

Teaching the Present Simple Tense and the third conditional to the students by using PPP method and writing skill.

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There are several methods that can teach writing skill in English to the beginner learners as well as advanced students. One of the famous deductive and effective methods of them is – PPP (presentation, practice and production). PPP- is a technique in teaching is a simple way to introduce new topics or vocabulary to students. It will be useful for learning foreign languages in the classroom. It possesses three stages that help students to learn, understand and practice new vocabulary.

Initially, the teacher presents new topics such as vocabulary and their pronunciation and spelling rules. In fact, the meaning of the words' translation may be presented in this section as well. Next, the teacher helps students to practice those words in a controlled drill in order to understand vocabulary and usage in an appropriate way. In some cases, he gives them writing tasks for instance doing exercises.

Finally, in the production part, it has a period of less-controlled practice. It is assessed in an informal way. Students are given a chance to use the words or phrases in their original way to relate to their knowledge or experience. The most famous ways of production stage are taken in speaking skills such as communicative activities (role play, debate, etc). These stages can help every learner to learn vocabulary easily as well as grammar. Learning English grammar is the most crucial part of the learning process. In this branch of linguistics, one of the most necessary topics is The Present Simple Tense. While teachers are teaching this topic, they can relate the theme with the verb "to be" as well. After learners are taught the verb "to be" pupils can easily understand the present or past simple tenses. Pupils should be explained the key words too. Most English learners are beginners. In other words, they have already studied English at some point. Teachers can teach present simple by using PPP method or can begin teaching the present simple by stating some of pupils' routines (warm up activity to check their level). Students will know most of these verbs, however they may not know all the rules. Therefore, the teacher can present grammatical structure.

Subject+verb (1 form/infinite) for 1,2 person singular and 1,2,3 person plural

I get up at six-thirty in the morning.

I go to school every day.

You sometimes play basketball.

We seldom go hiking.

Subject+verb+s,es (1 form/infinite) 3 person singular

He gets up at seven o'clock every morning.

He often goes to the cinema.

Next in the practice part, teacher should give some tasks to the pupils to do in order to consolidate the new topic. He may give as examples some questions for the students as well.

Do /does+subject+verb(1 form/infinitive)

Do you go to the school every Monday?

Does he /she like English lesson?

He can control the process or facilitate the lesson. Teachers ought to take into the consideration the exceptions, for instance negative “not” is not used with “never”.

Subject + do/does+not+ verb(1 form/infinitive)

I do not help to my sister. She does not want to be a doctor.

I never help to my sister. She never cries.

When “never” is used the structure is changed.

Subject +never+ verb(1 form/infinitive)1,2 person

Subject +never+ verb(1 form/infinitive)+s /es 3 person singular

Finally, after doing some exercises, it will be effective involving the production with the help of writing or speaking skills. In this situation, it's a good to ask children a question and provide the answer, for example, with general questions

When do you watch TV? - I watch TV at night.

When do you play chess? - I play chess at two o'clock.

Where do you live? - I live in Termez.

Teacher can continue by asking students the same questions. Students will be able to follow his lead and answer appropriately.

Up to this point, students have been answering questions so they should be familiar with the form. Teacher makes sure to point out the difference between 'yes/no' questions and information questions and start with 'yes/no' questions encouraging students to answer in the short form.

Do you work every day? - Yes, I do./No, I don't.

Do they live in Portland? - Yes, they do./No, they don't.

Does she study English? - Yes, she does/No, she doesn't.

Once students become comfortable with the present simple, introduce important time words such as 'everyday' and adverbs of frequency (usually, sometimes, rarely, often, never, ever etc. It's time to continue by having students use the present simple to describe their own lives in both spoken and written form.

I sometimes play football.

My mother usually cooks palov.

If teacher wants, she may have any speaking activities, such as “Who is she/he?” or “What is it?”. In this activity teacher makes some handouts that is written the names of students beforehand and asks to come to the blackboard. Then they choose one of them, and tries to give description about him/her by using present simple tense.

When teachers are going to have a lesson to adults about the third conditional they should consider the limit of the time. First of all, the parts of the lesson is divided into 3 parts such as: pre, while and post.

In pre part they may have an pre activities, for example, drills, tongue twister, riddle or any warm up activities to engage the students. Teacher can offer to have a warm up activity about the song “If you happy” in order to revise the zero conditional.

If you happy...

If you are happy and you know it clap your hands,

If you are happy and you know it clap your hands

If you are happy If you are happy, clap your hands, clap your hands ,
 If you are happy and you know it clap your hands .
 If you are angry and you know it stamp your feet,
 If you are angry and you know it stamp your feet,
 If you are angry, If you are angry, stamp your feet, stamp your feet,
 If you are angry and you know it stamp your feet.

Then the teacher need to continue the lesson with beginning part, namely the brief information about the third conditional. He uses the presentation part of the PPP. The Conditional Sentences Type 3 is used to talk about things which **did not happen** in the past. It is often used in imaginary situations in the past. It expresses criticism or regret. Like other conditionals it has also structure:

If +subject+ past perfect, subject +perfect conditional (would (not) + have +past participle).

If Ann had not been so careless, she would not have lost her money.

It will be looked at the third conditional in much more detail in this part so that it can better be understood when to use it and why. In some cases, the word "If" can be placed in the middle of the sentence, however the comma is omitted in these situations.

Ann would not have lost her money if she had not been so careless.

My mother had hurt herself if the driver would not have stopped the car .

After performing presentation part, teacher can continue with practice part – doing some interesting exercises to consolidate the new topic.

Match the two parts of the sentences (in groups).

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| 1.If I had known you were in hospital, | a. you'd have passed that exam easily. |
| 2.If we had had a GPS in our car, | b. I would have visited you. |
| 3. If you had attended every lesson, | c. we wouldn't have got lost. |

1-b, 2-c, 3-a.

Put the words in the correct order to form sentences in conditional type three (in groups)

- every day/trained/you/if/had/,you/won/have/would/the match/in.
- they/if/about/crisis/had/known/,would/not/they/have/like/decided/that.
- the weather/if/shiny/had/been/, travelling/we/would/gone/have.
- the students/if/lesson/the/for/prepared/had/,

would/been/have/not/badly/assessed/they.

Teacher should give more than 4 minutes to the students for this exercise, for the reason being finding the right order of the words in the sentences according to the rule.

Put the verbs in the correct form – use conditional sentence type III (individual).

If the weather (to be) ... snowy, they (to play) ... hockey.
 If we (to go) ... to a good restaurant, we (to have) ... a delicious meal.
 If John (conduct) ... more research, he (to write) ... a good report .

After finishing the practice part, teacher ought to continue the production part with speaking activities.

Reread the sentences beginning with the words given (in groups).

- We didn't buy the house, because it was very expensive.
If ...
- They made me angry, and that's why I left.
If ...
- She lost your phone number; that's why she didn't call you.

If ...

4. Tom didn't want to do his lessons, so he didn't pass his exam.

If ...

In speaking activities teacher can continue giving questions then pupils think about the answer and respond.

1. What would you have done if you had not passed the entrance exam?

- I would have left my home and gone to abroad if I had failed in exam.

2. Where would you have travelled if you had found a lot of money?

- I would have gone around the world with my mother if I had found money.

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