

Description

In this lesson, Ss will review the use of past simple and present perfect simple guided through various activities and time phrases examples to indicate the accurate tense in use. On board, there will be clarification to the meaning and form of the given grammar elicited from the Ss through various CCQs. They will also be introduced to forms of verb conjugations through examples extracted from the textbook. Finally, they will have the opportunity to link these tenses to their real life when set to speaking.

Main Aims

- To practice the use of present perfect simple in the context of jobs.

Subsidiary Aims

- To give students semi-controlled speaking practice to develop spoken accuracy

Background

Class Profile

The number of students in this pre-intermediate class is comprised of about 33 adults, aged from 20-60. 90% of the Ss's L1 is Turkish, and 10% are from different nationalities. The learning styles are mixed, but there are a lot of kinesthetic learners. Some Ss are at high school and university and most of them are retired.

Assumptions

Students are familiar with the past simple tense, but not typically acquainted with the present perfect simple. I assume many Ss know a number of irregular verbs, but might be confused with ones that have the same conjugation like 'cut', 'put', 'hit'.

I also assume that most of the students are familiar with different types of sentences (positive, negative, question) in the tenses mentioned above but few of them are not able to question or negate sentences with verb to 'do'.

Personal Aims

In this lesson, I will focus my attention on giving clear and precise instructions, especially when I set the students to the grammar part and guide them to discover the meaning and form of the target language themselves.

Timetable Fit

In the previous lesson, the Ss have been exposed to different reading styles and learnt a range of new vocabulary related to jobs. In this lesson, the Ss will review the present perfect simple and, shortly, the past simple tense. They will learn how and when to use these tenses with special reference to the irregular verbs, Finally, they will practice the target language through a linkage to their real life.

Anticipated Problems & Solutions

Problem: Some Ss might be confused with the difference between the past simple and the present perfect tense.

Solution: I will focus on explaining the difference between 'finished' and 'unfinished' actions through a text extracted from the textbook with special reference to the time phrases used with each tense.

Problem: Some students might overgeneralize the use of the irregular verbs conjugation.

Solution: I will first elicit the correct answers from the students and then support them with a list of additional irregular verbs.

Materials

- <http://www.perfect-english-grammar.com/>
- Teacher's made
- Google Images
- Inside Out, Pre-intermediate, Student's book. Macmillan. Pp.42-43

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Please see the following page for the lesson procedure

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
Warmer/Lead-in To set a context for the lesson and engage the students	After greeting, the T will fix various photos of celebrity people, clothes, and countries on the WB to lead the Ss to the context. The T will elicit possible ideas from them describing the given photos.	Google Images	T-Ss, WC	4 – 5	
Exposure To present the TL to the students	The Ss will be provided with a HO which contains questions related to the very photos. Ss will work in groups to answer these questions. The T will write sentences reported from them and elicit a timeline for each tense. FB will be given if they fail to tackle this target. The T will include CCQs to confirm that understanding the TL has taken place.	Teacher's made	T-Ss, GW , WC	8 – 10	
Controlled Practice/1 To acknowledge the students with time phrases	The Ss will work in groups to determine the accurate time phrases which express finished or in progress actions found in an extraction taken from the textbook (p.42, ex. 2).	Inside Out, Pre-intermediate, Student's book. Macmillan. Pp.42-43		2 – 3	
Semi-Controlled Practice To check that the students understand the verb conjugations	The T will give the Ss an extracted list of irregular verbs taken from the textbook (p.42, ex.4-5) to work in pairs and put these verbs in two groups: Group A where the past participle and past simple forms are the same: Group B where they are different. The T will encourage the Ss to add extra verbs for each group.	Inside Out, Pre-intermediate, Student's book. Macmillan. Pp.42-43	PW, WC	7 – 8	
Controlled Practice/2 To check the Ss's awareness of the TL	The T will provide the Ss with a HO to work in groups. They will make the past participle of the verbs in brackets and underline the time phrases. T will monitor to make sure that the Ss are on the right path.	http://www.perfect-english-grammar.com/	GW, WC	7 – 8	
Freer Practice To test the Ss's	Ss will work in pairs to talk about their real life experience using the TL. It could be about their present hobbies, jobs, studies, etc.		S-S, S-PG, S-	10 – 12	

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comprehension of the TL	Then, the Ss will pick the activity they prefer and share it with the class. The other students give FB explaining if they have also done the same or not, how often they do it, when they started it, etc. They may use the simple past as well as the simple present when necessary.		WC		