

Name	Class	Date	Lesson Type	Plan type	Length
Shirley	193th WK	05.10.2019	Grammar	PPP	35 min

Lesson	
Topic	Grammar Micro teaching: the present perfect simple Topic: " The experiences of working " Model Sentence: "Ester has worked at London zoo for seven years"
Main Aim	students will practice the present perfect simple tense using "for" and "since "
Secondary Aim	Students will be communicative with this grammar. they can speak ,write about their working experiences

Materials and References
Materials teacher gave me for the GMT. white board, colored marks.PPT pictures ,fill in the blank work sheet (form focused), work sheet (meaning focused) work sheet (for)

Student Profile			
Level	Lower intermediate		
Age	adult	Number of Students	4
Detail	Ss are able to handle successfully a limited number of uncomplicated communicative tasks, predictable topics related to basic personal information. Their utterances are often filled with hesitancy and inaccuracies that require repetition or rephrasing		
Assumptions about students' knowledge as required for this lesson:			
students already know the present perfect simple (have/has+p.p) but don't know how to properly use" for" and "since "			

Anticipated Classroom Management Difficulties and their Solutions:
what if Ss can't understand teacher technical terms - Instead of using the teacher technical terms I will create a clear and understandable situation and let them think about it.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation.

Stage Name: Lead-in		
Purpose of this stage: To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language.		
Materials: a picture , White board, markers		
Timings	Interactions	Procedure
T-S	2min	Show a picture of a professional zoo keeper. Look at these pictures. . Same person is in the picture A and picture B. -What are the differences? - let's think about it altogether (S: past and present, same person and same job) -How long has she worked here? How long has it been? (S: she's working in 2012 and she's still working.)

Stage Name: Presentation (9min)		
Purpose of this stage: Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
Materials: White board, markers		
Timings	Interactions	Procedure
10 sec	T	Board the model sentence "Esther has worked at London zoo for seven years" "Esther has worked at London zoo since 2012"
3min	T-S	CCQ – ask questions, <ul style="list-style-type: none"> Is she still working at London zoo? (yes) When did she start working at London zoo? (the answer should start with the past sentence) (7 years ago - How long has she worked at London zoo? for 7 years let's imagine she worked somewhere else 7 months ago and then she came back to work here now. can we say she's worked at London zoo for seven years"? (No. Why? because of it's broken duration time.) Show the Meaning of the model sentence and use time lines. <ul style="list-style-type: none"> Eshter started working 7years ago and she's working now (Does the line have any gab? (no. unbroken. continuous) is this talking about The past? No
2min 50 sec		Form – clarify the affirmative form, or other special features. May be of use. what's the difference between for and since when you make the present perfect simple tense? (for + duration / since +moment or past tense) <ul style="list-style-type: none"> Identifying sentence / clause structure <ul style="list-style-type: none"> What tense is this sentence? the present perfect simple tense Highlight the grammar structure e.g. Subject + the present perfect simple (have/has+P.P) + time reference (since, for) <ul style="list-style-type: none"> -what tense is this word "worked" past draw Substitution tables to change some words and explain the tense

3min		<p>-Do we have another word besides "for? can I use" since" here? No (if you have more time, make negative, Question form)</p> <p>Drill – drill the spoken form, focusing on contractions, stress and intonation.</p> <ul style="list-style-type: none"> Everybody stand up~! everybody listen (teacher only speaks the model sentence) - Say and gesture "Listen and repeat: [model sentence.]" (ss repeat it) -Ester has worked at The shopping mall since last week". (ss repeat it) -"Ester has worked at The shopping mall for seven years". (ss repeat it) - say happily /sadly /angrily (T Says and gesture and ss repeat it) (T points out the sentence, Make special pronunciation features visible on the board, using color.) - T: which words are stressed? S: London, seven years - T: what about this word? S: unstressed or weak stressed - T: Is there intonation? Are there contraction? (repeating the sentence over and over altogether)
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Stage Name: Controlled Practice(form)		
Purpose of this stage: students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.		
Materials: white board, colored marks. fill in the blank work sheet (form focused),		
Timings	Interactions	Procedure
5min (whole)	<p>T</p> <p>S</p> <p>S – S</p> <p>T - S</p>	<p>Give Instructions. while Handing out the work sheet (form focused)</p> <p>Now we're going to do exercise 1. everyone get work sheet and please do it individually</p> <p>ICQ.</p> <p>Do we work altogether or individually? individually ok let's start~!</p> <p>Students do a worksheet.(writing the answers)</p> <p>Pair check. ss compare their answers with their partner .</p> <p>Feedback to check accuracy. Board correct answers visually.</p> <p>Let's go over the answers together</p> <p>-which one is right? what's the answer for No 1?</p> <p>-If it's positive form what's the negative and question form? (ss say and T write it out)</p> <p>-is this sentence about past or present or future? (from about past to present . we're not sure about the future)</p> <p>Do we have another word besides ____? (no. we can't)</p>

