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| Listening  Speaking  Reading Grammar  Writing |
| **Topic: “Should” to give or ask for advice** |

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| Instructor:  **Victoria** | Level:  **Intermediate**  **(Female Adults)** | Students:  **3 people** | Length:  **30 Minutes** |

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| Materials:   * Board & markers 🡺 Pre-activity * 2 game Boards, game pieces 🡺 Main-activity * Paper 🡺 post-activity |

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| Aims:   * Main aim: Ss will be able to give or ask for advice using should * Secondary aim: Ss will be able to use “should” in various situation (to whom, about various topics) * Personal aim: I’d like to check instructions clear and check that Ss could use should during the activities 🡪 make clear / monitoring |

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| Language Skills:   * Listening: Ss will listen to their partners during pre/main activity and teacher’s instruction. * Reading: Ss will read the sentences from the game card and post activity * Speaking: Ss will speak during the eliciting and pair work in main activity * Writing: Ss will fill in the worksheet during post activity. |

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| Language Systems:   * Phonology : /d/ * Lexis: New vocabularies – nagging, advice * Grammar : To make sentences using should 🡺 should/shouldn’t + verb * Function : To give or to ask for the advice * Discourse : To understand dialogue |

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| Assumptions:   * Students already know the basic vocabularies to describe their thought. * Students are familiar to talking with their partners. * Students feel free to teasing others in main activity |

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| Anticipated Problems and Solutions:   * If students feel uncomfortable by teasing during main activity * To make them understand the situation doesn’t apply for you but someone else * If students think that the grammar lesson is easy for them * Try to change it as review class and give them various situation to give advice or get advices from others |

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| References:  <https://www.youtube.com/watch?v=MC5bQ9kbvJc>  <http://www.esltower.com/GRAMMARSHEETS/modal%20advice/givingadvice.pdf>  <https://en.islcollective.com/resources/printables/worksheets_doc_docx/board_game_-_advice_needed/modals-philipr-advice/762>  <https://thehandouts.com/tag/board-game/>  <http://www.myenglishclub.com/profiles/blogs/giving-advice-game>  <http://www.irishtimes.com/business/personal-finance/q-a-supporting-aged-parent-whose-funds-are-running-out-1.2632230>  <https://www.stayathomemum.com.au/my-lifestyle/dating-advice-should-i-text-him/>  <http://www.arcamax.com/healthandspirit/lifeadvice/anniesmailbox/> |

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| **Lead-In** | | | |
| Materials:  N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | class | Be seated, listen and greeting | Hi, Guys  Good evening!  How was your day?  (Waiting for the answers)  OK. Today’s lesson will be fun. Let’s get started. |

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| **Pre-Activity** | | | |
| Materials: Board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | class | Ice breaking  Listen, speak and answer | **Eliciting**  “ Did you have any conversation with your  Mom today?”  “Mom is always nagging, aren’t she.”  “What was that?”  “Nag is like this~”  eg. “You should clean your room.”  “You should come home earlier.”  “Student A. did your mom nag to you?.”  “What was about?”  (Ask it to student B and C. Write down on  the board.)  “Are there anyone who tells you should do  Something? “  (Waiting for the answer)  Eg. Boyfriend, friend etc.  “ What would be?”  “ Let me think first. My friend told me that  you should buy this. It’s perfect for you.”  “ How about you, Student A/B/C? “  (Waiting for the answers by correction using “should” ) |

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| **Main Activity** | | | |
| Materials: Appendix 1~2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  10 min  1min | Class  Class  Class | Listening – Teacher’s instruction  Speaking  Speaking / Listening  Speaking / Listening | **Instruction**  “OK. now you’re going to play a board game.  “The title is “What should I do?”  “ What does it mean?”  (Waiting for the answer)  “ Yes. It’s asking for advices from you.”  “ Firstly, using the piece, please place the piece on the board 1 and hit it with your finger like this.” (demonstration)  Please don’t cross the start line  There’s “OUT” if your piece will be totally out of it. Or, you could get the numbers by the biggest area in your piece.  You can go forward or backward. You can see the F and B and number. They are forward and back by number. Plus, there are 3 different directions.  You need to make the sentences starting with “You should ~~ for the green/blue one”  For the brown/yellow, you need to start with “ you shouldn’t”, The red one is to start with someone else should~~.  Eg. your boyfriend should take care of you.  **ICQ**  I’ll show you. If I have 1B, then means?  Answer) 1 backward and start with you should ~  How many types of the answers?”  “ Please move the number at the board 2”. “You can follow the arrow and you can move by the number you have”  “ If I have 1B at first. Please go forward at first.” and then the sentence is “I’m gaining weight”.  “ Using you should~. You should go to Gym  So if you arrived at the goal, you’ll be a winner. You can play for 10 min  .  **ICQ**  “ How many times you have?”  “ What’s direction of the 2B means?”  “ How could I start with the sentences?”  In 3 ways?  “(**Appendix 1~2)**  **(Give them the game materials)**  **Monitoring**  Check that the Ss understand the direction  Clearly or not  “ Time’s up!”  “ \_\_\_\_\_\_ is the winner”  “ Did you have fun?” |

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| **Post Activity** | | | |
| Materials:  Paper (Appendix 3) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  1min | individually  Class | Listening / Speaking  Listening | “ Do you usually make decision by yourself or ask for the advice?”  “ How about your friend? Or family”  Do they ask for the advice from you?”  “ Recently, I asked to my husband.  (Write down on the board)  “ Should I cut my hair short?”  What else? Student A/B/C?  “ Did you want to share your concerns or about your friends”? It doesn’t have to be serious like the hair.  (waiting for the answer and write down)  OK. then I’ll give you a paper. Please write down your issues or your friends’ issue. It’s ok not too personal. I’ll give you 2 min.  Times up! Then could you give the paper to right side of you?  Please give the answers on the paper.  I’ll give you 5 min.  **ICQ**  How many times we have?  Feedback  “I hope that you guys had a great time. Please give advice or ask advices using should. OK?  “OK, let’s stop here. That’s all for today. Good-bye everyone. See you in the next class” |
| **SOS Activities** | | | |
| Materials:  Word search worksheet (Appendix 4) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | individually | Finding the question and answer pair | “ This is the final activity for today.”  “ There is Anna and she is a counselor. People uploaded their personal issues in web site.  “We have 10 pieces of paper. Please read by yourself and make the Question and answer pair. I’ll give you 4 minutes.” |