Grammar Lesson Plan

Present Perfect Simple Active

Length:

60 minutes

es

Students:

5

Level:

Upper Intermediate

Instructor:

Younghoon

**Materials:**

* Substitution Table
* Board
* Board Marker
* 5 Grammar worksheets
* 5 Timeline worksheets
* 5 pieces of blank A4 paper

**Aims:**

* To enable students to improve grammar skills by having them to make present perfect sentences by saying out loud, writing them down and make timelines.
* Student will not talk about their holidays by doing the pre-activity, main activity, post-activity and they will not plan holidays in the class.
* I want to improve my confidence for teaching and classroom management skills.

**Language Skills:**

* Reading: Students will read the grammar worksheet, substitution table
* Listening: Students will listen to the discussions held with another group member
* Speaking: Students will present his/her sentences with the grammar form to the class
* Writing: Students will fill in the blanks for the grammar and timeline worksheet

**Language Systems:**

* Grammar: learn present perfect simple active tense
* Lexis : none to discuss
* Phonology: none to discuss
* Function: Students share what they have done for a long time in pre activity.
* Discourse: Students may give a negative reply by saying that they have done the activity longer than the doing the task student.

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 2 student in each group)
* the teacher’s style of teaching and the pace of the course
* all students are single and college graduates (Age 23 and up)
* all students are familiar with worksheets

**Anticipated Problems 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 activity (cut-off plan)

🡪 Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity

* If Students finish their activity early (SOS plan)

🡪 Give students more time on final activity

**References:**

* *Learning Teaching by Scrivener Chapter 2 “Classroom activities” Chapter 3 “Classroom Management”*
* *http://www.englishpage.com/verbpage/presentperfect.html*
* *http://edition.tefl.net/ideas/games/present-perfect-simple-continuous-games/*
* *http://esl.about.com/library/weekly/aa011201a.htm*

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| **Lead-In** | | |
| Materials: n/a | | |
| Time  5 min | Set Up  Whole Class | **Procedure:**  **Do**  ‘Hello, class, We will play ‘Only I am perfect’ game.’ Students find something that they have done for a longer period of time than for anyone else in the class. If they do he/she wins. Teacher does a demonstration of the game to teach how to play. Teacher says ‘I have swim for 8 years.’ Have you? How long have you swim? More than 8 years? Less? If Student says less then tell them I win.  ‘Now it’s your turn Peter.’ Peter assumes he does the same thing with the teacher. He says what he did for a long time. Winners can sit down in their seats. The game starts everyone standing up. Number of students who has taken seats is the winners.  ICQ  It is your turn Christine  Christine you may sit, you are a winner  All of you are winners |

