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ESL Teacher, Timor-Leste "There are a lot of resources that are useful for teaching English. I downloaded the games which are handy and use them in my classes. With the games, my students never skip class or feel tired to learn English. The resources for teaching English helped my students progress in grammar, vocabulary, writing and comprehension. They also helped me a lot to guide my students to learn in a practical way." English Instructor, United States "Thank you for providing these incredible resources. Teach-This.com is always my go-to site for class activities, and I recommend it often. I love how it is organized. I can find resources for a specific grammar concept or language function by level and type of activity. Every time I visit your site, I discover a new classroom interaction strategy that's perfect for teaching the concept I'm focusing on! When I return after the holidays, yours will be the first subscription I restart." ESOL Teacher, United Kingdom "I am an ESOL teacher, and the resources have helped my classes enormously. In particular, the speaking activities were a great help for my intermediate students before their exam. The website is user-friendly, and I will continue to utilise the resources - next term is reading and comprehension, so I will be looking for more resources from you. Thank you for such helpful activities and worksheets. They save me a lot of time in class preparation." ESL Teacher, France "Teach This is an absolutely brilliant website, offering a vast amount of high-quality content, much of it free. Everyone involved in its creation deserves commendation. The leadership's vision has my deepest respect and gratitude. It's undoubtedly the best resource for English teachers, with its clear layout, easy navigation, concise messaging, and lack of invasive advertising - rare qualities that Teach This has perfected." English Teacher, Laos "When I need to add or change an activity from my school's curriculum, I always turn to TeachThis. While our curriculum is usually very good, it sometimes doesn't fit well with my students. With TeachThis, I can easily find activities that match my topic and level, and the resources make my classes more interesting and varied. I look forward to the monthly newsletter and exploring new materials for inspiration. Please keep it up!" English Tutor, Australia "I like the efficiency and organization of the website. The resources cater to various levels with topic-based options for higher levels. The worksheets are very engaging and the answer keys are particularly helpful for teacher. The resources are also highly specific to levels and outcomes, making planning much easier. Finding what I need is simple and time-saving with the keyword search feature. Everything is clear and straightforward." ESL Teacher, Switzerland "The easy and ready-to-go materials have helped me a lot during the last few years. Most of all I like the grammar games that activate my pupils and keep them engaged. My lessons have become way more playful and varied. Additionally, I like the grammar worksheets which I use to consolidate what I have worked on during class. The website is very user-friendly, and I have never had any difficulties finding what I was looking for." Business English Teacher, Canada "A friend told me about the site, and it's awesome. I have found the Business English resources especially engaging and relevant for my students as the materials help them understand business writing and terms. My teaching experience has also improved from using the games on the site as they allow me to teach in a fun way. The user experience is outstanding. Great job!" English Teacher, Mexico "I found Teach-This a long time ago when I started teaching. It's always had great resources. I really appreciate the grammar materials, board games, and group activities. They've saved me lots of time on lesson planning. The materials are easy to use and understand, making my job much simpler. The best thing is that many resources can be downloaded for free. I've used it for around 8 years, and it consistently offers great content." Primary School Teacher, United Kingdom "I use the resources from the Games Section as part of my daily 30-minute morning warm-up activities, and I've received rave reviews for using them. The games help me maintain student interest and participation and leave the students feeling happy and awake. I like everything about the site, and customer support is very effective as they respond in time." EFL Teacher, Argentina "Teach-This is one of the best EFL websites I've found. It's extremely user-friendly, and I always find what I need quickly. I like the design, and the content is fun, engaging and original. I am very thankful for all your work and generosity by making some resources free. I always recommend this website to my fellow teachers. Your work is really helpful, and I value it enormously." Language School Teacher, Czechia "I like the grammar-focused resources the most as they save me time. The resources also inspire me. If I see an interesting grammar activity, I often rework it for other grammar rules. I like the fact that I simply pay a flat fee, and I can download whatever I want. Teach-This really is a great timesaver. I know that if I am in need of resources for my students, I can go to Teach-This and find something interesting." English Teacher, Kenya "Getting familiar with the site and how to use the resources is not difficult. I found the writing skills resources to be the most valuable as they have enhanced my teaching of this skill. The website is elaborate and full of all types of resources to help me teach English. When I contacted customer support, they were super-fast to deal with my enquiry. So