**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Yohan Kong (John) | 198th WD | 2019-10-23 | Grammar | PPP | 45 min |

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| **Lesson** | |
| **Topic** | He has been to Jeju island three times. |
| **Main Aim** | Students will learn the present perfect: repeated past actions |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **1. Pictures for lead in:** google search and photoshop.   * (<https://www.hiclipart.com/free-transparent-background-png-clipart-ylazu>) * (<https://www.youtube.com/watch?v=m71nA8Snwbg>) * (<https://www.koreatodo.com/gangnam-shopping-street>) * (<https://applevacations.my/fit/packages/sparkling-korea-jeju-island/>)   **2. Drilling:** [**https://www.youtube.com/watch?v=AIne0kQCNZo**](https://www.youtube.com/watch?v=AIne0kQCNZo)  **3. Filler:** <https://www.reachtoteachrecruiting.com/blog/esl-filler-activities> |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Children (below 8 - 12) | | **Number of Students** | 10 |
| **Detail** | | Children are all native Korean and but have learned English at a young age so they are capable of some level of English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject * Students know how to make the negative form using ‘not’ and “never” | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “He has been to Jeju island three times” Students may think that the man is still in Jeju which in fact he is not. Make a clear visual context using timeline and C.C.Qs. 2. **Form:** Students may be confused with the subject and past principle + verb. When he has been, and they have been and I have been. Highlight the form and make tables to clearly show the differences in different subjective form.   E.g. He has been to Jeju Island three times. They have been Jeju Island three times. I have been to Jeju Island three times.   1. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| Present perfect: Repeated Past actions is an expressed action that was repeated at unspecified times in the past. Since we do not know the specified time in the past we need timelines and C.C.Qs to highlight that we do not know exactly when we did it. Also, since it is repeated we need to use repeated actions using pictures in the exercise A and B so that present perfect repeated past actions has been repeated time after time.  If for lead in activity if the computer doesn’t work; printed pictures are used. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * present the target language using a situational presentation * to be an involver type teacher | | | | | |
| **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:** Powerpoint, printed pictures, board and marker and eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3 mins | T - S | | Hello everyone. Look at this man. **Show a picture of a man in Jeju Island.**  Tell me about this man where is he? **Show a picture of writing saying sometimes later.**  Sometime later. **Show a picture of a man in Seoul.**  Where is the man now? (anticipate the answer that the man is in Gangnam Seoul) Gangnam Seoul very good! (with a smile)  **Show a picture of writing saying sometimes later.** Where is the man now? Jeju Island? Yes very good.  **Show a picture writing saying sometime later. Do this a bit faster. Show a man in Hongdae Seoul.** (anticipate an answer Hongdae)  Hongdae? Very good yes.  **Show a picture writing saying sometime later. Do this a bit faster. Show a picture of a man in Jeju Island.** Where is the man now?  Tell me about the man. How many times has he been to Jeju Island? Three? Yes, that's right. Let's complete the sentence. He has…. been to Jeju Island three times. Yes very good. | | |
| **Stage Name:** Presentation  **Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. | | | | | |
| **Materials:** Color board markers, phone, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  11 min  30 sec | T  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  He has been to Jeju Island three times.  **CCQ – ask questions, and use time lines or scales where appropriate.**  **First draw a timeline using (**now and past in Jeju Island, Seoul Gangnam and Hongdae**)**   1. Did he go to Jeju Island in the past? (Yes)   (past)\_\_\_\_\_X?(Jeju)\_\_\_\_X(Gangnam)\_\_\_\_\_X(Jeju)\_\_\_X(Hongdae)\_\_\_\_X(Jeju)\_\_\_\_(NOW)   1. Do we know exactly when he went to Jeju Island? (No)   (past)\_\_\_\_\_X?(Jeju)\_\_\_\_X(Gangnam)\_\_\_\_\_X(Jeju)\_\_\_X(Hongdae)\_\_\_\_X(Jeju)\_\_\_\_(NOW)   1. Is he in Jeju Island now? (No)   (past)\_\_\_\_\_X?(Jeju)\_\_\_\_X(Gangnam)\_\_\_\_\_X(Jeju)\_\_\_X(Hongdae)\_\_\_\_X(Jeju)\_\_\_\_(NOW)   1. Did the man go to Jeju Island time after time? (Yes)   **\*\***the vocabulary word **exactly** and **time after time** has been studied in the previous lecture and practiced with exercises.  **Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**   1. He is talking about the past. Look at this sentence. Which word tells us this is about the past? (has been) Yes, that's right (highlight the word has been) is the past participle. 2. Then what is the subject of the sentence? (nominate one student if there is no volunteer) Yes, he that's right (highlight the word he) 3. Ok where is the noun in the sentence? Island? Yes, very good. (highlight the noun in the sentence) 4. And **to** of course the is preposition 5. And lastly three times is the adverb in the sentence (highlight the adverb three times in the sentence) 6. Now, how could we make this into a negative sentence? (He has never been to Jeju Island three times)   Which sentences show that this is negative? Yes never or not is between has and been, we don’t say has been never or not. This is the correct form (highlight the word never or not word is between has and been) **Board He has never or not been to Jeju Island three times.