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| **Presentation** | | |
| Materials: Substitution Table, Board, Board Marker | | |
| Time  5 min  5 min  5 min  5 min  3 min  3 min | Set Up  Groups  Whole Class  Whole Class  Whole Class  Whole Class  Whole Class | **Procedure:**  **I. Recall**  Did you enjoy the game?  What phrase or grammar do you remember from the game? Discuss in your groups of three. Go.  ICQ  Christine you have your hand up what is the answer?  No chatter  Discuss with your neighbor.  The phrase you should remember is ‘how long have you …?’  **II. Reflect**  ‘How long has Christine swim?’  5years? 6 years?  Can you make a complete sentence to reply?  She has swim for 5 years.  Yes. Good.  How long has Peter driven a car?  He has driven a car for 10 years.  Write the sentences students make on the board.  ‘What grammar do you see from these sentences?’  If students can say ‘Present Perfect’, it is fantastic. Otherwise give the answer: Present Perfect.  **III. Conclude**  ‘Great Job people, You have learned Present Perfect Simple Active tense. ‘  Write Present Perfect Simple Active tense on the board.  ‘Now, let me introduce the grammar to you guys.  We use the Present Perfect to say that an action happened before but cannot remember exactly when; it is unspecified time before now. The exact time is not important in present perfect tenses. You cannot use specific time expressions like yesterday, a year ago, last week, when I was young, when I lived in China, at that moment, that day, one night. We can use the Present Perfect with unspecific time expression like ever, never, once, many times, several times, before, so far, already, yet.’  Form  Put up form on the board: [has/have + past participle]  Put up timeline on the board:  http://www.englishpage.com/images/verbs/presentperfect.gif  Drilling   |  |  |  |  | | --- | --- | --- | --- | | I | have  has | seen | the movie | | I think I | met | him before | | There | been | earthquakes | | People | travelled | to the moon | | Everybody | climbed | there |   Simple Repetition Drill  Show students the Substitution Table  OK. Listen to what I say and repeat.  ICQ  What do you do?  No Chatter  Focus Peter  Dana, you will repeat after me individually.  Point to the substitution table and read a sentence  CCQ  Did I see the movie? Y  Did I see the movie several times? Y  Do I remember what day I saw the movie? N  Simple Substitution Drill  Do a simple substitution drill for the sentence  *Everybody has climbed there*. The sentence does not use the word have. I will do a hand crossed no-no sign after shouting ‘Everybody’ then shout ‘has climbed there’.  Transformation Drill  Make negative sentences and question sentences.  Teacher demonstrates, Students listen  Teacher makes utterances, Students transform the utterance into some variation  *Negative sentences:*  *I have not seen the movie.*  *I think I have not met him.*  *There have not been earthquakes.*  *People have not traveled to Mars.*  *Questions:*  *Have I seen the movie?*  *Have I met him?*  *Have there been earthquakes?*  *Have people traveled to Mars* |
| **Practice** | | |
| Materials: Grammar worksheet, timeline worksheet, Board, Board Markers | | |
| Time  10 min  10 min | Set Up  Groups  Groups | **Procedure:**  **1. Controlled Practice 1**  Make present perfect sentences  Give out the grammar worksheet. Students have 10 minutes to make 10 sentences. They will be five positive sentences and five negatives. Students will discuss with their group members to do the task. Teacher checks answers by throwing questions to the students ‘What is the answer for question 1? What do you have Sue?’  ICQ  How much time do you have?  Are you discussing?  Focus on the task  **2. Controlled Practice 2**    Timelines  Give out the timeline worksheet. Students get 10 minutes to complete the worksheet. This is a group work. Students may discuss. Volunteer a student to come up to the board and draw Q1 timeline. Teacher checks his/her work then volunteer another student for Q2 and 3.  ICQ  How much time do you have?  Are you discussing?  Are you ready to present?  Monitor discreetly. Give time warning: 1 minute left. Do not be flexible with time  Students may work with his/her group member, discuss answers. Teacher corrects the timetable if Students draw a wrong timeline. |

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| **Post-Activity** | | |
| Materials: 5 blank pieces of paper A4 size | | |
| Time  10 min | Set Up  Pairs | **Procedure:**  **I. Things you have done in your Holiday**  Instructions  Ask your peer what he she did in his her holidays. Peers must present it in the present perfect simple active form. Write the things the peer did on the A4 paper in the tenses. Students have 5 minutes to speak and write down on his her peer. Interviewee and the writer get switched over and do different rolls for the next 5 minutes. Every student should have the present simple perfect tenses written down about things peer did in holidays. All students come up to the front and present their written sentences.    ICQ  Are you telling him her things you have done?  Are you writing them down?  Chop Chop! think things you did more  Monitor discreetly. Give time warning: 1 minute left. Do not be flexible with time.  Monitor actively. Correct Errors directly if students say out a wrong grammar sentence when they present up in front of the class.  **II. Conclude lesson**  Elicit today’s grammar present perfect simple active by asking them what we learned. Students answer ‘present perfect simple active tenses’ Pick few students to make a sentence with the grammar rule. They may use the sentences in the worksheet.  Give homework  Write 3 different sentences with the grammar rule.  Good job today. See you guys next week! |
| **SOS activity** | | |
| Materials: n/a | | |
| Time  5 min | Set Up  Whole Class | **Procedure:**  **I. Warmers**  Before: Students stand or sit in a line. A student in the very left say one things they have done during their recent holidays. The student next to him/her, second student in the line, shout out what the first student said and say his/hers. His or Her activity at the holiday must be different from former people. The third student will remember 2 activities or things he/she did for the first and second students’ and say his/hers. Eventually, the last student says 8 things the class did.  Prepare: No material  Set up: Space in the middle of the classroom for 8 students to stand in a line  Run: Students shout out the things they have done during a recent holiday.  Close: Stop if boring, end class early.  Post task: Students recall what other students said. Name a student to remember what Student order 7’s activity is. |

