Class:\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_Modals: Could/Would, Must/Must Not, Can’t\_\_\_\_\_ Date: TBD; December, 2014\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Could you and Would you are polite words to begin a request. These are followed by the simple form of the verb.
 | **L/S:** L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rateS2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case) **W:**W1.4b Fill out simple authentic forms (e.g. bank check, post office change-of-address form)W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| 1. Have to and Must state rules, policies, and regulations. Must not and Can’t show that an action is not allowed or permitted (to do so is against the rules).
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| **Skill Objective(s)** (Students will be able to…) |
| 1. Identify and talk about policies and regulations that apply to different context, answering questions about them with at least 80% accuracy.
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| 1. Make requests and state policies correctly at least five times during the game of Go Fish.
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**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: Talk for about 5 minutes with your classmates about rules in our classroom and at your job. Report some of these to the class.
2. Do pages 162 &165 in *English in Action 3*. Restate sentences as polite requests with Could you/Would you, listen and write requests, explain work signs with must, must not, or can’t, and discuss rules and regulations for different settings.

 1. In groups of five, play Go Fish with sign cards. I will make sets of 3 of each of 10 sign cards. Players draw 3 cards each to start (15) and try to make matching sets by saying with modals, “Jose, you must wash your hands.” Jose: “No, go fish.” etc. When each group has a winner, talk as a class about the contexts in which we would find these rules. What other rules can you think of for these contexts?
2. I will give you a phrase and you make a polite request of another student. That student will make another request. Ex: open the window, lend me $10. After 5 requests, class guesses the context.
 | * *English in Action 3*
* homemade Go Fish cards
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**ASSESSMENT(S):**

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| **Performance:** I will check book work, and observe/listen to game requests and class discussion. |

**WRAP-UP & REFLECTION:**

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| Has anyone made a request of you lately? Were you able to fulfill it? Are there rules at work that you forget to follow or disagree with? Any questions? |