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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Learning past simple and present perfect tense** |

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| Instructor:  **Chris, Helen Hagyeong Lee** | Level:  **Intermediate** | Students:  6 | Length:  **30 Minutes** |

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| Materials:   * White board and markers * Worksheets * Handouts * World map * Eye cover * Scissors and glues |

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| Aims:   * Main aim: Ss will be able to understand the usage of past simple and present perfect tense * Secondary aim: Ss will be able to express their ideas with the grammar. * Personal aim: I want Ss to be able to share experiences more naturally. |

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| Language Skills:   * Reading: Ss will read what students wrote * Listening: Ss will listen to the instructor and their partner * Speaking: Ss will converse during main and post activity * Writing: Ss will create sentences during post and sos activity |

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| Language Systems:   * Phonology: pronunciation of ‘v’ - have * Lexis: yet, ago, built (past participle) * Grammar: present perfect and simple past * Function: Sharing information and experiences * Discourse : discussion, interview |

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| Assumptions:   * Ss already know basic form of past and present perfect but can be confused the difference between those tenses. * Ss can anticipate the meaning of the word or the content based on pictures. * Ss can express their own opinion and share their experiences. * Ss know how to apply four language skills and 5 language systems to class. |

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| Anticipated Errors and Solutions:   * If students find the vocabularies too difficult,   → Explain them the definitions more clearly with eliciting or giving synonyms   * If some students find the topic hard or abstruse   → Encourage them to connect the ideas to the pictures and let them discuss with their partner   * If some Ss are struggling to respect or understand other’s opinion,   → Give Ss advice that we can have different point of views and ideas.   * If Ss have the difficulty making questions in past perfect formats   → Explain them with the timeline again |

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| References:  - Pictures from google images  - Timeline from <https://www.youtube.com/watch?v=DcVXHIyTXyI> |

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| **Lead-In** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 sec | whole class | Listen and answer teacher’s questions | Hello. How have you been today? |

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| **Pre-Activity** | | | |
| Materials:   * World Map * Eye cover * Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | Whole Class  Individual | Ss will follow the instruction  Students will cover their eyes and will point the world map | 1. Drawing out  * Instruction   “Look at this.  What am I holding now?”  ( Show a big world map to the class)   * CCQ   What is this? (world map)  Do you guys like travelling?  Have you ever been in many countries?  How many countries did you visit?    2. Pointing World Map  “ Let’s do some activity with the world map. Each person comes up and wears this eye cover. And then point anywhere on the map.  As you see it, I will ask some questions, and you response.   * ICQ   What are you going to do with the ey?  Who is gonna come first?   * Demonstration   “Chris, let’s do it first with you.”  ( Chris will cover his eyes and point the map and will see what it is. )  “Wow. you picked this.  Have you been there before?”  (if yes, continue to ask about the country: Which city did you go?).  (if no, you have not been there.)   * Playing and monitoring   Ss will do activity, and I will ask the same question as I did in demo.   * Checking and Leading to topic   “ You guys did good job!. It was so fun. What was the common word you guys had to say when you answer?”   * CCQ   What was the same first question when I asked you?  (Have you been)  What is the difference between ‘have been’ and ‘did’’? |

