

13 You Should Have Telephoned

Should/Would + Be/Have

Target patterns: *Could/Might/May/Can't*
+ *have*
Could/Might/May/Can't
+ *be*

Communication skills: Criticizing
Expressing regret
Speculating

Language sets: Problems

Page 82

Warm Up What's the Matter?

Look sad or worried, get the students to ask you "What's the matter?" and state some real or imaginary problem (use as much humor as possible). Encourage the students to comment. While they are commenting, write "You should have" and "You shouldn't have" on the board, and encourage the students to use these patterns to make comments. If the students cannot guess how to use the patterns, help by using the patterns yourself to criticize some of the students (with humor). The students then do the activity in pairs, groups, or as a class, either taking turns to think of problems or using problems you have written on the board.

We Should Have Started Practicing Hours Ago!

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why is March late?
What should he have done?

Follow-up questions

How long have they been waiting?
Did you wait for something today? How long for?

What should they have started doing hours ago?
What should you have done a long time ago?

Comprehension – personalization

T: *What shouldn't Marc have done?*
S1: *He shouldn't have stayed up so late last night.*

What shouldn't you have done?

S2: *I shouldn't have . . .*

Continue in a chain.

T: *What should he have done?*

S3: *He should have telephoned them*
What should you have done?

S4: *I should have . . .*

Continue in a chain.

Personalization

In pairs, groups, or as a class, the students talk about things they regret, starting with ". . . *should/shouldn't have . . .*". Encourage them to follow-up each statement with a short, natural discussion.

Page 83

Warm Up Stories

Tell a real or imaginary story about yourself using a succession of "If I had . . . , I would(n't) have" in a similar way to the illustration. The students then do the activity in pairs, in groups, or as a class. If necessary, help them by suggesting starting points, for example, "If I had gone to bed earlier," "If I hadn't eaten so much," and "If I had stayed home today,"

I Would Have Been Here on Time

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who did Cleopatra go to Rome with?
Why did Cleopatra kill herself?

Follow-up questions

Why did Marc get up late this morning?
Did you get up late this morning? Why?/Why not?

What wouldn't Marc have done if he had known they had sold a lot of tickets?
What wouldn't you have done if you had known what would happen?

Comprehension – personalization

T: *If Marc's alarm had gone off, he would have turned it off and gone back to sleep.*

All students:

No! If Marc's alarm had gone off, he would have been there on time.

T: *If he hadn't studied so much last night, he would have remembered to set the alarm.*

All students:

No! If he hadn't partied so much last night, he would have remembered to set his alarm!

T: *If Marc had known they had sold a thousand tickets, he wouldn't have studied so much last night.*

All students:

If Marc had known they had sold a thousand tickets, he wouldn't have partied so much last night.

Personalization

Students talk about things they regret, starting with the pattern "If . . . had . . . ," Encourage them to follow up each statement with a short, natural discussion.

Page 84

Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

If I had married my girlfriend, we would have been very happy.

If I hadn't had a good coach, I wouldn't have become good at soccer.

If my friend hadn't written such a good book, he wouldn't have become famous.

Controlled Practice

They Should Have . . .

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He should have learned how to open a parachute.*
3. *He should have exercised more.*
4. *He should have remembered the date of his wedding.*
5. *He should have been more careful.*
6. *He should have remembered to bring a gun.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I should have studied harder for the exam.

I shouldn't have eaten so much last night.

My teacher should have prepared his lesson.

Page 85

Warm Up

Guessing Reasons

Write *could*, *couldn't*, etc. on the board in the same way as in the illustration, and then state a problem, something that is happening now or has happened recently, something in the news, etc. (e.g. "The president is going to resign"). Encourage the students to speculate on reasons, using each of the words on the board. The students then do the activity in pairs, in groups, or as a class.

It Could Be a Spaceship

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why can't it be a car?

What does Glug think of simple designs?

Follow-up questions

What does Glug think humans might have discovered how to do?

What do you think aliens might have discovered how to do?

How are they going to get home?

How are you going to get home tomorrow?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students look at things around them and discuss alternative possibilities for what they are. For example, classroom objects, things they can see through a window, things they can see in a picture, things others are wearing, etc. Encourage them to use the patterns ". . . could be . . ." ". . . might be . . ."

“... may be ...” and “... can't be ...” If necessary, write these patterns on the board.

Page 86

Communication Activities

A. Pirates

The students choose a place (e.g. the school, a city, a country). One student plays the role of a pirate and writes down where in that place he/she has hidden some treasure. The other students guess where it is. Each student makes three sentences using the patterns “*You could have hidden it . . .*” “*You might have hidden it . . .*” and “*You can't have hidden it . . .*.” The student who is closest with one of the first two patterns gets the points, and decides where to hide the treasure next. A “*You could have . . .*” sentence gets them ten points, and a “*You might have . . .*” sentence five. A student who is closest with a “*You can't have . . .*” sentence loses five points. Alternatively, if the students don't know a place well, use maps of a country, a city, or a treasure island.

B. If I'd Been Born in . . .

One team thinks of a place (generally a country or a city). The other team has to think of an agreed number of “*If I'd been born in . . . , I would/wouldn't have . . .*” and an agreed number of “*If I'd been born in . . . , I would/wouldn't . . .*” sentences. No team can use an answer that has already been used by either team.

C. Unusual Views

The students look at the shapes and try to guess what they are, using the pattern “*It could/might be . . .*.” Each student (or team) could have an agreed number of guesses.

Page 87

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs,

in groups, or as a class.

Sample answers

Role play

Alien: *Excuse me. What's a car?*

You: *It's a thing that we drive.*

Alien: *OK. I see. And what's a doctor?*

You: *It's a person who takes care of sick people.*

Alien: *And what's a hospital?*

You: *It's a place where doctors work.*

Alien: *Just one more question. What's an alien?*

You: *It's a being that comes from another planet.*

Alien: *This planet is very difficult to understand. Thank you very much.*

Picture prompts

Tess of the D'Urbervilles was written by Thomas Hardy.

The telephone was invented by Bell.

Swan Lake was composed by Tchaikovsky.

He should have exercised more.

He should have been more careful.

He should have remembered to bring a gun.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.