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| **☻ Grammar Lesson Plan** |
| **Should have pp** |

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| Instructor: Sang-eun | Level:  intermediate | Students: 14 students | Length:20 Minutes |

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| **Materials:** - Pictures (for Inductive Warmers) - Substitution table - 14 copies of the practice worksheets- Computer, Beam projector ,White board, Board makers  |

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| **Aims:** * Students will predict the meaning of “should have pp” by looking at the pictures.
* Students will know the form of the “should have pp” by teacher’s explanation and substitution table.
* Students will practice “should have pp” by answering concept check questions and completing the worksheets.
* Students will practice speaking and listening ability by giving and taking advice in pairs.
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| **Language Skills:** * Reading: reading worksheets to answer questions.
* Listening: listening to teacher’s instructions, explanation, and classmate’s ideas.
* Speaking: prediction, drilling, practice activities, and give advice to partner.
* Writing: worksheet answers, write a diary to get advice.
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| **Language Systems:*** Phonology : drilling
* Grammar : use of “ should have pp”
* Function : express regret or criticism
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| **Assumptions about students**:* Students already have learned auxiliary verbs.
* Students know the teaching style of teaching and the pace of the course.
* Students know how to work with pairs.
* Most students have regretful experience.
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| **Possible Problems and Solutions:*** Students may have difficulty in understanding the meaning.

→ Teacher provides more examples.* Students may have a hard time drilling

→ Teacher gives the students more chances to practice.* If students need more time to finish their activity

→ Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity.* If students finish their tasks earlier than anticipated

→ Give students more time on final activity |

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| **References:*** Practice activities :

bbclearningenglish.com – Grammar Challenge ‘should have’English Grammar In Use by Raymond Murphy, Cambridge University, 2004* http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv195.shtml
* Times Media Students book
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| **Lead-In** |
| Materials: Pictures, Computer and Bean project, White board, Board makers  |
| **Time** | **Set Up** | **Description of activities** |
| 2min4min | Whole classWhole class | Hello everyone, how are you today?(Students greet back)**Review**Do you guys remember what we had learned previous class? We learned auxiliary verbs. For example, “should” is used to give advice and make recommendations and to talk about obligation, duty and what is expected to happen.If I say, “You should take your umbrella. It might rain.” Is this in the past, present or future? (Students answer)Yes, this reference is to the present and the future. **Guided Warmer Activity**I’ll show some pictures of different situations. Look at the pictures and let’s talk about what happened and what has become.#1. It’s a two day situation. What did he do on Sunday?(Students answer: He drank a beer and played.)And what happened or has become the next day?(Students answer: He failed in an examination) So what should you say to him? We can say to him: “You should have studied hard.”#2. Good, Let’s look at the next picture. What did he do on Sunday?(Students answer: He ate food too much.)And what happened or has become the next day?(Students answer: He gains weight.) So what should you say to him? We can say to him: “You should have done exercise.”#3. Good, How about next picture? What did he do on Sunday?(Students answer: He played with his friends. And he spoke with his girlfriend and lied)And what happened or has become the next day?(Students answer: He begs for his girlfriend’s forgiveness.) So what should you say to him? We can say to him: “You should have told the truth”#4. OK, Look at the last picture. What did he do in the morning?(Students answer: He went out without his umbrella.)And what happened in the afternoon?(Students answer: It is raining and he is getting wet. We can say to him: “You should have taken your umbrella.” |

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| **Presentation** |
| Materials: Computer and Bean project, White board, Board makers,Substitution table |
| **Time** | **Set Up** | **Description of activities** |
| 4min | Whole class | **Procedure:****1. RECALL** Let’s recollect the sentences that we just said to him.(Write on the board)* You should have studied hard.
* You should have done exercise.
* You should have told the truth.
* You should have taken your umbrella

**2. REFLECT**Great job! What can you see in the form of these sentences?**3. CONCLUED****Meaning**We have just learned the “should have pp”(Write on the board)OK. Let’s talk about the meaning of “should have pp”.(Draw a **timeline**) Past now futureWe are talking to him now.How about his action? Is it in the past, present or future? (Students answers: It’s past)In first sentence, did he do study hard? How about others? Did he do exercise? Did he tell the truth?(Students answer : No, he didn’t)SO, We can use this pattern when we want to talk about past events that did not happen, but should have happened That is, we are sorry that it didn’t. We often use this pattern to indicate some regret or criticism.Let’s check the meaning again!**CCQ : He should have told the truth.*** **Did he tell the truth or a lie?**
* **Was it a good idea to tell her the truth? (NO)**

