

CLP Lesson Plan - Lesson 11 (Unusual Situations)

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Level: Intermediate 3 Date/Time: Wednesday, Feb. 28th, 2024

Goal:

- Give explanations, reasons, and suggestions using past modals

Objectives (SWBAT):

Students Will Be Able To...

1. write an advertisement using various ways of giving reasons
2. offer explanations for hypothetical events using past modals
3. listen and respond to people discussing problems using should have, could have, and would have in the context
4. use past modals should have, could have, and would have to give judgments and suggestions

Theme: Unusual Situations

Materials & Technology:

- Textbook: Interchange 3, Unit 13, pp. 88-89
- Other materials: e.g. handouts, posters, powerpoint
 - [PowerPoint slides](#)
 - [Commercial Sharing](#)
 - [Commercial Sharing Vote](#)
 - [Worksheet: Unusual Situations](#)

ACTIVITY/PROCEDURE/STAGE – INTERACTION TYPES	TIME
<p><i>Review or Preview (if applicable)</i> Interaction: T-Ss</p> <ul style="list-style-type: none">• Review the homework on page 87.• Introduce lyrics training to the students. <p><i>Linking & Transitioning to rest of lesson:</i></p> <ul style="list-style-type: none">• “After talking about the homework, let’s begin our commercial sharing! I have seen that you all did a great job. I can’t wait to see and listen to your commercials!”	9:00~9:10
<i>Activity 1: Commercial Sharing</i>	
<p><i>1.1 Pre-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none">• “In the previous lessons, we have watched a lot of ads and commercials! So now it’s your time to present your commercials! Let’s see what you have got!”• Give out the Commercial Sharing Feedback Sheet	9:10~9:40

<ul style="list-style-type: none"> • “As you are listening to others’ presentations and commercials, you can write some feedback to your classmates, and give it back to them after the sharing.” <p><i>1.2. During Stage:</i> Interaction: S-Ss</p> <ul style="list-style-type: none"> • Have students present their commercials one by one. • T decides the order by using the spinning wheel. • Ss write feedback and suggestions for each student. <p><i>1.3 Post-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> • Ask students to vote for their favorite commercial on Google Form • Provide corrective feedback on students’ writing and speaking. 	
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> • Students will learn how to write a short commercial and present it on stage 	
<p><i>Transition to #2:</i></p> <ul style="list-style-type: none"> • “Thanks for sharing, everyone! I am really impressed by your hard work! Everyone’s commercials are so interesting and fun!” • “Now we are going back to Unit 13, talking about the grammar!” 	
<p>Activity 2: Speaking & Writing – Unusual situations</p>	
<p><i>2.1 Pre-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> • “Do you remember some of the words mentioned last time Some words used to describe possibilities? Yes, including must, could, may, might.” • “So these words can used to describe some possible situations, like what we have done in the writing practice last time, like you did in the photo description activity.” • Guide students to read 6A on page 88. • “Here we can see some unusual situations, and can you think of some possible explanations for these situations?” • Elicit possible answers from students. <p><i>2.2. During Stage:</i> Interaction: S-Ss</p> <ul style="list-style-type: none"> • Divide students into three groups. • Have each group of students design two “unusual situations” and their corresponding answers by writing sentences on the worksheets. • Have students give the worksheets back to me after writing. • Give the worksheets for different groups and ask them to write some possible explanations by using past modals in each group. • Give students the answer sheets to have them compare the answers. <p><i>2.3 Post-Stage:</i></p>	<p>9:40~10:10</p>

<p>Interaction: T-Ss</p> <ul style="list-style-type: none"> ● Provide corrective feedback on students' writing 	
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> ● Students will be able to use past modals to make sentences to give possible explanations for different situations and scenarios 	
<p><i>Transition to #3:</i></p> <ul style="list-style-type: none"> ● "Good job! I like your "unusual situations" a lot! Everyone is so creative! I hope you like this activity. It should be interesting to guess what the background stories are behind the situations." ● "Now let's do another speaking activity." 	
Activity 3: Speaking – I'm going nuts!	
<p><i>3.1 Pre-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> ● "Have you ever had the experience of going nuts?" ● "What does going nuts mean?" ● Ask students' experience of going nuts. <p><i>3.2. During Stage:</i> Interaction: S-Ss</p> <ul style="list-style-type: none"> ● Put students into pairs. ● Ask students to decide who is A and who is B within the pair. ● Give handouts for As and Bs. ● Ask students to take turns complaining and responding to the complaints. <p><i>3.3 Post-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> ● Explain the grammar and language used in giving suggestions and judgments for past events (9A on page 89). ● Provide corrective feedback on students' speaking. 	10:10~10:35
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> ● Students will understand the meanings and usage of different past modals. ● Students will be able to use past modals in sentences to make judgments and give suggestions on past actions. 	
<p><i>Transition to #4</i></p> <ul style="list-style-type: none"> ● "After talking about the suggestions and judgments, now I have a tricky question for you and I would like to know about your thoughts and reactions on it!" 	
Activity 4: Language Focus – Reaction	
<p><i>4.1 Pre-Stage:</i></p>	10:35~11:00

<p>Interaction: T-Ss</p> <ul style="list-style-type: none"> ● “My question is, ‘Helena’s boyfriend forgot their anniversary. If you were Helena, how would you react?’” <p>4.2. <i>During Stage:</i></p> <p>Interaction: T-Ss and S-Ss</p> <ul style="list-style-type: none"> ● Put students into 2~3 groups. ● Have students to write down their answers as many as possible on the whiteboards. ● Ask students to go back to their seats. ● Show the possible answers provided by the textbook on 10A, page 89. ● Now I have another question for you, what kind of reactions are these responses? ● Guide students to do 10A together as a class. ● Ask students what kind of reactions their sentences belong to. <p>4.3 <i>Post-Stage:</i></p> <p>Interaction: T-Ss</p> <ul style="list-style-type: none"> ● Check students’ understanding of each reaction word. ● Provide corrective feedback on students’ writing. ● Ask students, “What would you do if you were Helena’s boyfriend?” 	
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> ● Students will be able to think of some possible responses based on the provided prompt. ● Students will know the meanings of different reactions words. 	
<p><i>Transition to Wrap-Up:</i> “Everyone did a great job today, and I hope you also enjoyed the class! As a reminder, we will have the same three observers on Friday. ”</p>	
<p><i>Wrap-up (e.g: Exit ticket, review of language foci)</i></p>	
<p><i>Lesson Evaluation Procedures:</i></p> <ul style="list-style-type: none"> ● Review the past modals again before finishing the class. 	11:00

Anticipated Problems & Suggested Solutions:

- In this lesson, I have designed three activities that require my students to move around the classroom. I am not sure if this will be a little bit overwhelming and tiring for my students. However, as I can tell from my previous experience, they all enjoyed moving around during the activities, so I hope it won’t bother them! If they seem to be tired, I will have them write down the discussion answers on the papers instead of the whiteboards. Again, I hope I can manage my time well and try to finish the lesson plan in the 2-hour class!