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| Listening Speaking Reading Grammar Writing |
| **Topic: Advice with using auxiliary Verb ( Should vs Shouldn’t )** |

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| Instructor:  Candy, Joo | Level:  **Intermediate** | Students:  **17** | Length:  **30 Minutes** |

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| Materials:  White board, board markers  Computer  PPT files  You tube for song  Vocabulary pictures(4)  Advice column (#worksheet1/ 7copies )  Grammar board game (#worksheet 2/ 4copies )&Dices(6)  Fill in the blank (#worksheet3/ 17copies )  Grammar Quiz (#worksheet4/ 17copies ) |

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| Aims:  Main Aim: Ss will be able to improve their speaking skills with more grammatical accuracy when they want to advise.  Secondary Aim: Ss will be able to speak more fluently through communicative language exercise.  Personal Aim: I want the Ss to apply the auxiliary verb, should and to utilize it when Ss want to advise. |

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| Language Skills:  Reading : Read Problems about shopping ( Worksheet 1 )  Listening : Song Lyrics, T’s instructions, interacting with group members  Speaking : Advising friends about the shopping ( Worksheet 1 )  Writing : Filling in the blank ( Worksheet 3 ) |

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| Language Systems:  Phonology : N/A  Lexis : Meanings of “Should” Vs. “Shouldn’t”  Grammar : Auxiliary verb “Should” Vs. “Shouldn’t”  Function : Advice  Discourse :Advice column |

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| Assumptions:  Ss already know  what the auxiliary verb, should and shouldn’t are..  the language skills and systems  they are confused and unclear about the use of auxiliary verb, should and shouldn’t |

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| Anticipated Errors and Solutions:  There are various activities, shorten the activity time  If Ss make grammatical errors, note it for another grammar teaching class |

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| References:    Worksheets  <https://kr.pinterest.com/pin/363454632408381117/>  Song  https://youtu.be/BN1WwnEDWAM |

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| **Lead-In** | | | |
| Materials: White board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole Class | Greeting  Answering T’s CCQ  (I should ~)  (when you want to give advices to other people) | Procedure  \*\*Greeting  Hello, everyone!  How are you today?  \*\*Eliciting  - CCQ  1. If your boyfriend hits you, and makes another girl friend, what should you do?  2. If you are fat now, and you want to be prettier, what should you do?  \*\*Introducing the topic   * Do you know when you use 'should'? * Today, I will help you use the auxiliary verb, should and shouldn’t in your life. |

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| **Pre-Activity** | | | |
| Materials: PPT file, computer, video clip(You Tube), worksheet 1 (6 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  6min | Whole Class | - Listening to the music  Discussing | \*\*Procedure  Now, we are going to listen to the song 'should I stay or should I go?'  \*\* Listening to the music  (Show the PPT with lyrics)  Did you enjoy the music?  \*\*Eliciting  - ICQ  Should he stay or should he go?  \*\*\*Instruction & Vocabulary  \*\*Vocabulary  Before we have a discussion, we will check some vocabularies.  1. be on sale  Ex) Which items will **be** **on** **sale**?  2. window shopping  Ex) How about **window** **shopping** downtown, then?  3. try on  Ex) **Try** **on** the shoes for size.  4. come out of  Ex) They **come** **out** **of** the doctor's office.  \*\*Instruction (Worksheet 1)  Now, we are going to have a discussion  I will give you worksheet, and 3 people will be in a group  1. Read about three problems,  2. Give advice to your two partners.  3. Use as a speaking activity to reinforce 'should'  I will give you 6 minutes for discussing.  \*\*ICQ  How many people are in your group?  How much time do you have for discussing?  \*\* Checking  (Choose one group)  What did you advise to your partners? |

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| **Main Activity** | | | |
| Materials: Worksheet 2 (3 copies), 6 dice , 17 game pieces | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min |  |  | Now, we are going to do a board game?  \*\*Procedure  \*\*Instruction (worksheet 2)  Now, we are going to do a grammar board game. 6 people will be in a group. 2 people are one team, so you got 3 teams in a group.  1. There are 36 squares in the board paper.  2. Each person rolls the dice, and finds your square.  3. First person determines the number on the top, and second person determines the number on the left.  4. Give advice with 'should'  \*\* Demonstration  (roll the dice)  I will give you 10 minutes  \*\* ICQ  How many people in your team?  How many people in your group?  How much time do you have? |

