

Speaking Lesson Plan- PPP Approach

☐ Listening ☐ Speaking ☐ Reading ☒ Grammar ☐ Writing

Topic: Have you ever.....?

Instructor:
Karen/
Seunghee Lee

Level:
Pre-Intermediate

Students:
6 students

Length:
30 minutes

Materials:

- Video Clip: [Present Perfect Simple (to talk about experiences)]
- PPT for Substitution table
- Three dice for the board game, [Have you ever-?], 3 set of Board game print-out for each pair group, the most common irregular verbs list(would be provided when SS feel the difficulty in applying the past participle of irregular verbs.)
- Computer, Beam projector, White board, Board markers

Aims:

- SS will predict the meaning and usage of the present perfect tense by watching and listening to the video clip, "to talk about experiences."
- SS will know the form of the present perfect tense by teacher's explanation and substitution table
- SS will practice the present perfect tense by answering concept check questions and doing group pair activity.
- SS will practice speaking and listening ability by playing the board game in a pair and learn the expressions of the present perfect tense including the various form of past participles.[Board game: Have you ever...?]
- SS will distinguish the meaning and usage between the past simple and the present perfect tense by playing the memory game.

Language Skills:

- Reading & writing: Writing "Have you ever...? & I've ... " sentence" and reading the board game directions.
- Listening: listening to the video clip, teacher's instructions, explanation, and classmate's ideas/responses.
- Speaking: drilling , practice activities, and playing games.

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Language Systems:

- Phonology: drilling
- Grammar: use of present perfect tense [Have you ever--?, I've been to--. I haven't----] : describing an experiences.
- Function: talk about experiences

Assumptions:

- SS already have learned the present perfect structure(affirmative, interrogative, negative) from the previous class, including the past participle of regular verbs and irregular verbs.
- SS have done their homework of memorizing the past participle of irregular verbs.
- SS know the past simple tense which SS have learned in the elementary level.

Anticipated Errors and Solutions:

- SS may have difficulty in applying the past participle of irregular verbs for the board game.
 - Teacher provides the most common irregular verbs in English, listed in order of frequency.
- SS may have a hard time drilling.
 - Teacher gives the SS more chances to practice.
- If SS need more time to finish their activity
 - Be flexible with the time as giving SS more time to finish their activity and cut off the time of post activity.
- If SS finish their tasks earlier than anticipated(SOS plan)
 - The board game could be continued several times to enable SS to practice more about "Have you ever--?" sentence speaking by applying the past participle of irregular verbs.

References:

<https://www.teachingenglish.org.uk/blogs/dave-willis/tasking-present-perfect>

http://www.esl-lounge.com/student/grammar-guides/grammar-pre-intermediate-3.php#present_perfect_structure

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http://www.esl-lounge.com/student/grammar-guides/grammar-pre-intermediate-3.php#present_perfect_use

<http://www.esl-lounge.com/student/extra/irregular-verbs.php>

<https://youtu.be/3X9zcX6lZtl>

<https://www.slideshare.net/denemeemened545/board-game-haveyoueverpresent-perfect-tense>

<https://www.pinterest.co.kr/starflower10/esl-board-games-and-speaking-activities/>

https://en.islcollective.com/resources/printables/worksheets_doc_docx/have_you_ever_/present-perfect-simple/84474

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Lead-In			
Materials: PPT for the review of previous class, Video clip			
Time	Set Up	Student Activity	Teacher Talk
4min.	Whole class		<p>Procedure: Hello everyone, how are you today? (SS greet back)</p> <p><u>Review</u></p> <p>Do you guys remember what we had learned previous class? We learned the present perfect structure. The present perfect is made using the auxiliary verb have plus the past participle of the main verb. (Pick one student and let him/her apply three form using the verb, "lived"</p> <p><u>Contextualization</u></p> <p>Has anyone here lived in a lot of different countries? If so, which country do you like most? Why? Please tell me about things you like such as nice foods, places and people, etc..</p> <p>Usually what makes people live abroad? Job, study, family ...etc.</p> <p>Do you want to live in a lot of countries too if you have a chance? (Listen to SS's thoughts) For me, it sounds really great.</p> <p>I'd like to show the video clip. The interview is going on in the studio. Let's listen to what they talk about.</p> <p><u>Guided Warmer Activity</u></p> <p>When you watch the video try to remember the story, especially interviewee's answers.</p>

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			(Play video and let SS watch.)

