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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: School Days** **(Language Target : Present vs Present perfect (Example : Must, Should)** |
| **Instructor:****Claire** | **Students Competency Level: Intermediate** | **Number of Students: 3** | **Lesson Length:****60 min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)*** ‘Drilling’ Work Sheet
* ‘Let’s suggest’ Work Sheet
* Quiz Work Sheet
* ‘Drilling Activity’ Work Sheet
* White Board & Marker
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| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)*** Ss improve their speaking skill by talking about suggestion, their school days.
* Ss improve their listening skill by listening T’s introduction, questions and other ss story during activities.
* Ss improve their grammar skill about present and present perfect by T using should/must, drilling, doing activities.
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| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Students will suggestion work sheet.* Listening: **(Where did listening occur in the lesson?)**

Students will listen to teacher’s instruction, share their story with partner, teacher’s feed-back. * Speaking: **(Where did speaking occur in the lesson?)**

Students will talk about their school life with partners, share their story.* Writing: **(Where did writing occur in the lesson?)**

Students will take a note, write answers in quiz work sheet. |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Sharing ss story, Ss talk, T talk. * Function: **(situation)**

Sharing with partner about their suggestion and their school memories, Asking questions.* Lexis: **(meaning)**

Present and present perfect with Should/Must/Should have pp/Must have pp use doing activities. * Grammar: **(language structure)**

Present and present perfect with Should/Must/Should have pp/Must have pp * Discourse: **(communication)**

Sharing story with partner, drilling, doing activities. |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)*** Students know Must is strong expression more than Should.
* Students have some story about school days about regret.
* Students should able to understand when they share the story with partner.
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| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** Students may not be able to understand meaning of vocabulary :

Teacher says another word has similar meaning to help understanding.* Students may not think ideas about their school days memories.

Teacher gives her story first and helps to remember their special memories.* Students may need more time to work activities.

Give more a little time to finish it. |
| References:* <http://www.onestopenglish.com/grammar/grammar-reference/>
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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**White Board & Marker |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3 min3 min1 min | WWW | Try to get Ss interested in lesson.Ss listen and think about question and then they answer. | T starts to talk about regret in school days with language target.Eliciting ss by asking students to think about regrets when they were in school days.When my friend suggested something she said “You should~”, after I heard that when I regretted something about the past, I said “I should have talked~”Let’s talk about this in detail. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)*** Drilling Work Sheet
* Drilling Activity Work Sheet
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| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5 min9 min4 min | WWGroups | Ss get work sheet and read it. And then listen T’s instruction.Ss receive worksheet and begin to think their story and write them. Ss talk about their story with partners. | Hand ‘Drilling’ work sheet out and instruct correctly. Hand ‘Drilling Activity’ work sheet out.Ask ss to make drilling sentences with language target based on their school days. T monitors discreetly & answers if Ss ask any questions.Ask ss to share with partners about their sentences and story. T observes them as a facility.  |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)*** ‘Let’s Suggest’ Work Sheet
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| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min7 min3 min | WWW | Try to get interest in activity and Listen to teacher. Think about their suggestion and talk with partnerSs share their thought with class | (Eliciting) Hand work sheet out to ss and Introduce ‘Let’s Suggest’ activity.Ask ss to think about their own suggestion on situation and they talk with partner.Ask Ss to choose which one is the best and facilitate classroom discussion and feed-back. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)*** Quiz Work Sheet
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| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1min5min3min | WWW | Receive a work sheetChoose the answersFeed-back about quiz | Hand quiz work sheet out to ss.Ask ss to choose answer the quiz.Give answers to ss and Wrap up the class by encouraging ss and give positive feed-back about their whole activities. |

**‘Drilling’ Work Sheet**

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| **Present** | **Should (70% sure)** |
| I just met so handsome guy at school. I want to talk with him now by message. My friend says, |
| You | should | ask him for his phone number. |
| **Must (95% sure)** |
| I just met so handsome guy. He is my ideal type perfectly.It is the first time to meet my ideal type. I want to be friendly with him.  |
| You | must | ask him for his phone number. |
| **Present****Perfect** | **Should have + pp (70% sure)** |
| I met a handsome guy in my University 5 years ago. I didn’t ask him for his phone number.I really want to meet him again. |
| I | should have asked | him for his phone numberat the time. |
| **Must have + pp (95% sure)** |
| I met a handsome guy in my University 5 years ago. I didn’t ask him for his phone number. I’ve never seen my ideal type like him for 5 years. I regret that I didn’t ask him for his phone number. |
| I | must have been | crazy to not have asked him for his phone number then. |

**‘Drilling Activity’ Work Sheet**

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| **Present** | **Should (70% sure)** |
|  |
|  | should |  |
| **Must (95% sure)** |
|   |
|  | must |  |
| **Present****Perfect** | **Should have + pp (70% sure)** |
|  |
|  | should have \_\_\_\_\_ |  |
| **Must have + pp (95% sure)** |
|  |
|  | must have \_\_\_\_\_ |  |

 **‘Let’s Suggest’ Work Sheet**

**Situation.**

Mira is a student in University. She is living a school dormitory with her roommate. Her roommate is Koo from china as an exchange student. Even Mira can’t speak Chinese, she expected about living with Koo before boarding in school dormitory. Because it is the first time to live with foreigner for Mira.

But she wants to change her room now, because Koo has never cleaned the room and she often didn’t do laundry. She has bad smell. So Mira asked her to clean the room. Koo said yes, but she just picked up only a little garbage near her bed and desk. It was not only thing.

Mira couldn’t sleep at night, because Koo often watched some videos until midnight. So Mira asked her again not to watch the video at midnight. Koo said yes, but she didn’t care about promise with Mara. She still watched video noisily until midnight. Mira went to dormitory office to ask changing to another room. But there was no extra room in school dormitory anymore. She doesn’t have enough money to look for another studio. Please suggest for her.

**Quiz Work Sheet**

* **Please choose the answer between Should, Should not, Must, Must not.**
1. I \_\_\_\_\_\_\_\_\_\_ take some exercise if I want to feel fine.
2. I \_\_\_\_\_\_\_\_\_\_ worry about the exam if I were you. You have studied very hard.
3. You \_\_\_\_\_\_\_\_\_\_\_ swim in that river. It’s full of crocodiles.
4. You \_\_\_\_\_\_\_\_\_\_\_ drink so much. You are a high school student.
5. You \_\_\_\_\_\_\_\_\_\_\_ brush your teeth after every meal. If possible.
6. You \_\_\_\_\_\_\_\_\_\_\_ touch anything electrical during the mid- term exam.
7. You \_\_\_\_\_\_\_\_\_\_\_ focus more on your friends and less on studying.
8. Jenny, you \_\_\_\_\_\_\_\_\_\_\_ come to school on time.