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

Theme/Lesson: \_ Want (to), Would like (to), Like (to) Date: TBD; May, 2015\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Although *I want* and *I would like* have the same meaning, *I like* and *I would like* have different meanings.
 | **L/S:** L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations) L3.4c Indicate to the speaker what was (or was not) understood from a spoken messageS2.4c 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) **R:** R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was) **W:**W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings) W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process  |
| 1. You can use contractions with subject pronouns + would: I’d, you’d, he’d, she’d, we’d, they’d.
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| **Skill Objective(s)** (Students will be able to…) |
| 1. determine which verb or verb phrase is correct for a specific context and choose that correctly 10 times out of 12.
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| 1. Talk about what they would like to do or have in the future, using *would* correctly 4 times out of 5.
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**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: I’ll tell the class a setting and an action. They say should(n’t), can(‘t), or (don’t) have to. Ex: Library: eat lunch at a desk. (Can’t)
2. Begin page 168, Lesson 54 of *Grammar Step by Step 2*, by reading the grammar box to yourself. Then, we’ll go over it as a class. Listen to the conversation in the restaurant and circle the correct word choices you hear.
3. Complete this lesson individually and if you finish quickly, check with a neighbor: matching and rewriting sentences to edit out mistakes.
4. Interview a partner about using present simple tense, and future. Ask, “What do you like to do on your birthday every year?” What would you like to do on your next birthday?” Take notes. Then, on a separate sheet of paper, write four sentences about your partner. Use contractions where possible.

 1. Present your partner’s answers to the class. Class can ask questions. If a student does not want to answer a question, s/he may say, “Pass”.
2. How do your answers/birthday celebrations differ from your classmates? How are they the same? What would you like to be able to do with your English next year that you can’t do now?
 | * *Grammar Step by Step 2*
* *Grammar Step by Step 2* Teacher’s Manual and Expansion Activities
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**ASSESSMENT(S):**

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| **Performance** I will check book work, circulate and check writing in pairs, and observe/listen to presentations.  |  |

**WRAP-UP & REFLECTION:**

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| Are you confident about using the modals we’ve covered so far? Do you already use would and could for polite requests? Class ask at least 5 questions using would before you go.  |