Presentation			
Materials:PPT for Substitution table			
Time	Set Up	Student Activity	Teacher Talk
4min.			<p>Procedure</p> <p><u>I. Recall</u></p> <p>What is the interviewee's job?</p> <p>Now I want you to make three groups and discuss how her life was as a English teacher in the video. Try to discuss the whole story starting from the beginning. I'll give you 2minutes and afterwards we'll discuss as a whole group.</p> <p>CCQ:</p> <p>-How much time do we have?</p> <p>-What do you discuss?</p> <p>(Let SS discuss and monitor discreetly. After 3minutes let groups take turn to tell you the story of the video.</p>
5min.			<p><u>II. Reflect</u></p> <p>Great job guys! Now can you tell me about her life?</p> <p>(Try eliciting more questions from SS to pull out the rules of meaning of the present perfect tense. Some possible questions:</p> <p>Where has she lived?</p> <p>Has she lived in Egypt and Bahrain?</p> <p>What else did she talk about?</p> <p>(Foods, places she experienced, etc)</p> <p>Can anyone complete this sentence " I've lived ____ "I've never been to ____" from the video?</p>

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			<p>(Let SS complete the sentence on the board based on what SS have discussed in their group.) (Show the PPT: the main sentence with the blank from the video) Ask SS the following questions.</p> <p>CCQ) Did she live in Indonesia and Vietnam? Do you know when she lived there? Do you think that she wants to go to Egypt and Bahrain someday? Did she like to camp out in the desert? Do you know she will camp out someday?</p>
4min.			<p><u>II. Conclude</u></p> <p><u>Meaning</u> Great Job guys! We have just learned the use of present perfect tense. In the video, it was all about her teaching experience. One of the common usage of the present perfect tense is describing an experience.</p> <p>(Show the PPT: the present perfect tense use)</p> <p>For example, “ I’ve lived in Indonesia and Vietnam for two years.” (Show the sentence on PPT)</p> <p>CCQ) Do I miss the times when I lived in Indonesia and Vietnam? Am I going back to Indonesia and Vietnam? Do I want to go back to Indonesia and Vietnam? Still do I live there? Am I proud of having lived abroad? Do you know when I lived there?</p> <p>Right, you don’t know when I lived. You just know I’ve done it. I am just saying "at some time in my life" without being specific as to exactly when I have lived in Indonesia and Vietnam. The present perfect used in this way means "at some time in the past".</p>

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3min.			<p>In the second sentence, I use past simple because I am talking about a specified time in the past, 2001 and 2002.</p> <p><u>Form</u> Use the present perfect in this way is often used to talk about one's experiences of life. Have you ever.....? is a common question.</p> <p>(Show PPT : Substitution table)</p> <p>We will do a drill activity. Now, Pair with person next to you. One will ask question and then the other will answer. (Point to the substitution table and pick SS for the demonstration). You will have 2min. for this drill.</p>
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Practice			
Materials: Board game, dice			
Time	Set Up	Student Activity	Teacher Talk
7min		Whole class	<p>We will do a board game activity. Each group will have a dice and game board. The one who arrive the finish line will win at this game. Please watch out the signal spaces such as 'skip one turn' or 'go back'. You can also run fast if you take the 'move ahead' spaces.</p> <p>(Show SS PPT: Board game/ Provide dice and game board for each group.)</p> <p>If you feel difficulty in figuring out the past participle of irregular verbs, you can refer the sample sentence.</p>

Production
Materials:

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Time	Set Up	Student Activity	Teacher Talk
3min		Whole class One student	<p>I. Free practice.</p> <p>Now, let's talk about your experiences with your partner. We can then go on to a memory game. Get one learner to stand at the front and say: you have 2min.</p> <p>Demonstration)</p> <p>T) I have been to Kuala Lumpur in Malaysia. I went last summer.</p> <p>S)I have been to Kuala Lumpur in Malaysia. I went last summer. I have tried sushi in Tokyo. I tried it last February.</p> <p>T)I have been to Kuala Lumpur in Malaysia. I went last summer. I have tried sushi in Tokyo. I tried it last February. I have seen the Modern Family. I saw it last year.</p> <p>CCQ) What will you do? who do you work with? How much time do you have?</p> <p>(Monitor discreetly)</p> <p>Feedback) Who's the winner per group? The 3 winners will play memory game again.(if we have more time)</p> <p>II. Wrap-up Did you have fun today? I hope you enjoyed today's lesson.</p>

SOS Activity

Materials: Board game, dice

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Time	Set Up	Student Activity	Teacher Talk
			<p>Alt.1) The board game could be continued several times to enable SS to practice more about “Have you ever--?” sentence speaking by applying the past participle of irregular verbs.</p> <p>Alt.2) The memory game could be continued to enable SS distinguish between the past simple and the present perfect tense.</p>