overall, I recommend it." ESL Teacher, Morocco "I have found the grammar and vocabulary resources the most valuable. They have improved my teaching experience because they are easy to use and well-organized. The materials are very engaging for my students. The website is also very user-friendly. The best thing about Teach-This is that it offers ready-made worksheets for busy teachers, and the content is well-organized and full of information." High School Teacher, Kurdistan "I'm really glad I found the Teach-This website. The materials in the General English section have proven to be really helpful and made my classes more engaging. The materials are well-structured and cover a wide range of topics, making it easy to keep my students interested and motivated. Overall, my experience using your resources has been great." EFL Teacher, Yemen "My first impression of the website was that it was amazing. The games and activities have really improved my teaching. The resources are engaging and relevant to my students' needs, and I find the website easy to use and navigate. Thanks." English Teacher, India "I would like to thank you for making a fantastic website. I particularly enjoy teaching the functional language materials, which have been very helpful in my classes. The resources have significantly improved my students' communication skills in daily life, so it was rewarding to see them benefit in this way. It feels great to be able to make a difference in my students' lives. Please keep up the good work." Academic English Coordinator, Spain "I've been teaching Academic English for over eight years, and Teach-This.com has become my go-to resource for university preparation classes. The academic vocabulary exercises and speaking test preparation activities are exceptionally well-designed for advanced learners. My students particularly appreciate the study skills resources and paragraph writing materials, which have significantly boosted their confidence and exam scores." Cookies user preferencesWe use cookies to ensure you to get the best experience on our website. If you decline the use of cookies, this website may not function as expected.AnalyticsWe use Google Analytics cookies to understand how our website is used and to improve your experience. These cookies collect information anonymously, such as the number of visitors and the most popular pages.Google AnalyticsAcceptDeclineEssential/Strictly Necessary CookiesThis cookie is set by Cloudflare to identify trusted web traffic and verify legitimate users after completing security checks, such as a CAPTCHA. It ensures the website remains secure and accessible without impacting performance. This cookie is essential for the proper functioning and security of the site and cannot be disabled.AdvertisementIf you accept, the ads on the page will be adapted to your preferences.Save What do you do when textbook grammar presentations just dont cut it? The present perfect is a confusing verb tense for ESL learners. Students get confused about when to use it versus when to use the simple past, and also when to use it versus the present perfect progressive (also known as the present perfectcontinuous). Unfortunately, most of the textbooks Ive come across dont explain all the uses clearly. The result is that students can conjugate verbs into the blanks provided in textbook exercises, but they flounder in real life when they have to choose which tense touse. In other words, when it comes time to choose between the simple past, present perfect, and present perfect progressive (for example, when speaking, writing, or doing a test like the TOEIC), students struggle. Thats why I started to present all three tenses at once in my TOEIC classes, and gradually started to use this method for other general classes, too, with successful results. I hope it will help your students aswell! Step #1 Start by telling your students that there are two uses of the present perfect (most students are not even aware of this). Point out that diagramA indicates a finished past action. DiagramB shows an action that started in the past, continued to the present, and may continue into thefuture. A) I have been toParis. B) I have lived in Vancouver for twoyears. Step #2 Next, focus on the first use of the present perfect (from diagramA). Help your students understand when they can use this finished past action by comparing it to the simple pasts finished past action. Explain that we use the simple past tense when we want to communicate when we did something, as in diagramC. We use the present perfect tense when we dont want to indicate the time, either because we dont know it or it isnt important, as in diagramD. C) I went to Paris lastmonth. D) I have been toParis. Step #3 At this point, I find it useful to point out the time markers that are associated with these verb tenses. Time markers are words that indicate the time when an action is performed, and they will help students both to recognize which verbs to use in exercises and to produce natural language. I usually get the students to brainstorm these words as a class. Here are the most common time markers for thesetenses: Time markers for the simple past: yesterday, the day before yesterday, last, ago, when (for joining two pastsentences) Time markers for the present perfect (as in diagrams A and D): usually, no time marker is used, but for emphasis, it is possible to use already*, yet*, still*, ever, never Here is a quick note about already, yet, and still. These three adverbs are very common, so its a good idea to teach them along with the present perfect, though you could teach them in a separate lesson if you think your students heads will explode from all thisinformation. Already (used to emphasize that an action has been accomplished in the past) follows