**FOAM**Should combines with the perfect infinitive to form:**should have +past participle.**(show students the Substitution table)**Drilling**

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| I | should | have | studied hard. |
| You | done exercise. |
| He /She | Ought to | told the truth. |
| We /They | taken umbrella. |

<Simple Repetition Drill>OK. Listen to what I say and don’t repeat.**CCQ)** What do you do?(Point to the substitution table while reading)OK. Now listen and repeat.**CCQ)** What do you do?(Point to the substitution table while reading and whole class repeat.)Now I will pick some students to repeat individually.(Point to the substitution table and pick students) |

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| **Practice** |
| Materials:14 copies of the practice worksheets, White board, Board makers  |
| **Time** | **Set Up** | **Description of activities** |
| 2min3min | Whole classIndividuallyWhole classWhole classPairWhole Class | 1. **Controlled Practice**

**Instruction**(pass out the worksheet)Do the worksheet questions number 1 to 5.Choose the correct answer individually. You have 1 min.**Demonstration**Look at #1. What is your answer? (Students answers)Right. “You missed a great party last night. You should have come.”**CCQ** :* How much time do you have? ( 1 min)
* What do you do? (choose the correct answer)
* Do you work alone? (yes)

(run the task)Monitor discreetly. Give time warning: 30 seconds left.**Feedback**Check answers together: choose on students and read the sentence with the answer.* OOO, Can you read #2 with your answer?
1. **Less-controlled Practice**

**Instruction**Go on to the next practice. Turn Over your paper. You can see the questions number 1 to 4.These questions are specific situations. Read the situations and make full sentence with should have pp with your partner. You have 2 min.**CCQ:*** How much time do you have? ( 2 min)
* What do you do? (make full sentence)
* Do you work alone? (No, with partner)

(run the task)Monitor discreetly. Give time warning: 30 seconds left.**Feedback**Have you all finished?(If no- give 30 seconds extra time)Let’s share your answers.* OOO, what is your answer #1?
* Do you have another answer?
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| **Production** |
| Materials:14 copies of the practice worksheets, White board, Board makers |
| **Time** | **Set Up** | **Description of activities** |
| 5min | Whole ClassPairWholeclass | **Free Practice****Instructions**Now, Write a diary about what you did/ didn’t so you failed.After then, share it with a pair and give or take advice.You have 3 minutes each and work as pair.**CCQ:*** What will you do? (First, write a diary and share it with partner)
* Who do you work with? (with person next to you)
* How much time do you have? (3min)

Monitor discreetlyAnswer students if they ask questions.Give time warning: 30 seconds left.Be Flexible with time. **Feedback**Let’s share some pair’s ideas.* OOO, What did you write about ?
* OOO, What advice did you give ?
* Do you have another advice?

**Wrap-up**Did you have fun today?I hope you enjoyed today’s lesson.Any Question?(If students don’t have any questions, close the class.)Good job, you guys! See you tomorrow! |

Exercise1.

☻ Match the sentences on the top to the appropriate ones on the blank.

* should have come
* should have put on
* should have turn
* should have done
* should have chosen
1. You missed a great party last night! You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. I think that dress looks awful on her. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a different color.
3. My feet are freezing! I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on thicker socks.
4. We went the wrong way and got lost. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ right, not left.
5. I’m sorry that I didn’t take your advice. I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what you said.

Exercise2.

☻ Read the situations and make a full sentence with ‘should have pp’.

1. I’m feeling sick, I ate too much.

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1. The accident happens. The man on the motorbike didn’t wear a helmet. So he was injured in the crash.

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1. Laura told me her address, but I didn’t write it down. Now I can’t remember the house number.

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1. Mary only married Doug for his money. Nobody warned him about her at that time, but now his friends think...

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 Exercise3.

☻ Write a diary about what you did/didn’t so you failed.