

Lesson plan: present  
perfect and past  
simple using for



**ASSIGN  
BUSTER**

CELTA TP Lesson Plan Front Page | Name: | Tutor: | Length of Lesson: 40 | TP No. 4 | | Day & Date: Wed 15th Feb 12 | Level: P. I. | No. of Students: | | Main Aims: Language Point – tenses present perfect and past simple using ‘ for’.

The main aim of the lesson is to: Teach the use of for in two tenses: present perfect and past simple, in the context of short text about the teacher’s life. So that by the end of the lesson, the learners can.....

Understand and use the present perfect and past simple with ‘ for’ in their written and spoken form. Subsidiary aims: Reading, writing, developing fluency. | Anticipated problems: | Solutions/intended action: | | | | Lesson does not run to time | Keep an eye on the time and keep the pace of the lesson brisk. | | | | Be clear and concise when giving instructions | | Instructions are not understood by SS | | | | Monitor closely and correct. | | | | SS may use the wrong form of the verb with the tense. | | | | Make sure the teach section is as clear as possible | | SS may have difficulty with the concept of present perfect | |

Assumed Knowledge: Present simple tense. Vocabulary used in handouts.

Personal aims: • Keeping to time and keeping the pace of the lesson • Giving clear instructions • Reducing TTT • Monitoring closely Materials (include references here and a copy of materials for the observer): 3 handouts: 1) Written text: About my Life; 2) controlled practice sentences; 3) freer practice sentences. Pre-Lesson Evaluation: 1. How satisfied are you with the plan? What areas, if any, are giving you most concern?

I am satisfied with the plan and am most concerned about keeping to time.

Language Analysis for Teaching Context and Target Language : Use of

present perfect and past simple using for, in the context of a paragraph about where the T lives now and where she has lived in the past. Timelines: | | I have lived in Glasgow for fifteen years | I came to Glasgow NOW | | | | | 1997 | | | CCQ: Do I live in Glasgow now?

Did I live in Glasgow 20 years ago? | | | When I was a child I lived in Sweden for two years. | | | NOW | | I lived in Sweden | | | 2 years | | | CCQ: Am I living in Sweden now? Meaning: Present perfect: shows the present situation in relation to past action - how the past is relevant to now. Past simple: shows an action completed at a specified time in the past. For is used when we are talking about a period of time. Form: Present perfect: subject + have/has + past participle (regular verbs form a past participle with -ed - similar to past simple form). We use the past participle to make the perfect tenses.

Past simple: subject + past simple (if a verb is regular, the past simple and past participle end in -ed) I have lived in Glasgow for fifteen years. He/she has lived in Glasgow for fifteen years. PRESENT PERFECT How long have you lived in Glasgow? How long has he/she lived in Glasgow When I was a child I lived in Sweden for two years. How long did you live in Sweden for? PAST SIMPLE Same form for he/she Pronunciation Present perfect: | | I have lived in Glasgow for fifteen years. | | subject + have/has + past participle | | ? ? ? ? | | I've lived in Glasgow for fifteen years. | Past simple: | | | When I was a child I lived in Sweden for two years. | Subject + past participle | | | | ? ? ? ? ? | | When I was a child I lived in Sweden for two years. | Stress usually goes on the verb, place and time. CELTA Lesson Plan - procedure pages | Name: |

Level: | Date: | Page no. | Stage, Timing, | Procedure (what) | Aims (Why) | <https://assignbuster.com/lesson-plan-present-perfect-and-past-simple-using-for/>

Tutor Comments | | Interaction | | | | | | | | | | Warmer | | | | | | | | | | Chest  
 handout 1: About my life. Ask SS if they can guess what I will talk | | | | |  
 about in the text. | | | | | | | | P-W | SS discuss what they think the text will be  
 about | To introduce the topic. Get SS talking. | | | | | | | | | | To continue  
 creating interest. | | WCFB | Write ideas on the board. | | | | | | | | To ensure that  
 SS have read and understood | | | T-S | Give out handout and give SS time to  
 read text. | the text | | | | Ask if any of the ideas were right. | | | | | To  
 introduce the target language and tenses. | | | T-S | Write on board 2  
 examples of tenses with for: one present perfect and one | | | | | past simple.  
 To check SS understand the tenses | | | | | | | | T-S | Ask SS to underline  
 another example of present perfect and circle an example | | | | | of past  
 simple with for. | To enable checking in a safe environment | | | | | | | | | | SS  
 check what they have underlined in pairs. | To clearly show examples of  
 tenses & ensure | | | P-W | | SS have correct answers. | | | | | | | | Write a  
 further two sentences on the board. | | | | | WCFB | | To ensure that SS have a  
 good understanding | | | | | of the tenses. | | | | | | | | | | Use 2 of the  
 sentences on the board to teach the present perfect and past | | | | | T-S |  
 simple. For each one do the following: | | | | | - Timeline | | | | | - CCQ | | | | | -  
 Form eg. subject + have/has + past participle | | | | | - Stress | To ensure that  
 SS know what is expected in | | | | | - Pronunciation | the task & to use the  
 correct target language | | | | | in the sentences. | | | | | | | | | | Chest handout 2  
 and go through the 2 examples at the top of the page with SS. | To provide a  
 safe environment to correct | | | | | Ask SS to complete individually. mistakes |  
 | | | T-S | | | | | | | | To ensure all SS have the correct answers | | | | | SS check  
 answers with each other. | | | | | So SS are clear what is expected in the task.  
 | | | | | So SS can practise using the tenses in freer | | | P-W | | practice. | | | |  
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Check answers through with whole class. ||||| To check answers in a safe environment ||| WCFB | Chest handout 3. Explain task to SS, give out handout and go through example |||| at the top of the page. | To ensure SS have correct answers to all of |||| the questions. || T-S ||||| SS check work in pairs ||||| Check answers with the whole class. Nominate some SS to give their answers. ||| P-W ||||| WCFB |||||