

Name: Marcus Higgs Date: December 17th Length of lesson: 45 minutes
Level: Pre-Intermediate

Materials: Smartboard, Smartboard pen, Computer, Handout (See attachments.)
(This lesson is an adaptation of lesson 2.1 from *Teaching Grammar Creatively* by Scott Thornbury. See attachments.)

Aims:
- **to distinguish the difference between past simple and present perfect.**
- **to introduce the use of the present perfect with ‘ever’ to talk about experiences**

Secondary Aims:
- **to develop speaking skills – using correct word order (specifically present perfect in positive, negative and question form)**

Anticipated problems:

Concept/Meaning:

- Ss may be confused that the present perfect tense is used for other meaning, although the form is the same, there is no connection between the meanings except two actions happen (one action happens before another) and they are connected with the present.

- This lesson is on the assumption that students know the concepts of the simple past and the present perfect (to signify past experience).

Form:

- Ss may confuse the use of V2 and V3 when forming the present perfect.
- Although they should know it for this lesson, Ss may not have well established the understanding of using the auxiliary ‘have’ with the present perfect.

Phonology:

Instructions:

- Handout is initially folded. Students may open handout ahead of time and disrupt the pacing of material.

Other:

Technology (Smartboard, Smartboard pen, or computer) may not work.

Solutions:

Concept/Meaning:

- Quickly review concepts of simple past and present perfect during discovery/lead-in activity. Make sure this highlight the meaning of experience in the past.

- If Ss have no memory of these concepts, review the concepts in the target language stage with concept questions and a line graph ready

Form:

- Refer to a chart of V1, V2, and V3 in Appendix in book.
- During the presentation stage, revise the construction of the present perfect (Subject + have/has + V3).

Phonology:

Instructions:

- When first passing out the handouts, instruct Ss not to open the papers. Use short, imperative statements and check with ICQs.

Other:

Have whiteboard and marker set ready, and be able to teach the lesson plan from the whiteboard with handouts.

WHITEBOARD PLAN

1



1. Did you ever climb the Great Pyramid?
2. Have you ever climbed the Great Pyramid?

Which question goes in the empty box in picture A?
Which question goes in the empty box in picture B?

Why did you choose your answer?
How are they different?

(Box is initially opaque.)

Sentences are revealed after pictures have been seen and understood.

Then instructions are revealed after sentences have been read and understood.)

2



Amos, famous explorer from 15th century. **Brian**, famous explorer turned 43 this year.

Amos was an explorer.

Brian is an explorer.

He has been to the North Pole.

He has been to many countries.

He went to China three times.
He crossed the Sahara desert.

He went to Japan.

He has never been to the South Pole.

He has crossed the Gobi desert.

He went to many countries.

He never explored in America.

He has been to India twice.

He has explored six continents.

3

2. "Have you climbed a mountain before?" "Yes, I climbed mount Fiji when I was ten years old."

3. "Have you ever dated someone who speaks English?" "No, I have never dated someone who speaks English."

4. "He has never been to France. Have you been to France?" "Yes, I went last summer."

5. "Have you been to Korea?" "No, I have never, but I (have) visited Japan."

6. "You ever thought of moving to a different country?" "I love it here, so no, I have never thought about that."

7. "Has a dog ever bit you?" "Yes, when I was a child. A dog bit me on my leg."

(Box is initially opaque. Sentences are revealed during the feedback. Concept questions are asked to help notice the language used.)

Time/I.P.	Stage	Objective	Procedure
7:30 – 7:32 T- Ss Ss – T	Greetings, Attendance and Announcements	- to get the attention of the Ss, and give the signal class is beginning - to engage the class and offer a moment of free expression before main lesson	- Greet class with the call and response of ‘Hello class’ and ‘Hello Marcus’. Take attendance on computer. - - Ask if anything special has happened, or take responses on a light topical item, e.g. yesterday’s football match.
7:32 – 7:35 T – Ss S – S Ss - T	Lead-in	- to set the context of the lesson - to introduce the target language for the lesson	- Display whiteboard plan 1. Invite a S to read the first part of the conversation. - In pairs, Ss decide which question the friend asks. Also, discuss how are the questions different. - Discuss feedback openly and put on screen.
7:35 – 7:42 S - S Ss - T	Presentation	- to activated previously taught concepts for the target language - to manipulate form	- In pairs, Ss answer the questions on the handout. - Feedback on screen. - Verbally, T elicits target language <ul style="list-style-type: none"> • (For each picture) Is the first friend still in Egypt? (Picture A - No / Picture B - Yes) • What are the names of the two tenses used? (Simple Past / Present Perfect) • Which picture has a connection with the present? (Picture B) • (For each picture) How would the friend in picture A say yes? In picture B? (Pic A - Yes, I did. / Pic B – Yes, I have.) • (For each picture) How would the friend in picture A say no? In picture B? (Pic A - No, I didn’t. / Pic B – No, I haven’t.) - Feedback on screen
7:42 – 7:49 S - S S - T		- to provide restricted practice in using the language	- Display whiteboard plan 2 - In pairs, Ss sort simple past / present perfect sentences to the correct column. <ul style="list-style-type: none"> • Do first as an example on screen. (Amos was an explorer. / Brian is an explorer.) • Reveal other (scattered) sentences. Ss write sentences in correct column on the handout. • Remind Ss to keep in mind the concepts of simple past (completed actions) and present perfect (having a connection to the present) - T monitors. Note common mistakes. - Feedback on screen.
7:49 – 8:02 S S - S S – T	Less Restricted Practice	- to give Ss <i>restricted</i> practice using the target language. - to practice the distinguishing when to use the past tense and present perfect. - to become familiar using ‘ever’ and ‘never’ to signify experience.	- Individually, Ss fill in task 3 on page 2 of the handout. - T monitors. Note common mistakes. - Ss in pairs, compare and peer check their answers. - Display whiteboard plan 3 - Feedback on screen.
8:02 – 8:15 T - Ss S – S Ss - T	Authentic Practice	- to give Ss <i>authentic</i> practice using the target language	- In pairs, Ss ask at least 3 questions with the prompt “Have you ever + V3...?” plus a follow up question. Free conversation is encouraged. - T monitors. Notes common mistakes. - After 4 minutes there is feedback. - T boards delayed corrections. - Ss change partners and redo the task.