

Discovering the Present Perfect: Your English Adventure Begins!

Lengua Extranjera | Inglés | Diseño Universal para el Aprendizaje

Descripción

This lesson plan is designed to introduce secondary students aged 12-15 to the Present Perfect Tense in its affirmative form. Students will learn how to express experiences and actions that have happened at an unspecified time before now using simple, easy-to-understand sentences. This knowledge is important because it helps students talk about their life experiences, something they do every day when sharing stories with friends or family. By understanding and practicing the Present Perfect, students will be able to describe things they have done, improving their communication skills and opening doors to more confident English conversations. The lesson uses engaging activities and supports all learners through multiple ways of learning and expressing knowledge, ensuring that everyone can participate and succeed regardless of their current English level. This connection between grammar and real life will motivate students to use English in meaningful and personal ways.

Objetivos de Aprendizaje

- Recognize and identify the structure of the Present Perfect affirmative form in simple sentences.
- Create short affirmative sentences using the Present Perfect to describe personal experiences.
- Demonstrate understanding by responding to simple questions using the Present Perfect.
- Participate actively in group and individual activities to practice the Present Perfect tense.

Recursos Necesarios

- Whiteboard and markers
- Printed flashcards with verbs in past participle form (one set per group)
- Worksheet with simple sentences for practice (one per student)
- Short video clip (2 minutes) illustrating use of Present Perfect (with subtitles)
- Audio recording of example sentences using Present Perfect
- Laptop or projector for video and audio playback
- Visual timeline posters showing “past - present” concept
- Sticky notes and colored pens for student responses

Requisitos Previos

- Basic understanding of simple past tense verbs (regular and irregular)

- Familiarity with the verb 'have' as a helper verb
- Ability to form simple affirmative sentences in English
- Experience with answering simple questions in English

Actividades

Fase de Inicio

Tiempo estimado: 10 minutes

Propósito de la sesión:

Docente: “Today, we will learn a new way to talk about things you have done in your life. This is called the Present Perfect tense. It helps you tell stories about your experiences. It’s easy and fun!”

Estudiantes: Listen and get ready to explore new English sentences.

Activación de conocimientos previos:

- **Docente:** Writes on the board: “I have eaten.” “I have played.” “I have visited.”
- **Docente:** Asks: “Have you eaten today? Have you played a game? Have you visited a new place?” Students answer with “Yes” or “No” to activate prior knowledge about “have” and past actions.
- **Estudiantes:** Respond quickly with “Yes” or “No” and repeat sentences aloud.

Motivación y enganche:

Docente: Shares a fun fact: “Did you know that people use the Present Perfect to talk about experiences without saying exactly when? For example, ‘I have traveled to another country’ means sometime before now, but not the exact time!”

Estudiantes: Show surprise and interest, ask simple questions if they want.

Contextualización:

Docente: “You will use this tense to talk about your life experiences with friends and family. For example, ‘I have watched a movie,’ or ‘I have eaten pizza.’ Let’s learn how to do it!”

Estudiantes: Nod and prepare to practice together.

Fase de Desarrollo

Tiempo estimado: 40 minutes

Presentación del contenido:

Docente: Shows a timeline poster: “Look here. The Present Perfect talks about something done before now, but the exact time is not important. We use ‘have’ + past participle. For example: ‘I have played.’ Let’s watch a short video to

see more examples.”

Plays 2-minute video with simple Present Perfect sentences and subtitles.

Estudiantes: Watch and listen carefully, repeat some sentences aloud.

Actividades de aprendizaje activo:

1. Flashcard Match

- **Objective:** Recognize Present Perfect structure and verbs.
- **Instructions:**
 - **Docente:** Distributes verb flashcards (base form and past participle) to small groups.
 - **Docente:** Explains: “Match the base verb with the past participle. Then, make a sentence with ‘have’ and the past participle.”
 - **Estudiantes:** Work in groups of 3-4, match cards, and say sentences like “I have played.”
- **Organization:** Groups of 3-4
- **Product:** Simple affirmative sentences spoken and shown using flashcards
- **Time:** 12 minutes
- **Teacher Role:** Observe, assist with pronunciation and sentence structure, ask guiding questions: “What is the past participle of ‘play’?” “How do we say it with ‘have’?”

2. Worksheet Practice

- **Objective:** Create short affirmative sentences using Present Perfect.
- **Instructions:**
 - **Docente:** Hands out worksheets with simple verbs and blanks for sentences.
 - **Docente:** Reads instructions aloud: “Complete the sentences using ‘have’ + the correct past participle.”
 - **Estudiantes:** Individually fill in the blanks, e.g., “I have ____ (eat) breakfast.”
- **Organization:** Individual
- **Product:** Completed worksheet with correct sentences
- **Time:** 15 minutes
- **Teacher Role:** Walk around, provide hints, check answers, encourage attempts

3. Pair Interview

- **Objective:** Use Present Perfect to ask and answer questions about experiences.
- **Instructions:**
 - **Docente:** Models question and answer: “Have you ever eaten sushi?” “Yes, I have.”
 - **Docente:** Gives each pair a list of 3-4 simple questions using Present Perfect.
 - **Estudiantes:** Take turns asking and answering the questions in pairs.

- **Organization:** Pairs
- **Product:** Spoken short dialogues
- **Time:** 13 minutes
- **Teacher Role:** Listen, prompt correct sentence use, encourage shy students

Diferenciación:

- **For students who finish early:** Create two additional Present Perfect sentences about their own experiences and share with the class.
- **For students needing support:** Use a visual sentence frame: "I have ____ (verb past participle)." Provide one-on-one help with pronunciation and structure.

Transiciones:

After each activity, the teacher summarizes key points and connects to the next activity by explaining how each step helps them understand and use Present Perfect better.

Fase de Cierre

Tiempo estimado: 10 minutes

Síntesis:

- **Docente:** Asks students to write on sticky notes one sentence they learned today using Present Perfect (e.g., "I have visited a park.")
- **Estudiantes:** Write and then stick their sentences on the board.
- **Docente:** Reads some sentences aloud and highlights the structure: "Have + past participle."

Reflexión metacognitiva:

- "What new words did you learn today?"
- "Can you tell a friend one thing you have done using 'have' + past participle?"
- "Was it easy or hard to make sentences with Present Perfect? Why?"

Retroalimentación:

Docente: Provides immediate verbal feedback, praises effort, and corrects gently by repeating correct sentences. Encourages students to try again if needed.

Transferencia:

Docente: Explains that next time they will learn how to use Present Perfect in questions and negative sentences, helping them talk even more about their experiences.

Tarea o reto:

Docente: Assigns: “At home, ask a family member if they have ever done something interesting. Write down their answer and bring it to class.”

Evaluación

Type of evaluation: Formative evaluation during Development phase and Summative at Closure.

- **Criteria 1:** Identify the correct structure of Present Perfect affirmative sentences (linked to Objective 1).
- **Criteria 2:** Create simple affirmative sentences using Present Perfect (linked to Objective 2).
- **Criteria 3:** Respond correctly to Present Perfect questions in pair interviews (linked to Objective 3).
- **Criteria 4:** Participate actively in all activities (linked to Objective 4).

Instruments suggested: Teacher observation checklist during activities, worksheet correction, oral questioning, and sticky note sentences for quick checks.

Evidences of learning: Completed worksheets, spoken sentences during pair interviews, sticky note sentences on the board, and responses in flashcard matching.