

## CEP Lesson Plan Template

Teacher/s: Yuki & Peggie

Level: I2      Date/Time: 04/07

**Goal:**

Review the modals and practice the intonation patterns for Yes/No and Wh- questions

**Objectives (SWBAT):**

Students Will Be Able To...

1. make wh- questions by using the modal, “should”.
2. make Yes/No questions by using the modal, “should”.
3. identify the different intonation pattern for wh- questions & Yes/No questions.
4. illustrate their understandings of modals by practice using it in role-play activity.

Theme: What should I do in New York?

Extensions: intonation for different types of questions

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Review or Preview (if applicable)</i>	<i>Linking &amp; Transitioning to rest of lesson:</i>	<i>(for example: SS-T)</i>	
<p><i>Activity 1:</i></p> <p>“should” Wh- question</p> <p><i>Transition to #2: Besides Wh-questions, we do have a questions called yes/no question. What kinds of questions can you think of?</i></p>	<p><i>1.1 Pre-Stage: Checking the answer (wk1)</i></p> <p><i>T will go over the grammar structure.</i></p> <p>“Yesterday, we asked you all to go over the worksheet 1. Did you have a chance to answers some of the conversation? Let's take a look at grammar structure of wh-questions”.</p> <p>2. Labeling “How did you label each category? Compare your answer with the person next you..... Okay so I think everyone is clear of how to make wh-question”.</p>	T-Ss	10

	<p>1.2. <i>During Stage:</i> Checking the answers</p> <p>“With your partner, go over ONLY A and see if you got the same structure as your partner. Now exchange the B part and see if you got the similar or different answers in your group”.</p> <p>1.3 <i>Post-Stage: Discussion</i></p> <p>“Please share one similar thing and one different thing you found in part B”.</p> <p><u>Tangible Outcome &amp; T. feedback/peer feedback: T will allow students to check their own answers by comparing it with peers.</u></p>	Ss-Ss	10
		T-Ss Ss-Ss	10
<p><b>Activity 2:</b> “should” yes or no question</p> <p><i>Transition to #3: This week's reading about finding the right job. When you are looking for the job, what do you look for?</i></p>	<p>2.1 <i>Pre-Stage: Yes/ No questions</i></p> <p>“Besides the wh- question, there’s another type of question in English. We call it “yes or no” question”.</p> <ul style="list-style-type: none"> <li>- What is “yes” or “no” question?</li> <li>- Do you have any examples?</li> </ul> <p>“‘yes/no’ questions are the questions that you can answer by yes or no”.</p> <p>“Do you remember the “yes/no” question we have for present perfect tense? How the questions begin?”</p> <p>“How can we ask “yes/no” question by using the modal, “should”? Can anyone give me an example?”</p> <p>2.2. <i>During Stage:</i></p>	T-Ss	10

	<p>“How do we begin the sentence? The first word is ...(should). How do you call this kinds of word...(modal) Any other modals that you know?”</p> <p>“How do we answer these questions? e.g. Should I bring my laptop to the class? Yes, you should. No, you shouldn’t.(have students write the answer on the board)”</p> <p>“Do you still remember ought to? Can it be used in the same way? --NO!”</p> <p><i>T will introduce the intonation patter of wh-question and Yes/No questions.</i></p> <p>“Now, take a look at these two types of questions and consider the following question”.</p> <p>-Do you use the same intonation pateerns in the yes/no and wh- questions?</p> <p>“NO! We have different intonation patterns. Can anyone read these two sentences and show me the differences in intonation?”</p> <p>“1. Yes/no have a rising intonation pattern. 2. Wh- questions have a rising-falling intonation pattern”.</p> <p><i>2.3 Post-Stage: Intonation patterns</i></p> <p>“Let’s look at this sentences. I want you to read these sentences aloud to your partner. Pay attention to the intonation patterns in the sentences.”</p> <p><i>Ss will share in class. T will evaluate Ss understandings of intonation patterns.</i></p>	<p>T-Ss</p>	<p>10</p>
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	<p><i>Tangible Outcome &amp; T. feedback/peer feedback:</i> Allowing students to predict some intonation patterns can encourage students to actively discuss in group.</p>	Ss-Ss	10
<p><b>Activity 3: Reading &amp; Introduce "might want to"</b></p> <p><i>Transition to #4 Let's think of some problem for new visitor in NYC.</i></p>	<p><i>3.1 Pre-Stage: New York/ Discussion</i></p> <p>“When you are looking for a job, what will influence your career? Is it your personal interest? the salary? the co-workers? or something else?”</p> <p>“Discuss in your group and share your primary consideration when you are looking for the jobs”.</p> <p><i>3.2. During Stage: Reading + Filling the chart</i></p> <p><i>T will ask Ss to read the reading and observe how many pieces of advice they could find from the reading.</i></p> <p>“Read this paragraph and find out how many pieces of advice you can find in this reading.”</p> <p>“How many pieces of advice were you able to find? Now we brought a chart for you all. Please write a brief summary of the pieces of advice that you found in the reading. For example, the first advice is “know yourself”. Add this title in here and write more specific information; for example, “you should ask yourself what exactly you want.”</p> <p><i>T will ask Ss to organize the reading by using the chart. And ask Ss to write it on the board.</i></p> <p>“I’m going to divide you all into four groups. With your group member, write one piece of advice on the poster. Talk</p>	Ss-Ss	10
		Ss-Ss	15