**Present Perfect Simple Active**

**Make the positive and negative present perfect**

**1) (I / study / French)**

**2) (She / eat / octopus)**

**3) (They / go / to Scotland)**

**4) (We / read / that book)**

**5) (He / live / here for three years)**

**6) (We / not / go / to Paris)**

**7) (She / not / see / ‘The Lord of the Rings’)**

**8) (He / not / meet / my mother)**

**9) (They / not / visit / St. Paul’s)**

**10) (I / not / know / him for three months)**

**Worksheet Answers:**

**1) (I / study / French) I have studied French**

**2) (She / eat / octopus) She has eaten octopus**

**3) (They / go / to Scotland) They have gone to Scotland**

**4) (We / read / that book) We have read that book**

**5) (He / live / here for three years) He has lived here for three years**

**6) (We / not / go / to Paris) We have not gone to Paris**

**7) (She / not / see / ‘The Lord of the Rings’) She has not seen ‘The Lord of the Rings’**

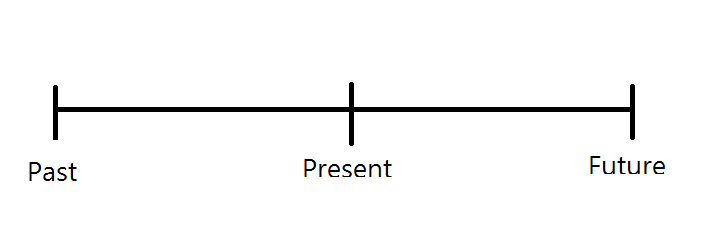
**8) (He / not / meet / my mother) He has not met my mother**

**9) (They / not / visit / St. Paul’s) They have not visited St. Paul’s**

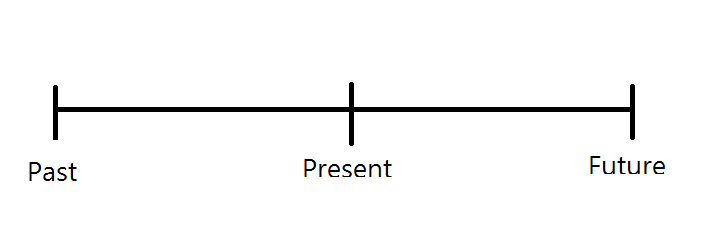
**10) (I / not / know / him for three months) I have not known him for three months**

**Draw a timeline for the Sentences**

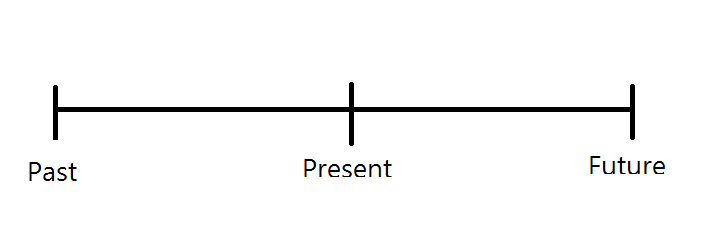
1. **I have studied French**

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1. **We have read that book**

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1. **He has lived here for three years**

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