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| GRAMMAR LESSON PLAN | | | | | | | |
| TITLE | Should have + past participle | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Sun Hwang | | | | Intermediate | 20s | 9 | 50 |
| MATERIALS | | | | | | | |
| YouTube video, Worksheet (to complete sentences), white board and markers | | | | | | | |
| AIMS 1. | | To study " should have" by using substitution tables. | | | | | |
| **2.** | | To practice using " should have" by talking about their experience in the past. | | | | | |
| 3. | | At the end of lesson, student will be better able to apply expression of "should have" by completing the worksheet | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Students will watch and listen to the video and talk about its content. | | | | |
| Speaking | | | Students will talk about their past experience using "should have" | | | | |
| Reading | | | Students will read the worksheet. | | | | |
| Writing | | | Students will fill in the worksheet after studying "should have". | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | [l] vs. [r] iron, perfectly, nail, plug, | | | | |
| Lexis | | | distracted, swear, | | | | |
| Grammar | | | Using "should have pp " | | | | |
| Discourse | | | Expression of Should have pp | | | | |
| Functions | | | Advice/Blame/Mistake/Regret about the past events | | | | |
| ASSUMPTIONS | | | | | | | |
| Students may understand "should have pp" in conversation in case other people use it. But they may not apply it when they talk to others. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Student may be confused when to use should, must or could. Teacher will give simple example of other perfect modal forms. | | | | | | | |
| REFERENCES | | | | | | | |
| https://www.youtube.com/watch?v=xuRcEGeGtzM | | | | | | | |
| NOTES | | | | | | | |
| Enter your Plan B, your Cut-off plan and your SOS activity here 1. Plan B : If the computer and the projector not working properly,  Teacher will not show the video. Use only the copied text.  2. Cut-off plan : If too slow and lack of time, ask questions to some of students, not all of them.  3. SOS plan : "Punctuation Pow"  To practice identifying ending punctuation(period, exclamation point, question mark).  The object of the game is to be the first player to get rid of all of your sentences.  Teacher draws a game board on the white board and students make sentences as many as possible.  Each player is dealt five sentences. Roll a dice and travel that many spots on the game board.  When you land on a punctuation mark, read your sentences and determine if one of those sentences should end in that punctuation. If you have a matching sentence, you can discard it from your hand.  If you land on a POW square, you must pick up an additional sentence.  The first player to get rid of all of their sentences is the winner. | | | | | | | |
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| PRETASK TITLE | | | Things you regret or blame about the past event | | |
| AIMS | | | | MATERIALS | |
| To talk about things Ss regret about the past event by having a small chat. | | | | none | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 min | Whole class | Student will talk about some occasions they were regretting in the past. | | | To talk about things regrettable |
| NOTES | | | | | |
| none | | | | | |

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| TASK PREPARATION TITLE | | | How can we express things to regret/blame/advise about the past events? | | |
| AIMS | | | | MATERIALS | |
| To share Ss' past experience on things regret/blame/advice by having a small chat .To be better able to know the expression of regret/blame/advice about the past events by watching YouTube | | | | YouTube Video | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10 min | Whole class | Student will talk and listen to each other about their past experiences on things to regret, blame or advise.  Student will watch YouTube Video and talk about what the video is telling. | | | To bring up the subject of thing to advise/ blame/regret about the past event |
| NOTES | | | | | |
| Even though they are intermediate level, some of them will not understand the exact concept of the video. To help them understand, use substitution table. | | | | | |

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| TASK REALISATION TITLE | | | Should have + past participle | | |
| AIMS | | | | MATERIALS | |
| To be better able to know about the concept of "should have pp" by solving the worksheet. | | | | The copies of worksheet, YouTube video, | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 25 min | Small group | Students will get the worksheet and fill in the blank using "should have pp" expression. | | | Give Ss worksheet.  Check if anyone have trouble to fill in worksheet.  Do CCQ. |
| NOTES | | | | | |
| If Students seems to be sure about using "should have pp", give simple examples of other perfect modal forms such as "must have pp" or "could have pp". | | | | | |

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| POST TASK TITLE | | | Can you use "should have pp" expression? | | |
| AIMS | | | | MATERIALS | |
| At the end of To be better able to apply "should have pp" expression by making their own sentence using "should have pp". | | | | none | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10 min | Whole class | Students will talk again their past events related to be blamed, regretted or advise which they had talked at the beginning of the class. This time, they will use "should have pp" to express their past events. | | | Do CCQ |
| NOTES | | | | | |
| Give simple CCQ between should/could/must have pp, if they seem to understand strongly about "Should have pp". If they still get confused about the expression about "should have pp", do not talk about others, but just focus on "should have pp". | | | | | |

1. **Complete these sentences by advising/blaming/regreting about past events.**

**I \_\_\_ \_\_\_ \_\_\_ to your advice. (listen)**  
**You \_\_\_ not \_\_\_ \_\_\_ all the way. (drive)**  
**I \_\_\_ \_\_\_ \_\_\_ my umbrella.(take)**  
**We \_\_\_ not \_\_\_ \_\_\_ so many clothes.(bring)**  
**You \_\_\_ \_\_\_ \_\_\_ the truth. (tell)**  
**We \_\_\_ \_\_\_ \_\_\_ nice to him.(be)**  
**I \_\_\_ not \_\_\_ \_\_\_ so much money. (spend)**  
**He \_\_\_ not \_\_\_ \_\_\_ so many mistakes. (make)**  
**I really \_\_\_ not \_\_\_ \_\_\_ away those old books. (throw)**  
**She \_\_\_ not \_\_\_ \_\_\_ to him. (lie)**