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| Lesson Plan –Grammar |

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| **Title – Should have.. / Shouldn’t have..**  **(A Perfect Form of Modal)** |

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| Instructor:  HYE JUNG LEE  (SIA) | Level:  Upper Intermediate | Students:  20 Students | Length:  20 Minutes |

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| **Materials:**  - Pictures  - Pre-Activity Worksheet #1 (10 copies)  - Main-Activity Worksheet #2 (10 copies)  - SOS-Activity Worksheet #3(20 copies)  - Wall Chart  - White board and Board markers |

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| **Aims:**  - Main aim: To enable Ss to improve their grammar skills by having Ss practice to use perfect form of modals through various activities  - Secondary aim: Ss will improve their grammar skills by reading articles, creating  dialogue, and completing work sheet related on simple modal verb,  ‘should’ & perfect form of modal, ‘should have’  - Personal aim: I want to improve on my CCQ’s delivery  I want to be more confident |

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| **Language Skills**  - Listening: Ss will listen to teacher’s instructions & explanations and classmates’ opinions  - Speaking: Ss will practice their speaking by sharing their ideas with class.  - Reading: Ss will read the wall-chart and worksheets.  - Writing: Ss will make their own sentences related to the topic. |

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| **Language Systems:**  - Lexis: New vocabulary and key words in article worksheet.  - Grammar: “should have &shouldn’t have”, a perfect form of modal,  - Phonology: Practicing new vocabulary and listening to instruction  - Function: To express regret or a mistake  - Discourse: None to discuss |

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| **Assumptions:**  - Students already know how the class is set up and run  - Students know the teacher’s style of teaching and the pace of the course  - Students are upper intermediate level.  - Students are familiar with modals and perfect form of modals. |

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| **Anticipated Problems:**     |  |  | | --- | --- | | Anticipated Problems | Solutions | | Ss may not know about perfect of modals | Teacher will have Ss read the wall chart | | The class may run too short | Teacher will cut post-activity or ask 1-2students to share their ideas | | The lesson may finish earlier than expected | Teacher will give Ss SOS activity | | Ss may reluctant to share their ideas in front of class | Teacher will encourage the Ss to speak by praise | |

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| **References:**  - Interactive English Games and Activities (n.d), Literacy activities, retrieved 11,Jan, 2012 from  http://www.woodlands-junior.kent.sch.uk/interactive/literacy2.htm  - Grammar in View 3, Upper intermediate to advanced, Mc Graw Hill, |

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| **Lead-in** |
| Materials: White Board and Board Markers |

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| Time  1 min | Set up  Whole Class | **Procedure**  **Greeting :**  ***T: Hello everyone.***  ***How do you feel today?***  ***(Ss respond)***  ***T: Good to see you again!*** |

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| **Pre-activity** |
| Materials: Pictures, Worksheet #1, Wall-chart, Board, Board Markers |

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| Time  2 min  3min  4min | Set up  Whole Class  Whole Class  S-S  Pair work | **Procedure**  **1. Eliciting :**  ***T: ok, let me share my experience. When I was in university, I had very important exam. But I was very lazy to study, so I just slept without preparing for exam.***  ***And obviously I failed that subject.***  ***So, what should I have done that time?***  ***(Ss respond)***  **(Show and put the picture#1 on the board)**  ***T: what about this guy?***  ***What do you see?***  ***This guy has something done illegally, and he might regret about that.***  **Write sentence with blank on the board.**  **He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have done that.**  ***S: respond (shouldn’t)***  ***T: excellent!***  ***T: ok let me compare should and should have pp***  **Write sentence with blank on the board.**   * **You look tired. You \_\_\_\_\_\_\_\_\_\_go to bed now. (simple modal)** * **Ss\_ went to bed very late last night and Ss were late today. Ss \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to bed earlier.**   ***Ss: respond***  ***T: ok excellent!***  **(Write “Should have participle form, perfect form of modal” on the board)**  **CCQ’s**  **1. Can I use “should have” to express regret or my mistake? (Yes)**  **2Can I use “should have” to express future actions? (No)**  ***Great!***  ***2.* Meaning**  ***Today we’re going to learn about “simple modal verb, should and perfect form of should have pp”***  **(Put the wall chart on the board)**  ***Let’s read this sentence together.***  **(Read the first sentence together.)**  ***T: so, one of simple modal verb, should can be used when we give advice***  ***However should have can be used when we regret about past action..***  **(Read the wall-chart continuously and explain some rules of simple modal verb, and perfect form of modal verb)**  ***Distribute worksheet #1***  ***T: now I ‘m goning to pass out the worksheet and what you should do is read the sentences and fill the appropriate form of modal verb. This is pair work. I’ll give you 2 minutes.***  **ICQ’s**  **What are you going to do?**  **Are you working individually?**  **How much time do you have?**  ***T: ok! Let’s start!***  **Monitor discreetly.**  **Answer students if they ask questions.**  **Time warning**  **T: Times up! \_\_\_\_\_can you share your answer?**  **(Ask each Ss to share their answer. If there is mistake, correct it)**  ***T: excellent! Everybody did good job!*** |

