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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: Modal verb(Could/Should) + Have + Past Participle** |

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| Instructor:  **Angela Han** | Level:  **Intermediate** | Students:  **8** | Length:  **30 Minutes** |

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| Materials:   * Realia (Cue cards for simple substitution drill) * Worksheet 1 (8 copies) * Worksheet 2 (8 copies) * Board and markers |

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| Aims:   * Students will predict the meaning of “modal verb + have + past participle” by reading some sentences with the partner. * Students will know the form of the “modal verb + have + past participle” by teacher’s explanation and substitution drill * Students will practice the grammar by filling in the gap and completing the worksheet. * Students will practice speaking ability by sharing ideas in a small group. |

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| Language Skills:   * Listening: teacher’s explanation for eliciting from students, partner’s speaking about their opinions and examples from song or movies (SOS Activity) * Reading: Worksheet 1 (Example sentences) * Speaking: Conversation to use and apply “modal verb + have + past participle” with the partner * Writing: Worksheet 2 (Discussion with the partner to fill in the blanks) |

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| Language Systems:   * Phonology: Drilling * Grammar: Modal verb + Have + Past participle * Function: Expression of regret, past advice and past possibility |

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| Assumptions:   * Students already know the meaning of “could” and “should” * Students are adult learners. * Some students have heard about the grammar “could/should + have + past participle” |

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| Anticipated Errors and Solutions:   * Students may have difficulty in distinguishing the difference between “modal verb + have + past participle”   → Teacher provides more examples.   * Students mat have hard time to find out the modal verb + have + past participle” in the song or movies   → Repeat the scene again and again and pause on the moment.   * Students may need more time to finish their worksheet 2   → If it takes longer than 5 minutes, cut post activity short by verbally sharing the answers instead of having students write them on the board. |

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| References:   * <https://www.myenglishteacher.eu/question/modal-verb-have-past-participle/> * TESOL Student book “Grammar Lesson Plan” * Cue cards: google image |

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| **Lead-In** | | | |
| Materials:  Board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Students greet back.  Answer for the question.  Answer for the question and talk about their thoughts. | **Greeting**  T: Good afternoon, class. How are you today?  **Introduction & Eliciting**  Have you heard about those words?  (write some modal verbs on the board)  T: Do you guys have any idea what those words have in common?  T: Yes, right. We call them “modal verb”  (write down “modal verb” on the board)  T: Today, we are going to study grammar “Modal verb + have + past participle” |

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| **Presentation** | | | |
| Materials:  Worksheet 1 (example sentences), cue cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Pair | Work with their partner to answer the question on worksheet 1. | **Instruction**  T: Here, I will give you worksheet written some examples of this grammar. Let’s practice together by speaking some drills.  (speak out loud and use some simple substitution drill by using cue cards)  Please work with your partner and answer for the below questions. I will give you 5 mins.  **CCQ**  How much time do you have?  Do you work with your partner?  (run the activity and monitor students)  Let’s talk about the answers together. Who is willing to go with no.1?  (Answer-checking with whole class) |

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| **Practice** | | | |
| Materials:  Worksheet 2 (filling in the blanks) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | individually | Fill in the blanks of worksheet 2 by themselves  Work with partner to compare the answers | **Instruction**  T: Now that you guys learn about this grammar, we can fill in the blanks of some sentences. Try to fill in the blank on your own and then compare the answers with your partner. I will give you 3 minutes.  **CCQ**  Do you read and work with alone?  How much do you have?  T: Now, please share your answers with your partner.  (Walk the class around and monitor students and then write 8 sentences on the board)  T: I will go with No. 1.  (Read the sentence with answer)  T: Who wants to share your answer with no.2?  (Answer-checking with whole class) |

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| **Production** | | | |
| Materials:  Board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Pair | Work with partner to make some their own sentences.  Answer the question(Y/N) | So, I would like you to have conversation with your partner by using this grammar.  You can choose either should or could. If you have enough time, you can make both.  I will give 3 mins.  (walk the class around and listen to student’s talk)  **CCQ**  Can you write during the activity?  Do you work with alone?  **Feedback**  Have you all finished?  (If no, give 1 more minutes for extra time)  Let’s share each group’s ideas. Group #1, what was your sentence?  (go through all groups)  **Wrap-up**  Did you have fun today?  I hope you enjoy today’s lessen and expression we learned. Thank you and see you next week. |

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| **SOS Activity** | | | |
| Materials: Song (We don’t talk any more by “Charlie puth”) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Listen to the music and try to find applied grammar par | T: Here I have some examples of our grammar from a song. Let’s listen and find out what sentence it has.  (play a song and let students find out grammar part) |

**Worksheet 1**

Answer for the below questions regarding written sentences.

1. Luke **could have passed** the exam if he’d studied a bit more.

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1. Luke managed to pass the exam. (Y/N)
2. Luke didn’t pass the exam. (Y/N)
3. Luke didn’t study for the exam at all. (Y/N)
4. I’m really cold! I **should have brought** my coat.

Q.

1) The speaker had brought the coat. (Y/N)

2) The speaker regrets what he or she had done. (Y/N)

3) The speaker is giving advice for the future. (Y/N)

**Worksheet 2**

Fill in the blanks by using **“Could or Should + Have + Past participle”.**

1. I  (buy) bread but I didn’t know we needed it. (past possibility)
2. She (come) to the restaurant if she’d left work earlier. (past possibility)
3. We (invite) so many people to our party! I ‘m worried that we won’t have enough room for everyone.

(past negative advice/regret)

1. I (arrive) on time, even if I’d left earlier. There were dreadful traffic jams all the way. (past negative possibility)
2. Lucy (leave) earlier. She missed her flight. (past advice/regret)
3. I (eat) so much chocolate! I feel sick! (past negative advice/regret)
4. The race was really difficult. She (win) because she’s not fit enough. (past negative advice / regret)
5. Andrew (go) to Cambridge University, but he decided to travel instead. (past possibility)

**Answer sheet**

1. I could have bought bread but I didn’t know we needed it. (past possibility)
2. She could have come to the restaurant if she’d left work earlier. (past possibility)
3. We shouldn’t have invited so many people to our party! I ‘m worried that we won’t have enough room for everyone.

(past negative advice/regret)

1. I couldn’t have arrived on time, even if I’d left earlier. There were dreadful traffic jams all the way. (past negative possibility)
2. Lucy should have left earlier. She missed her flight. (past advice/regret)
3. I shouldn’t have eaten so much chocolate! I feel sick!

(past negative advice/regret)

1. The race was really difficult. She couldn’t have won because she’s not fit enough. (past negative advice / regret)
2. Andrew could have gone to Cambridge University, but he decided to travel instead. (past possibility)