Stage Name: Less Controlled Practice (meaning)		
Purpose of this stage: students practice working with the meaning (match a timelines to sentences; choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
Materials: white board, colored marks. work sheet (meaning focused)		
Timings	Interactions	Procedure
6min (whole)	T S S – S T - S	<p>Give Instructions. while Handing out the work sheet (meaning focused) Now we`re going to do exercise 1. everyone get work sheet and please do it individually</p> <p>ICQ. Do we work altogether or individually? individually ok let`s start~!</p> <p>Students do a worksheet.(writing the answers)</p> <p>Pair check. ss compare their answers with their partner .</p> <p>Feedback to check accuracy. Board correct answers visually. (T gives some Question about the sentence and since e and use time line.) Let`s go over the answers together. Which one is right? what`s the answer for No 1?</p>

Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: white board, colored marks. work sheet (speaking focused)		
Timings	Interactions	Procedure
30 sec	T	<p>Instructions. (Visual.) I want you to group work (while Handing out the work sheet (speaking focused)</p>
8min30 sec	S-S	<p>(they make a group of 4 and start to write down the answer first . and then go around the class and ask the questions)</p> <p>ICQ. What we are going to do? Now? group work Before that what should we do? write the answers ok let`s start~!</p> <p>Ss have group discussion time (T monitors from a distance</p>
2min	T	<p>Give feedback Can you share your experience? (and so on) While I listening. I note down some errors things you`re saying concerning the grammar let`s check about it. ex)you should use ~ (write the errors on the board)</p>

Stage Name: Wrap-up

Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.

Materials: white board, colored marks.

Timings	Interactions	Procedure
1 min	T – S	Offer delayed corrections to the previous stage. <ul style="list-style-type: none">• “Look at the board. Here are some sentences I heard. Tell me how to correct them.”- is it right? Who can fix this sentence?
30 sec	T	Set homework.
30 sec	T	Inform students about the topic for the next lesson. and then finish next class we will talk about ~ Ok. Time's up~! it's really time to go home Bye

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		

Lead in <picture 1>



Name: Esther (in 2012)

Lead in <picture 2>



Name: Esther (in 2019)

Work sheet (form focused)

Read the newspaper interview with Andrew and Esther and answer the questions.

Andrew Hayton, 26, has worked at Longleat Safari Park* for more than eight years. He is currently an elephant keeper and has also looked after rhinos.

Why did you choose this job?

I had been doing various jobs here. I heard about the rhino vacancy and I thought, 'This is the job for me' – I've always liked animals.

Have you ever thought of working in a zoo?

Zoos are very good and have a place, but not for larger animals.

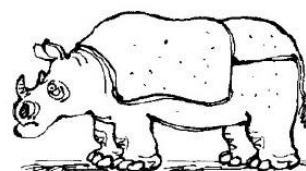
Esther Wenman, 30, has worked at London Zoo for nearly seven years. She is head keeper of reptiles, and before that was a bird keeper.

What made you choose this job?

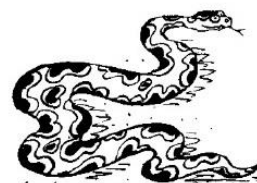
I've always been interested in conservation and ecology.

Have you ever thought of working in a safari park?

You don't get such good collections of birds and reptiles in safari parks.



a rhino



a reptile

*a safari park is a park where wild animals are kept and in which they can move freely

Underline seven examples of the present perfect simple in the text (*have / has + past participle*).

Find examples of the present perfect simple (question form) and make a negative form

Ex) Have you ever thought of working in a safari park?

→ *I haven't thought of working in a safari park*

Answer key (form focused)

Read the newspaper interview with Andrew and Esther and answer the questions.

Andrew Hayton, 26, has worked at Longleat Safari Park* for more than eight years. He is currently an elephant keeper and has also looked after rhinos.

Why did you choose this job?

I had been doing various jobs here. I heard about the rhino vacancy and I thought, 'This is the job for me' – I've always liked animals.

Have you ever thought of working in a zoo?

Zoos are very good and have a place, but not for larger animals.

Esther Wenman, 30, has worked at London Zoo for nearly seven years. She is head keeper of reptiles, and before that was a bird keeper.

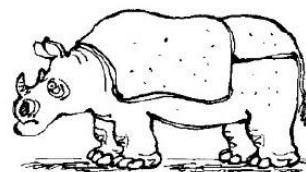
What made you choose this job?

