Lesson Plan

General Information:
Level: Secondary 1
Number of students: 40
Time: 35 minutes
Topic: Present Perfect Tense

Students’ Prior Knowledge:
Students have learned the Simple Past Tense and briefly about Present Perfect Tense taught in Grammar in Use - Unit 15.

Objectives:
At the end of the lesson, students should be able to:

General: a. consolidate the form and function of Present Perfect Tense
b. distinguish the difference between Present Perfect Tense and Simple Past Tense
c. use appropriate adverbs (ever, yet, for, since, etc.) (last night, yesterday, in 1999, etc.) together with Present Perfect Tense and Simple Past Tense when forming questions and statements

Specific:
Language Use: engage in speaking activity to use Present Perfect Tense and Simple Past Tense grammatically.
Language Forms: Present Perfect Tense
   a. Has/Have + Past Participle (e.g. “buy” → “has/have bought”)

Additional Language skills: information processing and organizing ideas (i.e. using a table) in speaking

Learner activities / Learning tasks:
Speaking: conducting small-talk and conversational exchange about daily-life experience

Materials and Teaching Aids:
Hardware: Highlighter, Visualizer

Ms. TO Shun Ka Ingrid / EDE Year 5 (2008-2009)
Software: Sample Article, Newspaper Articles, Worksheets

**Instructional Sequence:**

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<th>Time</th>
<th>Content Stage</th>
<th>Procedures</th>
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<th>Classroom Organization</th>
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| 5 min| Revision & Led-in | 1. Show news articles A and B, give instructions on completing the task.  
2. Divide students into groups of 4 and distribute the articles – one for each group.  
1. Set a time limit for the task.  
2. Walk around to monitor progress and provide assistance to weaker pairs. | ♦ To familiarise students with the led-in activity  
♦ To make students cooperate and complete the task faster  
♦ To strictly control the time spent on the led-in activity  
♦ To give extra attention to weaker students | Teacher → Class  
Student ↔ Student | Visualizer, Sample Article, Newspaper Articles |
| 3 min|                   | 1. Stop the activity when time is up. Regain students’ attention.  
2. Pick students to list a few pasts (e.g. “went”) and Has/Have + past participles (e.g. “Have written”) from the 2 articles.  
3. Put Teacher’s versions on the visualizer. | ♦ To prepare for the presentation stage  
♦ To recognize Students’ effort | Teacher → Class  
Teacher ↔ Groups | Visualizer, Newspaper Articles |
<table>
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<th>Time</th>
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| 2 min | Presentation | 1. Show Teacher’s highlighted pasts (form of Simple Past Tense) and past participles (form of Present Perfect Tense)  
2. Draw students’ attention to a few examples which illustrate the use of adverbs (e.g. “since”) in Present Perfect sentences. It is also important to show that Simple Past Tense is often used with a specific reference of time. | To heighten students’ awareness of forming correct Present perfect by looking at authentic texts  
To make students notice the different meaning delivered by the use of Present Perfect Tense and Simple Past Tense |

| 8 min | Presentation | 1. Bridging what is observed through looking at the newspaper articles, state that students need to be able to distinguish the difference between Present Perfect Tense and Simple Past Tense.  
2. Go through worksheets, further explain the concepts of using the two tenses and do a few exercises on p.2.  
3. Prompt students and check their understanding. | To solicit response from students and evaluate whether they have a full grasp of the concepts or not  
To make sure students are on-task and they have sufficient repeated practices |

| 13 min | Practice & Production | 1. Show worksheets for pair-up practice, demonstrate with the help of one student and give instructions on completing the task. | To prepare student for the speaking task  
To involve students |
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<th>Predicted Problems</th>
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| Revision & Led-in   | • The activity can be quite challenging for junior form girls and thus might lead to an unexpected over-run | • Print a bigger copy of the texts  
• Group students in fours to facilitate and speed up the reading process |

| 2 min | Winding up | 1. Collect students’ worksheets and assign the proofreading task if the oral activity can be finished during lesson. (If not, assign the proofreading exercise as individual homework.)  
2. For the proofreading task, students should try the first few questions in pairs with the guidance of teacher before working on their own.  
3. Remind students to refer to worksheets (p.1-3) for revision purposes. | ♦ To conclude the lesson and consolidate learning | Teacher → Class  
Visualizer, Worksheets |

| Walk around and monitor progress.  
3. Make sure students practice with their neighbours and fill in the table for organising ideas while speaking.  
4. Ask some pairs to report back if time allows. Stop the activity when time is almost up. | ♦ To give extra attention to weaker students | Teacher ↔ pairs / Individual students |
| Presentation | • The comparison of Simple Past Tense and Present Continuous Tense may be a bit demanding for weaker students | • Provide a worksheet which clearly summarizes the key ideas to student for better conceptualization |
| Production | • Students may need more time to come up with the right questions with the correct use of form | • Walk around the classroom and provide individual assistance to weaker students |
| | • Time may not be sufficient for the production stage | • Strictly control the time spent on the presentation stage |
| | | • Pause the activity and continue it in next lesson |