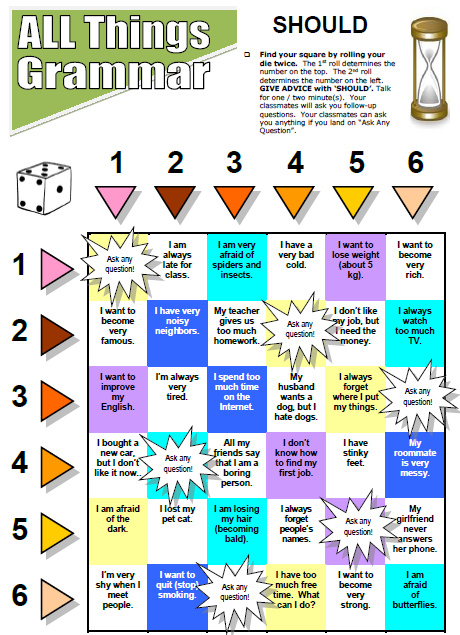
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| **Post Activity** | | | |
| Materials: Worksheet 3 (17 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | individual | Filling in the blank (worksheet3) | Now, we will give you worksheet,  Fill in the blank  \*\*Instruction (worksheet 3)  There are 15 sentences in the worksheet.  So, fill in the blank. I will give you 1 minute  \*\*ICQ  How many sentences do you have?  How much time do you have?  \*\*Monitoring  (check the answer)  Okay! Everybody, did you have a great time? It’s time to say goodbye! See you on next week! Bye bye! ☺ |

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| **SOS Activity** | | | |
| Materials: Worksheet 4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min |  | Finding answers and mark on it  (worksheet 4) | \*\*Instruction (worksheet 4)  There are 16 multiple-choice questions in the worksheet, so find the answer and mark on it. I will give you 1 minute.  \*\*CCQ  How many questions do you have?  How much time do you have?  \*\* Monitoring  (check the answer) |

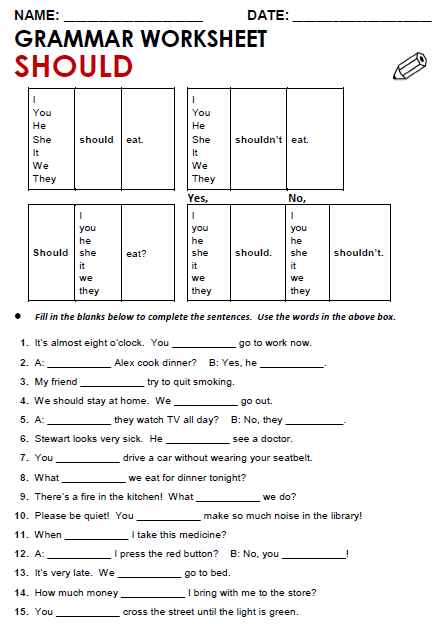
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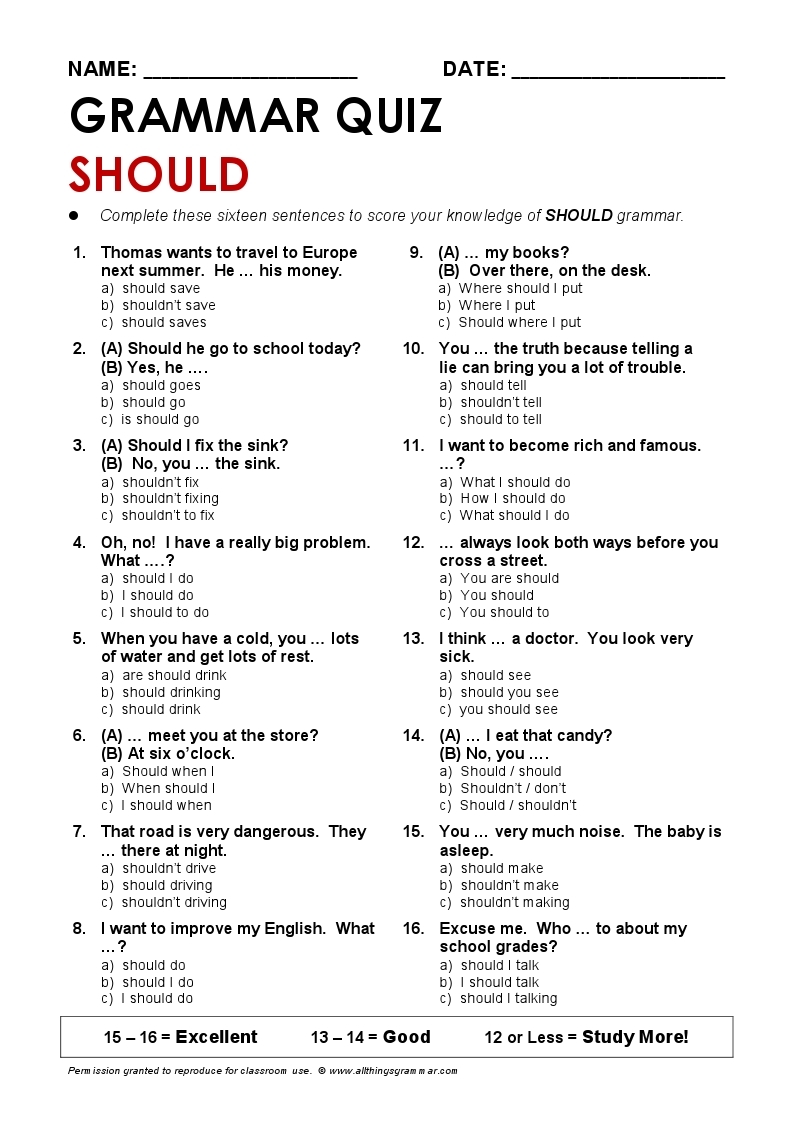
**<Worksheet 2>**



