

# Present Perfect Printable Lesson Plan

<b>Name:</b>	[Teacher's name]
<b>Date:</b>	09/23/20....
<b>Lesson Focus:</b>	Focus on grammar
<b>Level:</b>	A2(Late basic)
<b>Age group:</b>	Adults – General English
<b>No of students</b>	15 adults
<b>Length:</b>	75 minutes
<b>Lesson Objective:</b>	By the end of the lesson, students will be able to speak about their real or imaginary vacation experience using the present perfect tense.
<b>Materials:</b>	<ol style="list-style-type: none"> <li>1. Present Perfect Timeline Diagram: <a href="https://manylex.com/efl/lesson-plan-present-perfect.php#timeline">https://manylex.com/efl/lesson-plan-present-perfect.php#timeline</a></li> <li>2. Blank cards, paper, pens, color markers</li> <li>3. List of questions (8 copies, see the lesson plan text).</li> <li>4. Present Perfect printable worksheet (15 copies for home assignment) <a href="https://manylex.com/efl/lesson-plan-present-perfect.php#worksheet">https://manylex.com/efl/lesson-plan-present-perfect.php#worksheet</a></li> <li>5. Video — Difference Between Present Perfect and Simple Past + Adverbs: <a href="https://manylex.com/efl/lesson-plan-present-perfect.php#video">https://manylex.com/efl/lesson-plan-present-perfect.php#video</a></li> </ol>

Stage/Timing	Stage Objective	Teacher's Actions	Students' Actions	T/S Ratio and interaction	Comments
<b>Warm up/Review</b> <b>8 minutes</b> <b>Elapsed time 8 minutes</b>	To reduce affective filter and increase students' engagement. Review previously learned vocabulary. Recall use of <i>have</i> as a main verb.	<p>Hand out 15 blank cards and ask a volunteer to say what he or she has. (Expect: I have a blank card). Invite students to draw some fruit or vegetable on their card and write a title for it. Time limit: 3 min.</p> <p>Ask each student to show their work to the class and say what they have and what their neighbor has. Write example on the board:  <i>I <u>have</u> a picture of...</i>  <i>Jane <u>has</u> a picture of...</i>  <b>Remind students:</b> with <i>he</i> and <i>she</i> we use <i>has</i>.</p>	Draw fruit or vegetable. Raise their pictures and say what they have.	CW 20/80	
<b>Lead-in</b> <b>10 minutes</b>	Review some previous	Ask students to recall some uses of the verb <i>to have</i> and to give examples	Try to recall uses of	CW 40/60	

<p><b>Elapsed time</b> <b>18 minutes</b></p>	<p>knowledge to help students understand the idea of upcoming explanation.</p>	<p>in a sentence. Allow students to think of their examples. If students hesitate or don't have any ideas, write on the board in two colors: Do you have an idea? Try to get an answer such as: No, I don't have any idea yet.</p> <p><b>More examples, if needed:</b> <i>I have a new iPhone.</i> <i>What do we have for lunch today?</i> <i>I have to go now.</i> <i>Please have my car repaired.</i> <i>She has a baby brother.</i> <i>They have to make a choice.</i></p> <p><b>Teacher:</b> As you can see, the verb <i>to have</i> has not just one meaning. However, there is one more role of it in a sentence and this is an <i>auxiliary verb</i>. Auxiliary means <b>helping</b> and it will come in handy soon.</p> <p><b>Pre-teach vocabulary (See supplement).</b></p>	<p><i>have</i> and think of some examples.</p> <p>Learn vocabulary.</p>		
<p><b>Introduction</b> <b>2 minutes</b> <b>Elapsed time</b> <b>20 minutes</b></p>	<p>Introduction of today's class objective (The Present Perfect Tense)</p>	<p><b>Teacher:</b> Today we are going to speak about your vacation activities and habits using <b>Present Perfect (PP)</b>. Then we'll try to work out a rule for this tense.</p>		CW 100/0	
<p><b>Presentation</b> <b>20 minutes</b> <b>Elapsed time</b> <b>40 minutes</b></p>	<p>Explain the grammar rule in the meaningful context.</p>	<p><b>Teacher:</b> Before we can proceed to your vacation, let's get back for a moment to your pictures. We'll need the verb <i>to draw</i>. As you already know, this is an irregular verb. Who can tell me the three forms of it (present, past, and past participle)? <b>Elicit:</b> <i>draw, drew, drawn</i>. Ask a volunteer to write it on the board. Now think about your fruit and vegetables. Are they real or...? Try to define them using Past Participle of the <i>draw</i>.</p> <p><b>Expect responses</b> (prompt if needed): <i>It is a drawn apple</i> <i>The banana is drawn.</i></p> <p><b>Teacher:</b> Can you say: <i>I <b>have</b> a drawn apple?</i> (Yes, I can.) Can we rephrase the sentence in some way? Try to</p>	<p>Listen and participate by offering suggestions . Answer questions, think of examples. Try to work out a grammar rule (with teacher's support).</p>	CW 50/50	<p>Write examples on the board before beginning the presentation .</p> <p>If a teacher doesn't speak students' L1 or if the class is international , make sure to use simplified language for</p>