**   1. What if we wanted to make this into a question? Yes the verb has to come before he to make it into a question (Has he been to Jeju Island three times?) **Board has he been to Jeju Island three times?**   And how can we answer this question? (Yes, he has) **Board, yes or yes he has or No or he has not.**   1. What if there is more than one people? How would the subject would change? Yes, they. How would the verb change? Yes, they have been And for singular I it is also have.   **Board the sentence they have been to Jeju Island three times. Also, I have been Jeju Island three times.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Subject** | **Past participle** | **preposition** | **noun** | **adverb** | | **+** | He | has been | to | Jeju Island | three times. | | **-** | He | has never not been | to | Jeju Island | three times. | | **?** | (Has) he | been | to | Jeju Island | three times? | | **\*(multiple)** | They | have been | to | Jeju Island | three times. | | **I (singular)** | I | have been | to | Jeju Island | three times. |   **\*\*** The use preposition **to** and the use of adverb **three times** has been learned. E.g. I used to play soccer three times. Has been covered in a different lesson, including with many practice.  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture   “Listen. Indicate silence [He has been to Jeju Island three times]” /  hiː hæz biːn tu jĕ′jo͞o′ ˈaɪ.lənd θriː taɪmz  Which words are stressed? (he, has, times) Mark the stress with a red marker  Which words are unstressed? (been to, Jeju Island, three)  What happens to the pronunciation of ‘has been’ (/hæzbiːn/ it join together and is fast) And here been to’ (/biːn tu/ it join together and is fast)  **Mark the weak stress with a blue marker**  Where does the intonation decrease? (draw a line with red marker on top of the word times)   1. **Drill will energy and enthusiasm, using natural intonation and stress.**   Listen, and repeat 3 times/ hiː hæz biːn tu jĕ′jo͞o′ ˈaɪ.lənd θriː taɪmz/ **Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.**  **Play an instrumental hip hop music/ feel the hip hop beat/ drill the board sentence with the beat and groove/ Fast & Loud with beat**  Bounce your head like me  Ok first listen. He has been to Jeju island three times **(5 times)**  Repeat **Nominate 3 students for individual drilling.**  Ok negative. He has not been to Jeju Island three times **(5 times)**  hiː hæz nɑːt biːn tu jĕ′jo͞o′ ˈaɪ.lənd θriː taɪmz/  Repeat **Nominate 3 students for individual drilling.**  Ok question. Has he been to Jeju Island three times? (**5 times)**  hæz hiː biːn tu jĕ′jo͞o′ ˈaɪ.lənd θriː taɪmz  Repeat **Nominate 3 students for individual drilling.**  Ok multiple they. They have been to Jeju island three times **(5 times)**  ðeɪ həv nɑːt biːn tu jĕ′jo͞o′ ˈaɪ.lənd θriː taɪmz  Repeat **Nominate 3 students for individual drilling.**  **Compliment for their enthusiasm**  OK, let’s get real.  **Nominate a student to ask the question have you been to Jeju Island three times? Get an answer that I’ve nominated that if he has been to Jeju Island three times. The student that I’ve asked first then must answer either yes, he has, or, no he has not. (**Make the student to ask another student and so on and on at least to 5 students) | | |
| **Stage Name:** Controlled Practice  **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:** Printed worksheet, board and marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 minutes  2 minutes  1 minutes | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A**  Exercise A says to change the sentence in the new form.  Positive: He has been to Jeju Island three times  Negative: He has not been to Jeju Island three times  Questions: Has he not been to Jeju Island three times?  **Hand out.**  **Students do a worksheet.**  **Pair check.**  **Feedback to check accuracy. Board correct answers visually.** | | |
| **Stage Name:** Less Controlled Practice  **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:** Printed worksheet, board and marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  4 mins  2 mins  1 mins | T  S  S-S  T-S | | **Instructions**  Turn over your worksheet. Exercise B says make sentences about John timeline.  **Students do the worksheet**  **Pair check**  **Feedback to check accuracy** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** Printed worksheet, board and marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  7 min  2 min | T  S-S  T- S | | **Instructions.**  Turn over your worksheet to exercise C. With a partner ask these questions:  Where have you been during your lifetime? How many times or how often have you been there? And what activities have you been doing?    Examples: I have been to France three times. I have been playing violin since I was in France.  \*\*students the know the word **activities** and the word past tense such as **was.** It has been taught and practiced with quite amount of time.  **Students discuss about their past using has been. Have been**  **Feedback** | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  4 minutes  5 sec | T – S  T  T - S  T | | **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Set homework.**  Guys looks like we have some time to play one fun activities. Remember the words that we have learned today. And let’s play a spelling race game.  **Spelling Race**  **Divide the class into two teams.  Have them line up at the board, with one marker per group.  As soon as you say a spelling word, the first student will write one letter, then pass the marker to the next student to write the second letter, and so on.**  **The first team or pair to correctly spell the word is the winner.**  **Possible examples words (**Jeju Island, France, China, has been, basketball, since elementary)  **Inform students about the topic for the next lesson.**  See you guys next week. Be safe. | | |

