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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** |
| 1min  4mins | Whole class | Listens to T  Elicit  Answer  Listen 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** |
| 2mins  5mins | Whole class  Pair work | Listens to T  Do 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 cards  Start 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** |
| 1min  7mins | Whole class | Listens to T  Answer  Do 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 class  Specific student  Whole class | Drill  Discuss about the visual aid  Using grammar point  Listens 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 | | | | |