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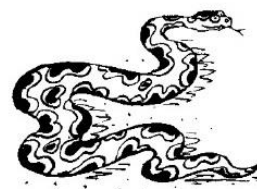
Have you ever thought of working in a safari park?

You don't get such good collections of birds and reptiles in safari parks.

*a safari park is a park where wild animals are kept and in which they can move freely



a rhino



a reptile

Underline seven examples of the present perfect simple in the text (have / has + past participle).

Answer:

Has worked at Longleat /has looked /I've liked/ have you ever thought of working in a zoo/

Has worked at Londonzoo / I've been interested/ have you ever thought of working in a safari

Find examples of the present perfect simple (question form) and make a negative form

Ex) Have you ever thought of working in a safari park?

→ *I haven't thought of working in a safari park*

Answer: Have you ever thought of working in a zoo?

Q form :(*I haven't thought of working in a zoo*)

Fill in the gaps in the phrases with *for* or *since*.

1 a long time

7 Wednesday

13 years

2 my last birthday

8 5 March 1999

14 December

3 ages

9 a few hours

15 a fortnight

4 I last saw her

10 yesterday

16 two o'clock

5 New Year's Eve

11 we were children

6 half an hour

12 six weeks

Answer :

1 for

2 since

3 for

4 since

5 since

6 for

7 since

8 since

9 for

10 since

11 since

12 for

13 for

14 since

15 for

16 since

Work sheet (meaning focused)

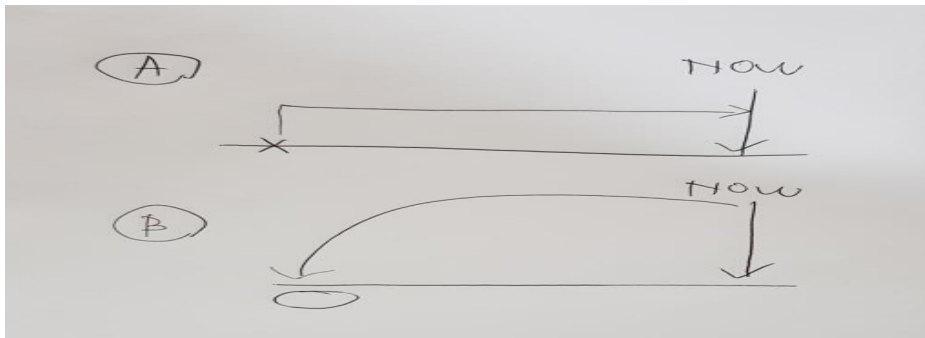
Look at these sentences:

Esther has worked at London Zoo for seven years.

Elaine worked at London Zoo for seven years.

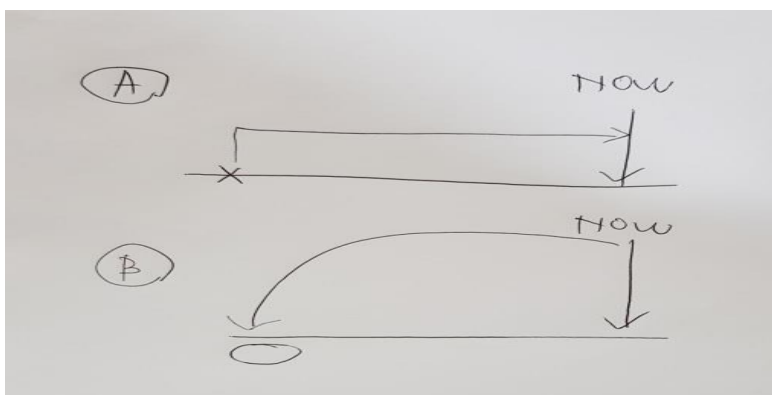
Who still works at London Zoo now: Esther or Elaine?

Choose the correct time line



I have read this book several times since the day my mom gave that book to me.

Choose the correct time line



Answer (meaning focused)

Answer :

1)A

2)B

Work sheet (speaking focused)

Go around the class and ask people the Questions. Find someone who answers Yes(비스듬하게) to each question. Write their name next to the question. The person who gets a name for all the questions first is the winner.

- 1) Have you been self-employed? (How long? Since when?)
- 2) Have you worked at a trading company? ? (How long? Since when?)
- 3) Have you worked with foreign coworkers? ? (How long? Since when?)
- 4) Have you been engaged in commerce? (How long? Since when?)
- 5) Have you been employed as a flight attendant? (How long? Since when?)
- 6) Have you got a safe job like civil service? (How long? Since when?)
- 7) Have you worked in a cosmetic store as a salesclerk? (How long? Since when?)
- 8) Have you been an office worker? (How long? Since when?)
- 9) Have you had your own business? (How long? Since when?)