**Instructor’s Comments and Assessment**

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

**Worksheet: has been**

**Exercise A**

Change the sentence to the new form. Write your answers carefully.

**Example**

**Positive:** He has been to Jeju Island three times

**Negative:** He has not been to Jeju Island three times

**Question:** Has he been to Jeju Island three times?

1. **Positive:** They have visited China many times

**Negative:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Positive:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Negative:** I have not been to France twice.

**Question**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3**. Positive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Negative**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions:** Has the phone rung give times since lunch time?

4. **Positive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Negative:** I have never played tennis 3 times.

**Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. **Positive:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Negative:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question:** Has he ever played basketball since elementary?

**Worksheet: Has been**

**Exercise B**

**This is John**



**Question 1:** Where has John been to and how many times? Make sentences

**Question 2:** Where has John never been?

**John’s life timeline**

|  |  |  |
| --- | --- | --- |
| **1990s** | **2000s** | **2010s** |
|  | Image result for london | Image result for rome |
| Image result for london | Image result for india temple | Image result for london |
| Image result for rome | Image result for angkor wat | Image result for india temple |

**Answer 1:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Answer 2:**

**Exercise C**

**Question**

Where have you been during your lifetime? How many times or how often have you been there? And what activities have you been doing?

**Examples:** I have been to France three times. I have been playing violin since I was in France.