stage: Listening: Radio</i></p> <p>Listening 1: listening to problems. (p 81) Ss will listen to the problem.</p> <p>Listening 2: listening to problem and advice.</p> <p>“I will play twice, at first, pay attention to the main ideas. What’s the problem?”</p>	<p>T-Ss</p>	<p>10</p> <p>20</p>

	<p>Now, pay attention to the advice. What kinds of advice that the DJ gave to listeners?”</p> <p><i>1.3 Post-Stage: Discussion</i></p> <p>“Which advice do you agree with? Who think she should get married? Who think she shouldn’t get married? (T will divide students into two groups).”</p> <p>Debate: “Do you think she should get married or not. Please add the reasons to support your statement.”</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: By giving the specific tasks for listening, Ss will have an easier time understanding the listening. Also their comprehension will increase. In addition, post-stage activity will help Ss to increase debating skill by practice adding the supporting details.</i></u></p>	<p>T-Ss</p> <p>Ss-Ss</p>	<p>10</p>
<p>Activity 2: review (ought to~)and wh-question</p> <p><i>Transition to #3:There is some word crew to make your advise very strong and warnings. It is much stronger than should or ought to....</i></p>	<p><i>2.1 Pre-Stage:Review + ought to~</i></p> <p>“Do you remember how to use “should” in a affirmative sentence? (T will show the chart on PowerPoint slide). Today, we’ve gotten another modal. It is “ought to”. This modal has the same meaning with “should”.</p> <p>“ought to” is not as common as “should” when you are giving advice to someone”.</p> <p>Ss will complete the exercise 1 on textbook p.78</p> <p><i>2.2. During Stage: (wk1)</i></p>	<p>T-Ss</p>	<p>15</p>

	<p>“Do you remember what question did we use to ask for advise? -“What should I do?”</p> <p>“Do you remember this structure chart? We used this when we learned the present perfect tense. Do you remember how to structure this following sentence? –“How long have you been to New York?” How do we call each part? Is this a noun? a verb?”</p> <p>“ Now I want you all to analyze this following sentence. -“what should I do?” Please work with your partner and try to figure out the part of speech.”</p> <p>“Besides “what”, what other questions can we use? -“who should I call?” “where should I go?”</p> <p><i>2.3 Post-Stage: Practice for Wh-questions</i></p> <p>“Chose the correct “wh-” word and complete the sentence. Once you finished, practice the conversation with your partner”.</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: Asking Ss to find the structure will be a great practice for Ss to enhance the analysis skill.</i></u></p>	T-Ss	15
<p>Activity 3: had better</p>	<p><i>3.1 Pre-Stage: pronunciation and form T will introduce the structure of “had better”.</i></p> <p>“There is a word to make your advice very strong. Do you have any ideas? HINT: it is much stronger than should or ought to. It’s “had better”.</p>	T-Ss	15

<p><i>Transition to #4: Let's some do drilling to practice the forming.</i></p>	<p>“Let’s take a look at the structure of ‘had better’”. How do we form “had better”?”</p> <p>Sub + Had better (not) + base form of verb.....</p> <p>“How to make advice EVEN stronger?? - “REALLY” “This is a special word to make your advice stronger”.</p> <p>“Where shall we add “really”? after had better? OR before had better? Let’s add it to the sentence and see which one SOUNDS correct :)”</p> <p>You really had better try this cheesecake. OR *You had better really try this cheesecake.</p> <p><i>T will introduce pronunciation of “had better”.</i></p> <p>I had better versus I’d better</p> <p>Let’s practice. <u>You’d better apologize to him.</u> <u>You had better apologize to him.</u></p> <p><i>3.2. During Stage: Zombie Alert!! Zombie alert!!!!</i> Plot: Within 24 hours, zombies are landing in New York city. You need to escape or fight with Zombies in order to survive! What are ten things you’d better do and ten things you’d better not do?</p> <p>Zombie Warning - Zombie doesn’t like fresh food because it will freeze them. - Zombie doesn’t like lights. - Zombie likes crowed places. - Zombie doesn’t like liquid drink.</p>		<p>20</p>
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	<p>Protections: round shape objects</p> <p>Weapon: something only with red color.</p> <p><i>3.3 Post-Stage: Discussion</i></p> <p>“Is there any differences between should and had better in your native language? Can you share in class?”</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: By introducing the contraction of two words, T can provide some options for Ss to use.</i></u></p>	Ss-Ss	5
<p>Activity 4: drilling from additional textbook p257: 2.1 (backup)</p> <p><i>Transition to Wrap-Up:</i></p> <hr/> <p>—</p>	<p><i>4.1 Pre-Stage: should/ ought to/ had better</i></p> <p>“Compare the different form/meaning of “should, ought to, had better”.</p> <p><i>4.2. During Stage: Drilling</i></p> <p>“We’re going to do some drilling exercises on the grammar”.</p> <p><i>4.3 Post-Stage: Checking the answer</i></p> <p>Let’s check the answer in the class</p> <p><u><i>Tangible Outcome & T. feedback/peer feedback:</i></u></p>	T-Ss	(15)
<p>Wrap-up</p>	<p><i>Lesson Evaluation Procedures:</i></p> <p>Exist ticket</p> <p>1. Write one sentence with Wh-question and write the response.</p> <p>2. Write one sentence with “had better”. Are there anything would you want us to review in class?</p>		

	HW: drilling p257 from additional textbook.		
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Materials:

Worksheet: Wh-question

PowerPoint

Anticipated Problems & Suggested Solutions:

Problem- Ss might have difficulty understanding the difference between should and had better.

Solution- T will provide more sentences.

Contingency Plans (what you will do if you finish early, etc.):

Activity 4

Post-Lesson Reflections:

Activity 1- Listening

By giving a specific task to listen, the purpose of listening became clearer and students were able to understand the listening without any confusion.

Asking a agreement and disagreement created a good practice for students to comfortable state their own opinions.

Activity 2- Wh-questions

Allowing students to discuss how to form the affirmative sentence with should into wh-questions form were able to develop their prediction skills. It is always a good way to introduce the grammar instead of immediately giving the correct answers.

Asking student to categorize the part of speech by using the giving worksheet provided an easier time for them to figure out the form of target grammar.

Activity 3- Role-play

This activity guided students to actively discuss with partner in order to develop speaking and discussion skills.

By giving the various background of Zombie, we were able to encourage students to be more creative, which increased their creativity skills.

By participating in students' interaction, we were able to observe whether

students are correctly using the modals or not.