Teacher's Guide – B2.47.1 Understood?

CEFR Level: B2

ELPA 21: Early Adv+

CA ELD: Expanding++

WIDA Level: Expanding+

TELPAS: Advanced+

Estimated Time: 60 minutes

Language Objectives
Students will use the present simple, present continuous, past simple, past continuous, present perfect simple and past perfect simple accurately in written exercises.
Students will talk about a person who inspires them, using appropriate present and past tenses.

Vocabulary
strong-willed, set about, set off, hygiene, appalling, unsanitary, tackle, infectious disease, mortality rate, legacy, inspire

Content Objectives
Students will read a three-part biography of Florence Nightingale and answer questions about it.
Students will explain why a writer chooses a particular tense, including the past perfect to show the order of past events.

Materials Needed
- Off2Class lesson and projector
- Off2Class teacher notes
- Notebook/paper and pens/pencils

Optional:
- Whiteboard and markers for timelines

Language Prerequisites
Familiarity with the form of the six tenses reviewed, including common irregular past forms.
Ability to read a short paragraph at B1+ level.

Related Lessons
B1.39.1 Who is important in your life?
B2.48.1 Fantastic effort
B2.49.2 Skills and talents

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Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Introduction	Speaking	2 min	1	1. Show Slide 1. Say: "Today we will review six tenses and use them to talk about people who inspire us." 2. Ask: "Who is someone you admire?" Students answer, e.g. "I admire my grandmother because she raised five children on her own."	Give the frame "I admire ... because ..."	Ask students to add one thing the person has done recently.
Warm-up	Speaking	4 min	2	1. Show Slide 2 and ask the questions on the slide. 2. Ask the questions in the teacher notes about the past, nursing and treating injured soldiers. 3. Elicit war and first-aid words and write them on the board, e.g. soldier, wound, bandage.	1. Let students answer in pairs before sharing with the class. 2. Point to parts of the image to prompt words.	Ask students to guess the century and give two clues from the image.
Pre-reading	Reading/ Speaking	4 min	3	1. Show Slide 3. Have students read the four statements silently. 2. Ask the questions in the teacher notes, starting with why Florence was called the 'Lady with the Lamp'. 3. Pair students to predict what hospitals were like in the 19th century, then take two ideas from the class.	Pre-teach hygiene and patient with a quick gesture or picture.	Ask students to explain what responsible for and recognized as mean from context.
Reading	Reading	5 min	4	1. Show Slide 4. Have students read the first part of the text silently. 2. Ask the three questions on the slide and confirm meanings with the examples in the teacher notes. 3. Ask the follow-up question in the notes about why this path was unusual for a woman in the 19th century.	1. Read the text aloud while students follow. 2. Give a choice for each meaning, e.g. "determined or kind?"	Ask students to use strong-willed and set about in a sentence about themselves.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Grammar practice: past simple	Writing	5 min	5-6	1. Show Slide 5. Have students complete the text with the verbs in the box, then check answers using the teacher notes. 2. Ask which verbs are regular and point out that show (showed) is regular as well as want. 3. Show Slide 6. Have students complete the sentences individually, then compare in pairs. 4. Check answers using the teacher notes and ask the follow-up question about other irregular verbs.	1. Write the past forms of the verbs on the board in random order. 2. Assign the first five sentences on Slide 6 only.	Ask students to write two sentences about their own past using irregular verbs from the box.
Grammar: past continuous	Reading/ Writing	5 min	7-8	1. Show Slide 7. Read the two uses with students and ask the question in the notes about how to form the past continuous and its negative. 2. Draw a timeline: a long line for the action in progress and an X for the shorter action. 3. Show Slide 8. Have students complete the sentences, then check answers using the teacher notes.	1. Write the form on the board: was/were + verb-ing. 2. Do the first sentence together.	Ask students to explain the meaning of raining cats and dogs and write one sentence with when and one with while.
Reading	Reading	5 min	9	1. Show Slide 9. Have students read the next part of the text and answer the questions in pairs. 2. Check answers using the teacher notes. 3. Ask the question on the slide about other diseases students can name in English.	Tell students which line to look at for each question.	Ask students to summarize the paragraph in one sentence using by the time.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Grammar: past perfect simple	Reading/ Writing	6 min	10-12	1. Show Slide 10. Have students skim the text for two examples of the past perfect simple, then check using the teacher notes. 2. Show Slide 11. Go through the examples and draw a timeline for each one to show which event happened first. 3. Ask: "If we change had trained to trained, what changes?" Students answer, e.g. "The order of events is less clear." 4. Show Slide 12. Have students complete the sentences, then check answers using the teacher notes.	Write had + past participle on the board and list the past participles needed on Slide 12 in random order.	Ask students to write two sentences about their day with by the time.
Reading: present perfect	Reading	4 min	13-14	1. Show Slide 13. Have students put the phrases in the correct positions, then check answers using the teacher notes. 2. Ask students to name the tense in bold and find the example in the passive voice. 3. Show Slide 14. Have students match tenses A-D to descriptions 1-4, then check answers using the teacher notes.	Have students work in pairs and read each completed sentence aloud to check it.	Ask students to explain the difference between C and D in their own words.
Grammar: present simple and continuous	Writing	5 min	15-16	1. Show Slide 15. Go through the uses and the note on state verbs. Ask the question in the teacher notes about state verbs. 2. Show Slide 16. Have students complete the sentences and underline the time words that help them choose. 3. Check answers using the teacher notes and accept both answers given for Steven.	1. Write the common state verbs from the teacher notes on the board. 2. Highlight the time words before students start.	Ask students to write two sentences about this semester that contrast a habit with a temporary situation.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Grammar: present perfect simple	Writing	5 min	17-18	1. Show Slide 17. Go through the uses and the examples on the slide. 2. Ask: "Have you ever met a famous person?" Students answer, e.g. "Yes, I have. I met a famous singer at an airport." 3. Show Slide 18. Have students complete the sentences, then check answers using the teacher notes. Accept both answers given for Megan.	1. Write have/has + past participle on the board. 2. Give the past participles of the verbs in the box.	Ask students to explain why both explained and have explained are possible.
Pre-speaking	Writing	5 min	19	1. Show Slide 19. Have students choose an inspiring person and make notes for each point on the slide. 2. Pair students to go over their notes quickly. 3. Circulate and check that students use past tenses for the person's life and present tenses for why the person inspires them.	Give frames: "When she was a child, she ..." and "She has inspired me because ..."	Ask students to include one past perfect sentence about a turning point.
Speaking	Speaking	5 min	20	1. Show Slide 20. Have students talk about their inspiring person in pairs or small groups and ask each other the questions on the slide. 2. Take notes on tense use while students talk. 3. Write three sentences you heard on the board and have the class correct them.	Let students read from their notes.	Ask each listener to ask two follow-up questions in different tenses.

Assessment ideas

Formative Assessment

1. Tense exercise checks
When: After Slides 5-6, 8, 12, 16 and 18
How: Check answers using the teacher notes. Note which tenses cause the most errors and review them on the board before the speaking task.

2. Timeline check
When: After Slide 11
How: Ask three students to draw a timeline on the board for a past perfect sentence and explain which event happened first.

Summative Assessment

1. Inspiring person talk
When: Slide 20
How: Listen to each student for about one minute. Check that the student uses at least one past simple, one past continuous or past perfect, and one present perfect sentence correctly.