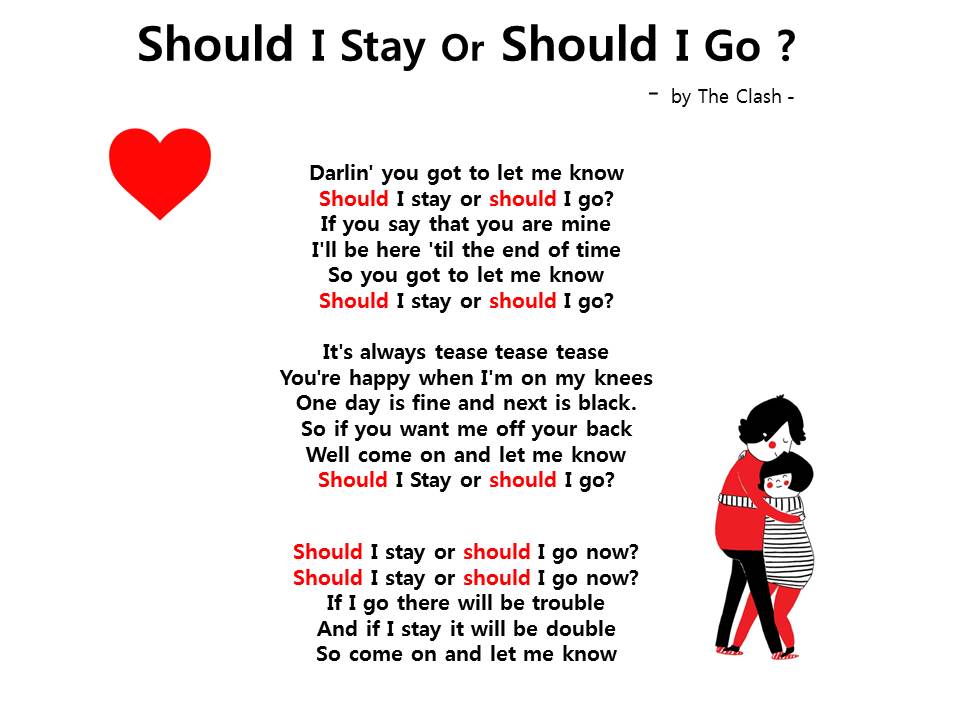
**<Worksheet 3>**



**<Worksheet 4>**



**<PPT>**



**<Vocabulary pictures>**