|  |
| --- |
| **Grammar** |
| **Topic:**  ***“Ahhh, I should have put the cat litter away from the dogs!!!!”*** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Aeri & Hayang** | Level:  **Intermediate** | Students:  **12** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  - Video clip, “Guilty dog makes a complete mess of the kitchen” (shown on screen)  - 12 copies of the worksheet for students to practice the new grammar  - 6 photographs eliciting students to make sentences with a new grammar point  - Computer, TV monitor, white board, board markers |

|  |
| --- |
| Aims:  - Students will predict the situation using “should have + *past participle*” by watching video clip.  - Students will learn how the grammar point structure is formed through the teacher’s explanation and substitution table.  - Students will practice the grammar point by completing the worksheets and making their own sentences with pictures, in a pair.  - Students will practice speaking the grammar point through repetition.  - Students will practice their speaking and listening ability by sharing ideas with their partner and presenting each other’s opinions. |

|  |
| --- |
| Language Skills:  - Reading: reading worksheets to match sentences  - Listening: listening to the teacher’s instructions, explanation, and classmates’ ideas  - Speaking: repetition, practice activities and sharing ideas  - Writing: worksheet answers, notes on partners’ opinions |

|  |
| --- |
| Language Systems:  - Phonology: drilling  - Grammar: use of “should have + *past participle*”  - Function: describing the situation related to the video clip and photos, sharing opinions while using the grammar point |

|  |
| --- |
| Assumptions:  - Students have already learned both of the auxiliary verb ‘should’ and past perfect tense.  - Students are familiar with the ‘past participle.’ |

|  |
| --- |
| Anticipated Errors 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 acidity (cut-off plan)  → Be flexible with the time, such as giving students more time to finish their activity.  If students finish their tasks earlier than anticipated (SOS plan)  → Give students more time on the final activity. |

|  |
| --- |
| References:   * https:/youtu.be/Co7cXs5txrQ * <http://azbax.blogspot.kr/2012/10/best-funny-moment-picture-2012.html> * <http://lefunny.net/best-funny-moment/> * <https://www.funnypica.com/tag/funny-moments/> * <http://liminalsolutions.com/stumbling-in-life-and-leadership-recovering-after-a-fall/> * <https://jjalbox.com/?act=list&v=23771&page=1&k=&tag=%EB%B0%80%EC%B0%A9%EC%B7%A8%EC%9E%AC> * http://www.bajiroo.com/top-15-photos-showing-dogs-also-trap-in-awkward-situations-and-make-funny-expression115718/12-top-15-photos-showing-dogs-also-trap-in-awkward-situations-and-make-funny-expression-pics-pictures-photos-imgaes-bajiroo |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:   * Video clip, “Guilty dog makes a complete mess of the kitchen” * Computer. * TV monitor. * White board & markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins | Whole  class | The students watch a video clip about guilty dog makes a complete mess of the kitchen.  The students watch a video clip. | “Hello everyone, how are you today?”  (Students greet back)  **Contextualization**  “We know that saying ‘Life is a series of choices.’ Think about the ‘morning.’  -When we heard the alarm, you could choose to go back to sleep, or wake up, right? It would create different results.  -So I will introduce someone who has suffered from their choice.” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Presentation** | | | |
| Materials:   * White board & markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | Whole  class | The students think then answer the teacher’s questions.  The students learn and practice a new grammar point. | “It is funny, isn’t it?”  CCQ  “How did the owner find out who did that?”  “So, think about this lovely dog’s behavior. What did she choose to do while her owner was out?”  “How do you think she felt when she was in trouble?”  “What other things should the dog do while her owner was out, so that she didn’t get in trouble? Also what should the owner do to prevent this kind of trouble before she left home?”  (Write down students’ answer on the board)  “So here are some feelings and what they should do. Then, we will introduce a new grammar point that can be used when you want to talk about another option that would have been a good idea or when you regret something you’ve done.  (Write grammar point “should have + *past participle*” on the board in a substitution table) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Practice** | | | |
| Materials:   * 12 copies of matching sentence worksheets * 6 photos related to the grammar point | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mins  3 mins  7 mins | Individually  Whole class  In pairs | The students will try to understand and practice the new grammar point to solve the worksheets.  The students listen to pronunciation and intonation  while the teacher is reading each sentence. They then repeat it loudly.  The students work in a pair to make sentences with the new grammar point using the picture they chose. | **Controlled practice**  “So here is your handout to practice this grammar point.”  Instruction  “There is A column on the left side of the worksheet and B column on the right side. Please match the sentences from column A with the sentences in column B to complete the dialogue. I will give you 3 minutes.”  (Hand out worksheets to students.)  “Ok guys, did you finish it? Please share your answers!!”  CCQ  About the sentence “You know what? Hayang won the lottery.”   * Did speaker B get married with Hayang? * How did speaker B feel not to marry her?   About the sentence “She lost the way while going to the wedding so she was late.”   * Did she read the directions before leaving home? * Did speaker B think if she might lose her way?   “Great job! We have 8 sentences with our new grammar point. Let’s speak out loud. Listen and repeat.”-- (drill)  **Less controlled practice**  “Now we are going to show some pictures. These are 6 different awkward and weird situations. If you were him or her, what would you say?”  Instructions  “I would like you to work in pairs and choose one picture from here. Please try to make your own sentences using this grammar point with your partner. Let’s try to complete this in the next 3 minutes.”  “Time is up. I heard so many great sentences when I walked around, so let’s share them together!” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Production** | | | |
| Materials:   * The teacher and the students | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | In pairs  Whole  class | Students talk about the teacher’s question with a partner.  Students will present their partner’s experiences using the new grammar point. | “Now, let’s think about our own experiences. What is the most regretful thing in your life so far? Talk with your previous partner from the last activity. I will give you 3 minutes.”  “Okay, did anybody hear something very impressive? Share your partner’s story.”  “I believe now you know when you can use the <should have + past participle> grammar point well.”  “You all did a great job today!” |