



**Theme: What Have You Done?**

**Focus: The Present Perfect Tense – for Completed Actions**

### Lesson Objectives

Students are able to

1. describe actions that are already completed in their daily routines,
2. complete sentences using the present perfect tense,
3. rearrange words to form sentences in the present perfect tense.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 4
2. A list of sentences in the present perfect tense with mistakes in some sentences
3. Prepare a few students before the lesson to carry out the role-play for the Warm-up Activity

### Introduction / Warm-up Activity (5 min)

1. Get several students to do a role-play to show how the present perfect tense is used.
2. Before the lesson, select a few students and brief them on what you want them to do. Get a few students to enter late for the lesson. Get them to reveal telltale signs in their behaviour so as to give an idea of why they are late to the rest of the class. For example, one of the students can walk in looking tired. You then ask, “Where have you been?” The student answers, “I have been in the field. I have just jogged ten rounds around the field.” etc.
3. You may want to tell these few students the purpose of the lesson to ensure that they use the present perfect tense in their answers.
4. Write the sentences on the board. Underline the words that form the present perfect tense.

### Lesson (10 min)

#### The Present Perfect Tense – for Completed Actions

1. Explain to the students how the present perfect tense is formed. You may want to review subject-verb agreement (concord) rules.
2. Contrast the use of the present perfect tense with the simple past tense.

3. Direct the students to **page 57 of Learning Grammar Workbook 4**. Read the examples to them. Tell them that words like 'yet', 'just' and 'already' are sometimes used in the present perfect tense sentences but they are not necessary.
4. Show the class a list of sentences, one at a time, and get them to identify the sentences that are wrong and explain why they are wrong. You may want to construct your sentences carefully to allow the students to better differentiate between the simple past tense and the present perfect tense.

### **Classroom Activities / Assessment (15 min)**

1. Let the students complete **Exercise 36, 37 and 38, pages 58 – 60** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (10 min)**

1. Divide the class of students into pairs. Direct them back to **page 57**. The pair decides on two verbs. One student uses the verb to form a sentence in the simple past tense using an adverb of time word or phrase in the sentence. The other student uses the verb to form a sentence in the present perfect tense.
2. Let the students write the sentences on the page.
3. Let them share their sentences with the rest of the class.

### **Optional Activities**

1. Ask the students to complete **Exercise 39, page 61** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want your students to come up with a police file. Get them to draw a picture of a make-believe criminal and write a list of things that the criminal has done.

#### ***Example:***

- He has snatched a lady's purse. He has stolen a bag.

You may want to allow them to write about a gang of criminals instead of just one criminal.

4. Let the students share their projects with the class.