

Teacher's name: Chelsea Williamson	Date: 3/1/2022	Level: intermediate	Number of students: 8-10
Focus on systems (PPP) or skills (PWP)? PPP	Topic: difficult situations		
Learner outcome: The students will be able to (mention task first, then “using”)..... The students will be able to talk about a very recent activity with an effect on the present, in the context of a telephone call to a friend asking for help, using the present perfect simple. The students will also be able to make excuses.			
Grammar point to be taught: Present perfect simple when recent past action has present result New Vocabulary / phrases to be taught: Hospital, dentist, roommate, Can you...?, ask			
Materials: Problem photos, dialogue text, fill in blank handout			
Assumptions: For this lesson I assume the Ss already know... For this lesson I assume the students already know the present perfect simple form and how to give excuses.			
An anticipated problem: Students might say “I have” instead of “I’ve” when talking about a very recent activity with an effect on the present. My proposed solution: Drilling “I’ve” and listening to the students to make sure they use it correctly. What I need to work on: I need to work on my ccqing of the grammar and vocabulary.			

Stage of lesson (eg Presentation)	Learner activity	Objective (Why are they doing this?)	Teacher activity	Interaction (eg ind, pairs /3s or group)	Time	Materials needed
Engage	Guess the problem in each photo and discuss any difficult situations they have been in	To set the context of difficult situations	Show photos and ask students to describe them and ask for examples of their difficult situations	Whole class	5 min	Photos
EDCB	Hear and practice saying the needed vocabulary	To make sure students understand vocabulary in text and during production	Elicit, drill, check, and write vocabulary on board	Whole class	8 min	White board, marker
Presentation	Students read text and answer focus question “What was wrong with Hannah?” “Does anyone help her?”	To expose students to the present perfect tense and its purpose in context	Ask questions to ensure students understand text; FFP: draws examples of present perfect on board and explain its form and ask students questions about the different forms	Text-Pairs; FFP- whole class	20 min	Dialogue text handout
Practice 1	Students fill in the correct form on the worksheet, then discuss the present result for each sentence with a partner	To fully understand the present perfect form and understand that we can use to talk about past events that have a present result	Monitors students and provide error correction and help	Individual, pairs	10 min	Fill in blank handout
Practice 2	Students use the sentences from P1 to “call” their partner asking for help using the present perfect form. Partners will say no and provide an excuse.	To practice using the present perfect form when speaking	Monitors students and provide correction and help	Pairs	10 min	Fill in blank handout from P1
Production	Interpret problem prompt	To let the students practice the	Give instructions and	Pairs	10	Problem prompt

	cards and state the problem, using present perfect form, in “phone call” to partner asking for help. Partner says no and provides excuse	present perfect form in a less controlled environment	model activity, then monitor students and take notes for feedback		min	cards
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