

PRESENT PERFECT TENSE

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning what present perfect tenses are
2. Learning present perfect tenses in Irregular verbs, Negative forms, Interrogative forms and short answer forms.

Objectives

Students should be able to;

- Identify and use present perfect tenses
- Differentiate present perfect tenses in its various forms

Assessment Activity

- Provide a chart containing several present perfect tenses.
- Ask students to create columns for the various forms present perfect tenses
- Have students differentiate the sentences into their respective columns.

Summary

1. Review what present perfect tenses are

Activity Starter/Instruction

1. Begin the lesson by reading any book that the teacher thinks are special and has most of the examples of Present Perfect Tenses.
2. As the teacher finishes reading, ask the class about the meaning of the text.
3. Next, the teacher should find sentences in Present Perfect Tense in the text.
4. Ask students about the pattern of the sentences that were mentioned.
5. After hearing their opinion, tell them that your lesson for today would be about grammar particularly about Present Perfect tenses.

Teacher Guide

Day 2/ Lesson 2: 20 Mins

1. Explain that the present perfect is one of those tenses that is soon forgotten, easily replaced by past simple.
2. Ask students: Is yesterday finished? (They should say it's finished.) Ask them: Is today finished? (They should say it isn't.)
3. On the board, draw two columns.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Ask your students to share some of the things they or their family members do every week.
2. Have them talk about the actions using complete sentences.
3. For example, a student may share: I go to school. Dad does the dishes.
4. Write some of the sentences on the board (verbatim, even if they contain mistakes).
5. Have volunteers read the examples and correct any mistakes they notice.
6. To help them, you can ask a guiding question such as: Does anything sound weird when you read it out loud?
7. Explain the different participles that a verb can have.
8. If a verb describes an activity that's currently taking place (e.g. jumping), then it's a present participle.
9. If it describes an action that's already happened, it's a past participle (e.g. jumped).

Materials Required

- Interactive white board and a marker
- Any book that the children have that is in the language
- Flashcards with past and present participles and irregular verbs
- chart containing several present perfect tenses

Additional Resources

- <https://study.com/academy/lesson/present-perfect-lesson-plan.html>
- <https://educators.brainpop.com/lesson-plan/present-perfect-lesson-plan/>
- <https://www.thoughtco.com/switching-between-present-perfect-past-simple-1211026>
- <https://esl-lesson-plans.ontesol.com/low-intermediate-grammar-lesson-plan/>
- <https://www.slideshare.net/mobile/esmeyd/present-perfect-lesson-plan>

Additional Notes

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2. Ask a student make a sentence in present perfect tense.
 3. Ask another student to point out which form the sentence belongs to
 4. When doing the review make sure you erase the lesson on the board and retrieve worksheets.

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4. On the left column write examples of phrases that go with finished time: 1990, yesterday, last week, last month, etc.
 5. On the right column, write those that go with unfinished time: today, this week, this month, this year, etc.
 6. Make sure they notice the differences
 7. Give examples (only with regular verbs) with both tenses:
 8. For example: Last month, I visited my grandmother twice. This month, I have only visited her once.
 9. Elicit that this month is not finished so I may visit her again before the month is over.
 10. Provide as many examples as necessary, in all persons, and then ask students to do the same with other regular verbs.

Teacher Guide

Day 3/ Lesson 3: 15mins

1. Explain that they will learn present perfect with irregular verbs.
2. Divide the board into three columns
3. Write some irregular verbs in the first column, their simple past form in the second column, and finally the irregular past participle in the third.
4. Give them examples as you go over each verb: I've had two cups of coffee today. I've spoken to John this week. I've read all four of the Twilight books
5. Make sure students have a list they can use for reference.

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10. Let them know that you can tell whether a verb is regular or irregular based on its past participle.
 11. If a verb's past participle ends in -ed (e.g. laughed), then it's a regular verb. If it doesn't end in -ed (e.g. ran), then it's an irregular verb.
 12. Let students know that past participles can be used in sentences describing actions that have or haven't been taken.
 13. Introduce the present perfect tense, which contains a subject, a form of "have," and a past participle.
 14. Ask them how long they've done certain activities on the board in order to guide them towards producing present perfect sentences.
 15. For example, you could ask How long have you studied for exams? in order to receive the response I have studied for exams for a week.
 16. Explain that a verb in the present perfect tense describes an action that began in the past and is still happening now.

Teacher Guide

Day 4/ Lesson 4: 20 Mins

1. Explain that they will learn present perfect in interrogative form and short answers
 2. Model questions with have or has: T: Have you seen Twilight? S: Yes. /No. T: Ask me! S: Have you seen Twilight?
 3. Continue with more questions from students.
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6. With the help of the list, they provide more examples with other irregular verbs.

Teacher Guide

Day 5/ Lesson 5: 25 Mins

1. Explain that they will learn present perfect in negative form
2. Say, "I saw my grandmother last week. I haven't seen her this week."
3. Give more examples alternating between an affirmative in simple past and a negative statement in present perfect:
4. For example: I went to Rome last year, but I haven't been there this year.
5. Now, give each of your students just the affirmative statement in simple past and ask them to supply an example in present perfect negative.
6. For example, T: I was at the bank earlier today. S: I haven't been to the bank this week

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4. Model questions with where and what
 5. make sure students understand that if they ask questions with when, where and why, they need to use the simple past
 6. explain that this is because they are referring to a specific moment in the past.
 7. Write examples on the board.
 8. Make sure they ask questions in all persons, both singular and plural.
 9. If they are unsure as to how to ask a question, model it for them first.
 10. Ask yes or no questions and teach students to give short answers
 11. For example, T: Have you seen my pen? S: Yes, I have. /No, I haven't.

Guided Practice

Day 5/ Lesson 5: 25 Mins

1. Give each student two flashcards with irregular verbs on them.
 2. Hold up one of the remaining cards, and ask for volunteers to use it in a present perfect tense sentence.
 3. Correct any mistakes they make. Repeat this exercise with one more card.
 4. Ask students to make their own sentences with their two cards.
 5. Have them share their sentences with other classmates and correct any mistakes they notice.
 6. Repeat this activity for present perfect tense in negative, interrogative and short answer form.
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