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| **Main Activity** | | | |
| Materials:   * Board and markers * Worksheet # 1 (3 copies) * Handout # 1 (3 copies) * scissor and paste (3 of them) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  7min | Whole Class  Pair | Ss will watch the timeline of the grammar and listen to the instructor  Ss will do word matching activity with the worksheet.  Ss will say the answer | 1. Showing Timeline  * Instruction   “Today we are going to learn past and present perfect with traveling experiences.  “ First, Chris instructor will explain about this difference between past and present perfect briefly with timeline”  (Show the timeline to the class)  “This dot, the part of the timeline shows the specific time. It’s called simple past.  This shaded part shows unknown time, which is called present perfect.  When we do not know the specific time when the action happens in the past.  As for simple past, for example, I went to Germany last year. we know specific time like last year.   * CCQ (giving example)   I \_\_\_\_\_\_\_ to Paris.What is the blank?  (went)  I \_\_\_\_\_\_\_\_\_\_\_\_ dog meat three times. ( have eaten )  What is the blank?  “As you see these sentences we don’t know specific time what something happens in the past. therefore we use present perfect.”    2. Word Matching   * Instruction:   “Now, we are going to practice simple past and present perfect with cutting word game.  Let’s have a partner for this activity.  (I will make a team choosing a partner for each, saying “you guys are team”)  I will give you 5 minutes for cutting the word and matching them to the worksheet.”  (Distribute the worksheet # 1 and handout # 1 with scissors and glues)   * Demonstration:   “ Look at the handout, there are words you need to cut with a scissor. Then paste the word with a glue on the worksheet as you match it to the right sentence.”  (Show how to do the activity with the handout and worksheet )   * ICQ   What do you do with the handout?  What do you have to do in the worksheet?  Are you working alone or in a pair?  How many minutes do you have?  “Looks like you guys understand how to do it. Let’s get started.”   * Monitoring   Monitor discreetly. Answer Ss if they ask questions.  Give time warning  “You guys, 2 minutes left.”   * Checking   “All right, let’s check the answers. Now each person in a team say the answer. First sentence with Jina.”  ( Each person in a team will present a sentence they completed,  and I will give you some compliment: “very excellent!”) |
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| **Post Activity** | | | |
| Materials:   * Board and markers * Worksheet # 2 ( 6 copies) * Handout # 2 (1, 2, 3 each) * Pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12  min  (total)  1 min | Whole class  Pair  Whole | Ss will follow the instruction  Ss will discuss with pictures  Ss work in a pair for a Q & A worksheet along with pictures  Ss will listen to the instructor and respond to questions. | Discussion with Pictures:  Ss will discuss with given situational pictures and create questions in a pair   * Instructions   “Let’s have a partner for this activity.  There are 3 different countries’ beautiful pictures.  (I will make a team choosing a partner for each.)  Elisha and Jina Handout number 1  April and Ariel Handout number 2  Kim and Heejin Handout number 3  (Distribute # 2 handouts to each team)  “Here are Q&A worksheets.  (Distribute # 2 worksheets to each team)  First, discuss your experience with a partner about the pictures. And along with the worksheet, ask questions and answers.  Remember, you should speak and write correctly with past and present perfect tense.  I will give you for 7 minutes.”   * Demonstration:   “ There are already written 3 questions You can answer.”   * ICQ:   What are you going to do with the worksheet and pictures?  With whom are you going to work with?  How long do you have?   * Monitoring:   Monitor discreetly. Answer Ss if they ask questions  Ss individually write questions, and teacher checks questions.  Give time warning  “You guys, 2 minutes left.”   * Checking   “All right, let’s check the answers. Now each person in a team say the answer. First sentence with Jina.”  ( Each person in a team will present a sentence they completed,  and I will give you some compliment: “very excellent!”)  Concluding  “Let’s review what we learned today.  We learned past and present perfect.”   * CCQ   What is the difference between past and present perfect?  Who can explain?   * Error Correction:   “While you are playing, I found some errors.  Ariel, please pronounce ‘have.’  Please be careful with ‘v’ sound  Let’s check and pronounce it together.”   * Wrap up   “Thank you guys. You guys did the great job today. I hope you learned a lot today!” |

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| **SOS Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | pairs | Ss will do mock job interview | Mock interview activity   * Instruction   “ One person will become an interviewer and the other is interviewee.  You will work in a pair of course.  It’s like a role play.”   * Demonstration   A: Nice to meet you. Have you graduated from university yet?  B:No I haven’t. I will graduate next month.  A: Have you gone abroad to learn English?  B: Yes I have. I went to England for 3 months last year.  A: Have you ever worked part time before?  B: Yes I have. I worked in gas station for one year. It was fun and useful experience.  A: great! Thank you.  “Let’s start!”   * Monitoring:   Monitor discreetly. Answer Ss if they ask questions  Give time warning  “You guys, 2 minutes left.”   * Checking   “All right, let’s check your made interview. First team with Jina’s.”  ( Each team will present an interview,  and I will give you some compliment: “very excellent!”)   * Wrap up   “Thank you guys. You guys did the great job today. I hope you learned a lot today!” |

**Worksheet # 1**

Please fill in the blanks with the words on the handout.

I \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_ with my friend \_\_\_\_\_\_\_\_\_\_ spring .

I \_\_\_\_\_\_\_\_ been to \_\_\_\_\_\_\_\_\_\_\_ a couple of times.

The plane \_\_\_\_\_\_\_\_ delayed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the airport.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ used British Airways \_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_\_\_\_ more than 100 years \_\_\_\_\_\_\_\_\_.

I have \_\_\_\_\_\_\_\_\_\_ to visit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ since I \_\_\_\_\_\_\_\_\_\_ a child.

**Handout # 1**

You can cut the word you choose and paste it in the blank of the worksheet.

**went**

**London**

**last**

**have**

**Beijing**

**was**

**for a long time**

**haven’t**

**yet**

**Eiffel tower**

**built**

**ago**

**wanted**

**New York**

**was**

**Worksheet # 1 - Answer sheet**

I went to London with my friend last spring.

I have been to Beijing a couple of times

The plane was delayed for a long time at the airport

I haven’t used British Airways yet

Eiffel tower was built more than 100 years ago

I have wanted to visit New York since I was a child.

**Worksheet # 2**

Please fill this script with your partner as you see the pictures on the other handout.

Q 1: Have you ever been in this country? Which city did you go?

A:

Q 2 : Have you ever tried this food before?

A:

Q 3: Did you take photos there?

A:

Q 4: Have you ever had a crush from this country?

A:

Q5:

A:

Q6:

A:

**Handout # 2 -1**

**Germany (Q1)**



**Food (Q2) - Burst**



**Tourist attraction (Q3) - Berlin wall**



**Handout # 2 -2 France (Q1)**



**Food (Q2) - Escargo**



**Tourist attraction (Q3) - Effel Tower**

**Handout # 2 -3 Czech Republic (Q1)**



**Food (Q2) - Goulash****Tourist attraction (Q3) - Tynn Church**