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| **Topic:** Half of life on Earth gone since humans arrived |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| 신다은 LIZ | Upper Intermediate | Adult | 7 | 25mins |
| **Materials:**- dialogue(9 sheets)- past participle table(9 sheets)- substitution table- past participle cards(2 sets) - board and markers- time bomb- visual aids(Photos of destroyed Earth) |
| **Aims:**- SWBAT use nature vocabulary by eliciting the visual aids and by drilling substitution table. (E.g. living species, wild mammal, creature, biomass, livestock, farmed animal)- SWBAT identify the use of present perfect tense by doing drilling and time bomb activity.- SWBAT create new sentences using present perfect tense by word card activity.- SWBAT recall past participles of the irregular verbs by card game.- SWBAT distinguish the pronunciation of ‘read’ in infinitive and past participle. |
| **Language Skills:**- Reading: dialogue, substitution table, reading the sentences of classmates after time bomb activity- Listening: to other students’ sentences in drilling activity with cards and time bomb activity.- Writing: on the board while time bomb activity.- Speaking: drills, word card activity, time bomb activity |
| **Language Systems:**- Lexis: nature vocabulary(living species, wild mammal, creature, biomass, livestock, farmed animal) Past participles(been, begun, broken, blown, chosen, done, …)- Function: informing- Phonology: /ought/(taught, fought, thought, brought, bought, sought) /wn/(blown, drawn, flown, grown, known, shown, thrown) /read/ in infinitive and past participle- Grammar: past participle, present perfect tense, preposition for(with amount of time) |
| **Assumptions:** Ss already know- their classmates- the teacher’s type of teaching- the meaning of verbs in word cards- past participles of regular verbs- the use of present perfect tense in L1 |
| **Anticipated Errors and Solutions:**(irregular past participles)- I have teached English for 2 years taught- She has heared the noise of construction site for 4 months heard- He has meaned just the same as you for the entire conversation meant  |
| **References:**- Half of life on Earth gone since humans arrived (22nd May, 2018). In *Breaking news English*. Retrieved 27th November, 2018, from *https://breakingnewsenglish.com/1805/180524-life-on-earth-5.html*- Using the Present Perfect Tense (n.d.). In *5 Minute English*. Retrieved 27th November, 2018, from *http://www.5minuteenglish.com/mar31.htm* |
| **Notes:** |

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| **Presentation:** |
| **Aims:**- SWBAT use nature vocabulary by eliciting the visual aids and by drilling substitution table. (E.g. living species, wild mammal, creature, biomass, livestock, farmed animal)- SWBAT identify the use of present perfect tense by doing drilling. | **Materials:**- dialogue(9 sheets)- past participle table(9 sheets)- substitution table- board and markers- visual aids(Photos of destroyed Earth) |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 1min4mins | Whole class | Listens to TElicitAnswerListen to T | **Greeting****Lead-in****Eliciting***Have you seen these animals around you?**Then, where are all these animals are?**Humans are only a tiny fraction of all life on Earth, but have destroyed 83% of all wild mammals and half of our planet life.***CCQS***-Did the people destroy the life on Earth in the past?**-Are the people still destroying life now?**-Did humans destroy the life on Earth continuously or just one time?**We can use present perfect tense**to describe a situation* *that started in the past**and continued until now.**To make a present perfect tense,**we use past participle form of verb**followed by have or has.**Let’s look at verbs and its past participles.***Drill the words on the word list***We can use these verbs and certain situations and create our own sentences.***Show substitution table and drill** |
| **Notes:** |
| If time is short, do not explain when we use and how to make present perfect tense. Drilling can be enough. |
| **Practice:** |
| **Aims:**- SWBAT identify the use of present perfect tense by doing drilling.- SWBAT create new sentences using present perfect tense by word card activity.- SWBAT recall past participles of the irregular verbs by card game.- SWBAT distinguish the pronunciation of ‘read’ in infinitive and past participle. | **Materials:**- past participle cards(2 sets)- board and markers |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2mins5mins | Whole classPair work | Listens to TDo word card activity | **Less Controlled Practice** **Instruction***I will give you word cards with verbs.**Please make a sentence using given cards with your partners sitting beside you and take turns.**You will have 5 mins for activity.***Demonstration****ICQs**Hand out word cardsStart the activity**Give time warning***Times up* |
| **Notes:** |
| If the activity gets too boring, shorten the time. |
| **Production:** |
| **Aims:**- SWBAT identify the use of present perfect tense by time bomb activity.- SWBAT create new sentences using present perfect tense.- SWBAT distinguish the pronunciation of ‘read’ in infinitive and past participle. | **Materials:**- past participle cards(2 sets)- board and markers- time bomb |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 1min7mins | Whole class | Listens to TAnswerDo an activity | **Instruction***Okay.**Now we will do an activity using time bomb.**The marker is your baton.**The person who has this baton has to come up,**choose a word card and write a sentence using the word on the board and say it out loud and pass the baton to another person**who is not sitting aside you.**When the bomb blows,* *the person holding the baton will**have a great opportunity**for extra work after this activity.***Demonstration****ICQs***( ) will be the first person to start.**Let’s start.* |
| **Notes:** |
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| **Post Production:** |
| **Aims:****-** SWBAT use present perfect tense and describe the negative effects have caused. | **Materials:**- board and markers- visual aids(Photos of destroyed Earth) |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 5mins | Whole classSpecific studentWhole class | DrillDiscuss about the visual aidUsing grammar pointListens to T | **Feedback***Let’s look at the sentences everyone wrote on the board.* -drill -check errors -give positive feedbacks**Post Production Activity***Let’s look at these pictures.**( ) who got caught earlier, please choose two classmates and com up to the board.**Please describe the picture using the grammar we have learned.***Ending***Everyone did excellent job today.**Now, you are able to use present perfect tense and describe the negative effects have caused.**Thank you especially for (the student presented). For all of you except ( ), hand in a short writing describing the pictures we saw in the next class.* *Thank you all* *And class dismissed!* |
| **Notes:**If time is short, do not drill the sentences on the board let only 1 student to present in the post activity |