

Lesson Plan
Autobiography (Present Perfect and Past tense)
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Class: Junior secondary

Lesson Duration: 2-3 lessons

Learning Objectives:

By the end of the lesson, students will be able to:

1. Differentiate the use of simple past tense and present perfect tense in describing finished and unfinished actions;
2. Use simple past tense to complete the timeline of one's life experience;
3. Create their own timeline and write their autobiography.

Learning Skills:

Listening: Ss listen to an autobiography to complete a timeline.

Speaking: Ss participate in group discussion to reconstruct the text focusing on the tense used;

Ss share their own life experience with their peers.

Reading: Ss read an autobiography and compare it with the one they reconstruct.

Writing: Ss write their own autobiography.

Generic skills:

Critical thinking skills: Ss work out the different meanings conveyed by simple past tense and present perfect tense.

Communication skills: Ss write their own autobiography to introduce their own life experience to others.

Collaboration skills: Ss reconstruct the text in groups.

Teaching aids: PPT slides, Worksheets 1 & 2, formative assessment forms (peer evaluation)

Time allocation	Teaching steps	Purpose
5 mins	<p><u>Preparation:</u></p> <p>1. T asks Ss if they have read the autobiography of any famous people.</p> <p>2. T shows Ss different autobiographies.</p> <p>3. T explains that an autobiography includes facts about a person's life and T requires Ss to focus on the verb forms used in the T's autobiography.</p> <p>4. Vocabulary teaching by showing pictures and words.</p>	To arouse Ss' interest in the topic.
10 mins	<p><u>Dictogloss:</u></p> <p>5. T reads aloud his/her own autobiography at the normal pace. Ss pay attention to the visuals in the slides</p> <p>6. T then reads the autobiography again at a slower pace and Ss pay attention to the verbs T uses.</p> <p>7. Ss read the verbs in the table on the worksheet and put a tick next to the words they hear.</p> <p>8. Ss complete the timeline of T's life on the worksheet.</p>	To give Ss listening practice by listening to T's autobiography (comprehensible input)
15 mins	<p><u>Reconstruction:</u></p> <p>9. Ss work in groups to reconstruct the text together and make it as close to the original version as possible using the verb forms correctly.</p>	To draw Ss' attention to verb forms (noticing)
5 mins	10. T invites several groups to share their work and compares the differences. T shows one group's work on the screen.	
10 mins	<p><u>Comparison with the original text:</u></p> <p>11. T shows Ss the original autobiography and Ss compare it with the students' work on the screen, paying special attention to the verb form and use of past tense and present perfect tense.</p> <p>12. Work out the differences in form and explain</p>	To get Ss focused on how the two tenses are used to show different meanings

	the differences in meaning. (Asking questions: Does ... still live in ...? How do you know?)	
10 mins	<u>Language practice (listening dictation):</u> 13. T distributes worksheet 2 (about a famous person's biography). Ss listen to the biography of Li Ka-shing, a famous tycoon in Hong Kong and Ss are required to fill in the blanks with the correct verb forms (asking questions: What verb tense do you think you now need? Why?) (Optional: T plays a short video clip about the tycoon to arouse Ss' interest before the listening dictation.)	To consolidate Ss' learning
10 mins	<u>Pre-writing:</u> 14. T asks Ss to think about their own life experience and draw their own timeline. 15. Ss talk to their partner about their life.	To prepare for writing.
15 mins	<u>While-writing:</u> 16. Ss record what their partner tells them and write a biography about their partner.	To use the correct tenses to write a biography.
10 mins	<u>Post-writing:</u> 17. Ss present their writing to their partner, who has to give comments on the content and the tense used on the peer evaluation form.	To improve Ss' understanding of past tense and present perfect tense.
	<u>Follow-up activity:</u> 18. Students are asked to write their own autobiography book. They can include pictures and drawings.	To allow Ss to use the target structures to write about themselves.