

# PRESENT PERFECT TENSE

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

2

## Overview

This lesson plan covers teaching content for;

1. Present perfect tense using “ed” ending
2. Present perfect tense using “en” ending
3. Present perfect tense with “since”
4. Present perfect tense with “for”

## Objectives

Students should be able to;

1. Identify present perfect tense using both “ed” and “en” ending.
2. Express correct use of present perfect tense using both “ed” and “en” ending.
3. The learners should be able to talk about events in terms of the present perfect tenses.
4. Identify present perfect tense with “since”
5. Identify present perfect tense with “for”

## Teacher Guide

### Day 3/ Lesson 3: 20 Mins

1. When teaching the present perfect, or

## Activity Starter/Instruction

1. Teacher begins the lesson by reading any book that has most of the examples of Present Perfect Tenses.
2. Next, the teacher should find sentences in Present Perfect Tense in the text.
3. Ask students about the pattern of the sentences that were mentioned. After hearing their opinion, tell them that your lesson for today would be about grammar particularly about Present Perfect tenses.

## Guided Practice

### Day 2/ Lesson 2: 15 Mins

1. On the board, draw two columns. On the left column write examples of phrases that go with finished time: “yesterday, last week, last month, last year, 1990, etc...On the right column, write those that go with unfinished time: today, this week, this month, this year, etc....

## Teacher Guide

### Day 1/ Lesson 1: 15 Mins

1. Introduce the Present Perfect Tense
2. Lead in to present perfect: “I have received only a few today”
3. Show students how the present perfect is formed: have/has plus the past participle. Tell them that the past participle of regular verbs ends in –ed, just as in simple past.
4. Present perfect signal words: how long, for, since, yet, still, already, just, lately, recently, before, ever, never.
5. One of the best ways to ensure that students understand when the present perfect is used is to contrast finished and unfinished time.
6. Ask students: Is yesterday finished? (They should say it’s finished.) Ask them: Is today finished? (They should say it isn’t.)
7. We use ‘for’ with a period of time (2 hours, three years, six months).

## Materials Required

- Marker
- Board
- Course book

## Additional Resources

- <https://www.teacher.org/lesson-plan/present-perfect-tense/>
- <https://study.com/academy/lesson/present-esl-lesson-plan.html>
- <https://busyteacher.org/3679-how-to-teach-perfect.html>
- <http://www.onestopenglish.com/grammar/reference/verbs-and-tenses/present-perfect-tip> <https://www.perfect-english-grammar.com/present-perfect-use.html> <https://www.perfect-english-grammar.com/present-perfect-use.html#an-activities/152813.article>

## Additional Notes

<p>explaining the present perfect, it is often easiest to focus on the use of the present perfect rather than the meaning.</p> <p>2. Use the present perfect with 'Have you ever...' to ask your students questions. When your partner answers 'yes', follow-up with information questions in the past simple. For example:</p> <p>Student 1: Have you ever been to China?</p> <p>Student 2: Yes, I have.</p> <p>Student 1: When did you go there?</p> <p>Student 2: I went there in 2005.</p> <p>Student 1: Which cities did you visit?</p> <p>Student 2: I visited Beijing and Shanghai.</p> <p>3. Tell students we use the present perfect for actions which started in the past and are still happening now OR for finished actions which have a connection to the present.</p>	<p>2. Make sure they notice the differences, then, give examples (only with regular verbs) with both tenses: "Last month, I visited my grandmother twice. This month, I have only visited her once. But this month is not finished so I may visit her again before the month is over"</p> <p>3. Teacher writes five sentences on the board, each containing examples of present perfect tense "ed", ask students to identify the present perfect tense in the sentence</p> <p><b>Assessment Activity</b></p> <p>1. The teacher will give the students an essay topic of his or her choice and assess the performance of the groups in general, so they can get a brief idea about how the learners respond to the new grammatical point.</p> <p>2. The teacher will assess the performance of the learners formally when the learners submit their assignment in the next class to be corrected by the teacher. Then each student will discuss their essay in the classroom in an oral presentation in front of their classmates.</p> <p><b>Summary</b></p> <p>1. We often use the present perfect to say that an action which we expected has not happened. Using the present perfect suggests that we are still waiting for the action to happen</p>	<p>"I've known Julie for ten years."</p> <p>"I've been hungry for hours"</p> <p><b>Guided practice</b></p> <p><b>Day 4/ Lesson 4: 15 Mins</b></p> <p>1. Have each student write three statements about interesting things they've done in their lives. Two of the statements should be true, and one a lie. For example: I've been to China, I've eaten ants, and I've climbed a mountain. Students present their three statements to the class, who can ask additional questions to get more information and determine which statement is the lie. This activity can also be done in small groups.</p> <p>2. Conjugation practice: Give the students a list of verbs to be conjugated into the four perfect aspects, e.g., write → have/has written, had written, have/has been writing, had been writing.</p> <p>3. Written practice: Give the students lists of words to write as sentences, e.g., my brother / play (past perfect-progressive) / baseball → my brother had been playing baseball.</p> <p>4. Spoken practice: Ask the students' questions that must be answered with a verb in one of the four perfect aspects, e.g., how long have you been married? → I have been married for two years.</p>
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<p>4. We often use the present perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.</p> <p>5. We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present. Usually we use it to say 'how long' and we need 'since' or 'for'. We often use stative verbs.</p>	<p>2. 'Since' and 'For'</p> <p>We use 'since' with a fixed time in the past (2004, April 23rd, last year). The fixed time can be another action, which is in the past simple (since I was at school, since I arrived).</p>	
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