	<p>with your team member and when you are ready, start filling the chat on the board.</p> <p><i>3.3 Post-Stage: Discussion</i></p> <p><i>T will ask Ss to share the answer in class.</i></p> <p>“Now let’s look at this poster. Choose one person from each group to read aloud these advice in the class. Let’s start from the 1st group....”</p> <p><i>T will introduce the use of “might want to”.</i></p> <p>“You may notice the phrasal modal, “might want to” is in this reading. Let’s read this sentence again. Think about which one is sound stronger; “should” or “might want to”?”</p> <p><i>T will introduce the differences between “should” and “might want to”.</i></p> <p>“‘might want to’ is often used to make suggestions. Suggestions are not as strong as advice”.</p> <p><i>Review of modals and phrasal modals</i></p> <p>“Now please take a look at your notebook. Let’s see how many modals we’ve got so far. We’ve got “should” “ought to” “had better” “might want to”</p> <p><i>Ranking activity</i></p> <p>“Can you rank these four modals in order from strong to weak. Which one is the strongest and which one goes next and which one is the weakest?”</p>	T-Ss	10
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	<u>Tangible Outcome &amp; T. feedback/peer feedback: Allowing students to summarize the given paragraph encouraged them to discuss in group and promote their speaking skills..</u>		
<b>Activity 4: Role-play</b>	<p><i>4.1 Pre-Stage: Role-play</i></p> <p>“Pretend your friend just moved to New York. What kinds of problem can you think of? You can refer from your own experience”.</p> <p>Possible problems: Living Restaurant Transportation</p> <p><i>4.2. During Stage: giving pieces of advise and suggestions</i></p> <p>“Can you think of any pieces of advise for your friend? OR any suggestions?”</p> <p><i>*T will encourage Ss to use should, had better or might want to.</i></p> <p><i>**T will ask three students to write the advice on the board.</i></p> <p><i>***T will circle the modals to receive an additional attention from students.</i></p> <p><i>4.3 Post-Stage: New York</i></p> <p>“Let's do make some role-play about moving in New York”.</p> <p>A will be the new visitor in New York. B/C will be the expert about New York.</p>	Ss-Ss	5
<i>Transition to Wrap-Up:</i>			15
		T-Ss	15

	<p>“A can ask any questions about New York. Does not have to be the problems. You can ask about the hidden spot or restaurant in New York. And B needs to answer the questions. Don't forget to use modals that we covered :)”</p> <p><u>Tangible Outcome &amp; T. feedback/peer feedback: Creating their own scenario will guide students to discuss and share their thoughts.</u></p>		
<b>Wrap-up</b>	<p><i>Lesson Evaluation Procedures:</i> Read the chart and understand the difference between “should” “ought to” “had better”.</p> <p>Questions and comments</p> <p>HW: Worksheet</p>		

Materials:  
PowerPoint

Anticipated Problems & Suggested Solutions:

Problem- Students might confuse the differences between giving the advise (should/ ought to) versus giving the suggestion (might want to).

Solution- We can provide additional examples in class.

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

Post-Lesson Reflections:

Activity 1- Wh-question + homework checking

Asking students to exchange the today’s homework and asked to observe the grammar structure, they were able to develop the assessment skills.

By exchanging their answers and asked to find any similarity and differences, we were able to encourage students to use the language while checking the answers for the today’s homework.

### Activity 2- Intonation

Allowing students to predict different intonation patterns were able to guide students to actively discussion with partners and participate in the activity.

We asked students to guess the intonation patterns before giving out the answers to build their curiosity toward target contexts.

### Activity 3- Reading

Since we spend lots of time on intonation activity, we generally asked students to underline the modals and phrasal modals in the readings. In this way, students were able to recognize that how target contexts are used in the reading. In addition, we were able to introduce the purpose of reading this article.

Due to the time limit, we decided not to cover the during-stage.