

Present perfect progressive and present perfect simple

C1/C2

Before the lesson: familiarise yourself with the lesson materials starting at:

<http://www.eltconcourse.com/learners/lessons/c1c2lessons/c1c2grammar/simpleandproperfect1.html>**Stage 1 – 5 minutes**

1. Mostly, the distinction between these two aspects of the present perfect is one of the speaker's perception of an event. That's what aspect means. To introduce this concept at the outset, put the following two sentences up (or invent examples of your own which make the distinction clear):

A: The car's dented. What have you done to it?

B: The car's filthy. What have you been doing with it?

2. Put the class in pairs with the task of deciding why Speaker A chooses the simple aspect and Speaker B chooses the progressive.
3. If the class have trouble, focus them on the nature of the verb *dent* and the verb *is*. The former is an event verb (usually a sudden event) but the verb *to be* is a state verb. In order for something to become filthy, a series of events has to happen. For something to be dented, a simple fast action is required.

Stage 2 – 10 minutes – identifying the form

1. If you can locate a picture of two old friends meeting, that will help to set the scene for the dialogue.
2. Go to the first page of the lesson and project it. **The task** is to understand the conversation and then make a list of the tenses which are progressive in aspect and those which are simple. This is not a difficult task so set a time limit if you like.
3. When they have finished, combine pairs so that they can compare their answers.
4. Go on to the next page on the website and let them check they have the right lists. This is a good time to **drill the pronunciation** carefully because the stress pattern is sometimes difficult. It is the main verb which is usually stressed in both aspects. Demonstrate with the two sentences above.
5. Make sure that the whole dialogue has been fully understood.

Stage 3 – 20 minutes – understanding speaker choice

1. Go back one page to the dialogue and put the class in pairs again.
2. **The task** this time is to decide what the speakers' are implying by their choice of aspect. You will probably need to give an example so choose the first line of the dialogue: "Hello, John. I **haven't seen** you for ages. What **have you been doing** since we last met?" The explanation for the speaker's 1st choice is that seeing someone is a one-off event and not usually (in this sense) a continuous event. (Try not to get side-tracked by other meanings of the verb such as "They have been seeing each other for a while".) The explanation for the speaker's 2nd choice is probably that he wants to have as much information as possible because they haven't met for a long time and he is sure that a lot has happened in John's life. In other words, he is interested in **a series of events** or **continuous events**.
3. You will also need to monitor this activity closely and be prepared to step in and lead people to the right solutions. Try not to give the answers but allow them to discover them.
4. When they have finished, project the next page of the site for the learners to check against what they have decided and to see if they can follow the arguments. Discuss their answers – this is not a straightforward area.
5. Go on to the test. If you are projecting it, show all the questions and get them to do it on paper. Otherwise, get them to work individually or in pairs on separate monitors and then have a chance to compare answers before they go on to the next question. **Note that in some items both answers are possible but imply slightly different intentions. Focus on these.**

Stage 4 – 20 minutes – practice

1. Prepare the class by asking them to imagine they haven't seen a friend for over a year. They should write down at least three things that have changed in their lives and three things that have happened. Give some clues for **events** such as passing examinations, moving house, etc. and **states** such as working in a new town, living in a different country, being ill etc.
2. When they are thoroughly prepared only, put the class in pairs and get them to role play something similar to the opening dialogue while you monitor and note mistakes in use for later treatment. Try not to interrupt unless communication breaks down.
3. Use the list you made while monitoring to put any false sentences on the board and see if the learners can self-correct.