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| Skill Objective #1 (Students will be able to…)  Use the modals can, can’t, must, must not, might, and may correctly in conversation and in writing |
| Content Objective #1 (Students will know that…)  Discuss company policies and regulations on the job |
| Frameworks:  L2.4b, S2.4c, R2.4f, W2.4d |
| Activities  a. Review the meanings of can/can’t, contrast that with must/must not using examples from class rules, write several rules on the board from the student’s examples to demonstrate how to use these modals  b. Have students discuss the signs on p. 164 of EIA in pairs, then see if they can write out the meaning of the signs, put examples on the board to class correct  c. With a new partner, have students use the list on p. 165 of EIA to talk about general company policies and regulations, have them relate these to their own workplace regulations using the discussion questions on that page, have them write a few examples from their jobs down, put a few examples on the board  d. Discuss as a class the formation of may and might, write a few examples on the board, complete the sentences on p. 166 and follow up as a class  e. Put the students in pairs to talk about the pictures on p. 166, have them write two sentences for each saying what may or might happen in each case, write a few examples on the board to class correct |
| Materials  English in Action 3 |
| Assessment #1  Make sure each pair of students can articulate a policy using can, can’t, must using the correct grammar as the class proceeds  Check the sentences the students write about the pictures using may and might |
| Wrap Up Reflection  Have each students write one company policy (or SCALE policy) using a modal on a slip of paper to turn in |

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| Skill Objective #2 (Students will be able to…)  Identify and use new vocabulary words from an article on Thanksgiving |
| Content Objective #2 (Students will know that…)  Read about the cultural background and traditions of Thanksgiving and compare them in writing with their own holiday traditions |
| Frameworks:  R1.4a, R2.4d, W1.4d, W2.4b |
| Activities  a. Preview the article on Thanksgiving pointing out the picture, subtitles, ask what they already know about this holiday, have the students read the article out loud in pairs, check comprehension of the class by asking questions about the reading  b. Ask if the students can identify new words, have them complete the vocabulary activities, follow up as a class  c. Lead a class discussion about any of their own cultural holidays that may be similar, write examples from the students on the board comparing holidays emphasizing the new vocabulary  d. Have the students write a paragraph comparing Thanksgiving and a holiday from their country, pass the paragraph to another student to do brief proofreading or ask questions about anything that doesn’t make sense |
| Materials  Article and activities on Thanksgiving |
| Assessment #2  Paragraphs the students turn in (may need to be assigned as homework if run out of time) |
| Wrap Up Reflection  Have students tell the class what they will be doing this holiday weekend, Happy T hanksgiving! |