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| **Main activity** |
| Materials:Worksheet #2,Board |

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| Time  6 min | Set up  pair | **Procedure:**  **1. Explain activity**  **Instruction:**  ***T: Now, I’m going to hand out another worksheet. You will read articles about “Sia and tom’s terrible vacation”.***  ***T:I make you guys in pair.***  **(Make the students in pair.)**  ***And here is your picture.***  **(Giving Ss worksheets #2)**  ***T: Please, don’t starts until I say go. OK?***  ***T: what you should do now is read the article and write as many sentences as possible using “should have and shouldn’t have”***  **Demonstration**  ***T: For example, according to the second sentences, “they found that the flight was overbooked.” So I can write down” They should have confirmed their flight ahead of time or in advance.”***  ***T: I’ll give you 3minutes.you can discuss with your partner.***  **ICQ’s**   * **What are you going to do?** * **How much time do you have?** * **Are you working alone?**   ***T: let’s start!***  **Monitor discreetly.**  **Answer students if they ask questions**  **Time warning**  **T: Times up! \_\_\_\_\_can you share your answer?**  **(Ask each Ss to share their answer. If there is mistake, correct it)**  ***T: Excellent! I hope now you are getting to understand about “should, and should have”. Well done everybody!*** |

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| **Post activity** |
| Materials:board |

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| Time  4min | Set-up  Individually  Whole Class | **Procedure**  **1. Free production**  **Instruction:**  ***T: Now, let’s talk about yourself this time.***  ***I guess everybody has regrets or mistakes.***  ***Talk about things that you should have done or shouldn’t have done.***  ***Demonstration***  ***T: in my case, after shopping I usually say like this: I shouldn’t have bought the cloth or I should have thought carefully before making decision***  ***You have 3minutes to think about yourself.***  ***This is individual work.***  **ICQs**  **1. What are you going to do?**  **2. Are you working individually?**  **3. How much time do you have?**  **Monitor discreetly.**  **Answer students if they ask questions.**  **Time warning**  **T: *OK. Time is up!***  ***Who wants to tell us first?***  ***\_\_\_\_\_\_\_Can you share yours?***  **Share students’ talking time**  **T: I haven’t found any mistake from you.**  **2. Error correction**  ***Alright. Is this sentence right?***  ***“I should have bring more money.”***  ***(Ss: No.)***  ***How can we fix it?***  ***(Ss: I should have brought more money.)***  ***Right! Good job!***  **3. Conclude lesson**  ***OK.***  ***You did a great job today.***  ***Thank you all of you.***  ***You have a great day and see you guys tomorrow. Goodbye!*** |

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| **SOS activities** |
| Materials: Worksheet #3,board |

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| Time  4min | Set up  individual | **Procedure**  **Instructions:**  ***T:This time, let’s give advice using should and shouldn’t***  **(Make pairs)**  **(Giving Ss worksheets #3)**    **T: I am going to hand out another worksheet. So what you have to do now is to give advice using should and shouldn’t. There are some situation in the worksheet, read the sentences and give your own advice. I’ll give you 2 minutes. This is individual work.**  **ICQs**  **1. What are you going to do?**  **2. Are you working in pairs?**  **3. How much time do you have?**  **Monitor discreetly.**  **Answer students if they ask questions.**  **Time warning**  **T: times up! Who is going to first?**  **\_\_\_\_\_\_\_\_can you go first?**  **3. Conclude lesson**  ***OK.***  ***You did a great job today.***  ***Thank you all of you.***  ***You have a great day and see you guys tomorrow. Goodbye!*** |