

## Present Perfect 1

Where are the learners coming from? Where are they going?

Learners must have seen all of the basic verb tenses before moving onto the Present Perfect. Learners can complete Present Perfect 2 after this lesson.

**Objective:** To introduce and provide easy-to-digest guided practice for **The Present Perfect**

**Materials:** PowerPoint 1 and Worksheet 1

**Lesson style:** This lesson is appropriate for both Online and face to face classes. For online lessons, learners can make notes in their notebooks and send you the answers in the chat. For face-to-face lessons, learners can follow the PowerPoint display using the worksheet provided.

**Age:** Suitable for teenagers and adults.

### Procedure

#### Slide two – expression of the week

Start the lesson with a warm up of your choice, or simply start by introducing the expression of the week. Ask learners to send you an example sentence in the chat via Zoom, or elicit answers in the classroom.

#### Slide three – set the scene

Introduce the present perfect and tell learners that we use the present perfect for open doors - things that have not yet finished. (This is not completely true, however for the first time that learners are exposed to the present perfect, it helps them to grasp the concept pretty quickly, so I would recommend using the open door as a metaphorical reference for the present perfect.) Learners should answer question 1.

#### Slide four – guided discovery

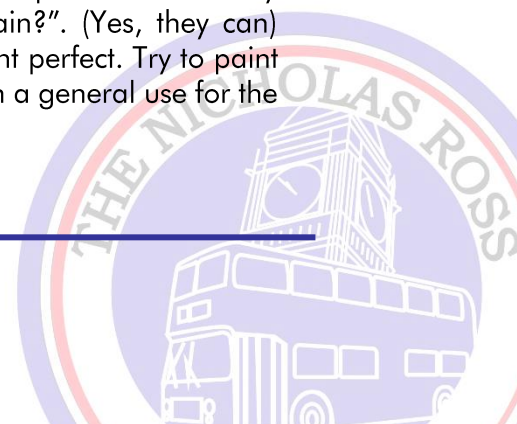
#### Slide five – past participle revision

#### Slide six and seven – focus on form

#### Slide eight – metaphorical use

Read the sentence "I've seen the Harry Potter films more than ten times!". Then ask which open door expression corresponds to this sentence. The answer is your life. Your life is an open door. Ask the learners "how many times has this person seen Harry Potter?" (More than ten times) "Can they see Harry Potter again?". (Yes, they can) Therefore this is an open door, and that is why we use the present perfect. Try to paint the picture of an open door as much as possible so as to establish a general use for the present perfect at an introductory level.

#### Slide nine – guided discovery



## Slide ten – focus on pronunciation

Highlight the fact that we pronounce the contracted form of have and has, not the strong form. This is very important: vary rarely do we use the strong form of have while using the present perfect during speech. Provide a few examples of negative forms too.

## Slide eleven and twelve – guided practice

For slide eleven, learners need to complete the sentence with the past participle of their choice and finish the sentence using because. For slide twelve, learners have to answer the questions, encourage them to use connectors such as “so, but and because”. At the beginning learners will make these mistakes:

1. I **didn't seen** Toy Story 3, but I want to.
2. I **haven't do** sports this month because I don't like it.
3. I **drunk** three glasses of water because it's healthy.

These mistakes are really common the first time learners are introduced to the present perfect, so don't get frustrated. Just write the typical mistakes on the board, and correct them. After 3 or 4 lessons, learners tend to get to grips with the present perfect. Very rarely will they get it right straight from the start.

## Slide thirteen – consolidation

Don't go into too much detail about the difference between “gone and been” because the next lesson plan focuses on this.

## Slide fourteen – freer practice

This is a game which you can use to practice using past participles. Before you start, make sure that learners have access to an irregular verb list. Tell learners that you are going to make a noise and that they need to guess what it is using the present perfect. You can either use blindfolds, or tell learners that they need to turn around and look at the back of the classroom. Then, you need to do something, for example one of these things:

1. Write on the board
2. Jump
3. Drink some water
4. Move a table
5. Open a window

Imagine that you choose to write on the board, you should then ask the learners “What have I done?”. Elicit the answer: I think **you've written** on the board. Correct the learners when necessary. Then you can ask for volunteers and other learners can carry out an action.

## Slide fifteen – consolidation

Metaphorical verb tenses. Ask the learners the following: “If we use the present perfect for open doors, what do you think a closed door represents?”. Elicit the answer: The past simple.