		<p>elicit answer or help them: Yes, we can rephrase it, e.g.:  <i>I have drawn an apple.</i>          So, if you have something done, seen, or heard, you <b>now have a result</b>. It may be some object, feeling, or experience. As we have the result <b>now</b> we call this tense <b>Present Perfect</b>, although it describes a past action or event.</p> <p><b>Draw the timeline on the board and explain what it means.</b> (Materials: 3 and supplement). Now you know where the PP comes from. However, its use is much broader (examples written on the board before the presentation):</p> <ul style="list-style-type: none"> <li>• <b>Past events repeated up to now (time of the start and the end is not specified):</b>  <i>I have lived in the US for the last three years. (and maybe live now)</i></li> <li>• <b>Actions that started in the past but continue to the present:</b>  <i>Hurry up! The film has already started (and it goes on).</i></li> <li>• <b>Past actions and events with a result now:</b>  <i>I have drawn a picture (and now I have it).</i>  <i>I have finished the project (and now can have a rest).</i></li> </ul> <p><b>Important:</b> the time of action, described with the Present Perfect is not relevant. The focus is on <i>what</i>, not on <i>when</i>.</p> <p>Here is another example of the affirmative sentence:  <b>(+) Affirmative:</b> <i>The train <u>has</u> already <u>arrived</u>.</i></p> <p><b>Can you turn it into negative and interrogative PP?</b>          Elicit answers:  <b>(-) Negative:</b> <i>The train <u>has</u> not <u>arrived</u> yet.</i></p>		<p>explanations, also employ mime, gestures, and expression.</p>
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		<p><b>(?) Interrogative:</b> <u>Has the train arrived yet?</u></p> <p>Now let's look at the examples above and try to find some patterns. Prompt as needed:</p> <p><b>(+) SUBJECT + HAVE/HAS + PAST PARTICIPLE OF THE VERB</b></p> <hr/> <p><b>(-) SUBJECT + HAVE/HAS NOT + PAST PARTICIPLE OF THE VERB</b></p> <hr/> <p><b>(?) HAVE/HAS + SUBJECT + PAST PARTICIPLE OF THE VERB</b></p> <hr/> <p><b>Remind students about the short forms (contractions):</b>  <i>I have = I've</i>  <i>he has = he's</i>  <i>she has = she's</i>  <i>we have = we've</i>  <i>you have = you've</i>  <i>they have = they've</i></p>			
<p><b>Practice and Application</b>  <b>20 minutes</b>  <b>Elapsed time</b>  <b>60 minutes</b></p>		<p><b>Teacher:</b> And now we are going to talk about your vacation activities and habits, at last!</p> <p><b>Divide class into pairs and hand out a worksheet with questions about vacation to each group.</b> Challenge them to interview each other using the following questions:</p> <ol style="list-style-type: none"> <li>1. <u>Have</u> you <u>traveled</u> a lot lately? (Yes, I've traveled a lot.)</li> <li>2. <u>Have</u> you ever <u>traveled</u> abroad?</li> <li>3. <u>Have</u> you <u>been</u> to The Metropolitan Museum of Art in New York?</li> <li>4. <u>Have</u> you ever <u>rented</u> a car?</li> <li>5. <u>Have</u> you <u>flown</u> a sport plane?</li> </ol>	Practice speaking and ask questions about their vacation using present perfect in full and contracted form.	GW/PW 10/90	Mind the odd number of students, play the role of collocutor for one of them.

		<p>6. What <u>have</u> you <u>seen</u> that made you think you wish you see it again?</p> <p>7. What is the best place you <u>have</u> ever <u>been</u> to?</p> <p>8. What country <u>has</u> <u>impressed</u> you the most?</p> <p>9. What <u>has</u> <u>happened</u> to you in Brasilia?</p> <p>10. <u>Have</u> you <u>visited</u> the Palace of the Parliament yet?</p> <p>11. What is the most exciting thing you <u>have</u> <u>seen</u> while traveling?</p> <p>Mingle pairs or make small groups and ask students to tell each other (within a group) where they haven't been yet but wish to go. E.g., <i>I haven't been to... I want to go there next summer.</i></p>			
<b>Monitoring and evaluation</b> <b>8 minutes</b> <b>Elapsed time</b> <b>68 minutes</b>	To make sure every student has understood the uses of Present Perfect for communication.	Allow students to ask each other simple questions using PP, monitor their answers, make corrections if needed. No functions to test, only a topic. Ask students if they have any questions.		CW 50/50	
<b>Video</b> <b>5 minutes</b> <b>Elapsed time</b> <b>73 minutes</b>	Watch and discuss short video to complement students' knowledge.	Watch and briefly discuss the VOA video (Supplement: 5). Draw students' attention to the adverbs used with PP.		CW 50/50	Tell students that we watch this video for illustrative purposes.
<b>Home assignment</b> <b>2 minutes</b> <b>Elapsed time</b> <b>75 minutes</b>		Hand out photocopies of home assignment and explain what they have to do. (Material: 5 and supplement).		CW 100/0	

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