the normal pattern of Verb + Adverb + Verb, as in I have already read thatbook. Yet (used to signify the intention to do something) follows an unusual pattern. You use yet at the end of a sentence, and the verb must be negative, as in I havent read that bookyet. Still (like yet, it is used to signify the intention to do something) also follows an unusual pattern. You use still before both parts of the verb, and the verb must be negative, as in I still havent read thatbook. Be careful that students dont get confused with the other use of still (used to emphasize an ongoing action), which is commonly used with a positive verb and the present progressive tense, as in I am still waiting for your call. No wonder English is difficult tolearn! Step #4 Finally, focus on the second use of the present perfect (from diagramB). Explain to students that for this use, the present perfect and the present perfect progressive are pretty much interchangeable. Basically, the present perfect shows an action that starts in the past, continues to the present, and may continue into thefuture. For example, in diagramE, the emphasis is on the two months I have lived in Vancouver. I might be moving to another city tomorrow, or I might continue living in Vancouver for many more years. The future is not really important in this case; if it is important, thats when the present perfect progressive should be usedinstead. The present perfect progressive shows an action that starts in the past, continues to the present, and will definitely continue into the future. In diagramF, it is clear that I have lived in Vancouver for two months, but also that I am not leaving and will continue to live here for an unspecified amount oftime. I also point out to students that when in doubt, use the present perfect since it is more commonlyused. E) I have lived in Vancouver for twomonths. F) I have been living in Vancouver for twomonths. Step #5 Now, you can point out the time markers for these twotenses: Time markers for the present perfect (as in diagrams B and E): for**,since** Time markers for the present perfect progressive: for**, since**, all (as in all morning, all week,etc.) I also explain to my students that for is used to show the duration of the continuing action, while since is used to show the starting point of the continuingaction. Of course, there are other cases and exceptions to these basic rules (for example, It has been raining can indicate that the rain recently stopped, which is technically a finished past action), but I believe theres no need to completely overwhelm your students. I suggest dealing with exceptions on a casebycase basis if they come up in thelesson. For lessons on the present perfect and the present perfect progressive, check out ESLLibrarys Grammar Practice Worksheets section. Check out our Grammar Stories sectiontoo. Enjoy presenting andperfecting! Tanya Are your students having trouble expressing their thoughts in the present perfect continuous tense? Are you looking for a way to help them master this complicated grammatical structure? Look no further! We have created this helpful blog post to provide teachers with an easy-to-understand overview of the present perfect continuous tense, featuring strategies and activities to ensure your students can quickly become confident users of it. Please keep reading to explore how this unique verb form works in English so you can effectively teach it! Related: For more, check out our article onThe Future Perfect Tense here. The Present Perfect Continuous Tense is often used to talk about an action or situation that began in the past and has continued until now. It may or may not still be continuing. This tense expresses the idea of something that has gone on for some time and emphasises the process or duration of something instead of just the result. The structure of the present perfect continuous is composed of two parts: have/has been plus a present participle (-ing). For example, She has been learning Spanish for two years. In this sentence, the verb phrase has been learning expresses an ongoing action in the past that continues into the present. The Present Perfect Tense is used to talk about a completed action that happened at an unspecified time in the past and has an effect on the present. For example, I have seen that film. In this sentence, the verb phrase have seen expresses a completed action or situation that happened at some point in the past, but it does not specify when. The Present Perfect Continuous Tense is used to talk about an ongoing action or situation that began in the past and has continued until now. This tense emphasises long-term continuing efforts and their effects more than their current state or results. For example: She has been learning Spanish for two years vs She has learned Spanish for two years. The former emphasises what she had done over a long period (in this case, learning Spanish), whereas the latter states that she had known Spanish for two years but did not indicate when it was done. She has been learning Spanish for two years. (She isnt necessarily learning it now; she has learned it over time.) He has been working on that project since last week. (He may or may not be still working on it, but he started some time ago, and his work continued until now.) We have been studying for our final exam for months. (We arent done yet with the exam, but we have put in effort over a sustained period.) They have been reading that book since yesterday morning. (It is not necessarily finished yet, but they began and kept reading throughout the day until now.) Teaching the Present Perfect Continuous Tense can be a challenge for both teachers and students alike. Students must understand how this tense differs from the Present Perfect Tense, which focuses more on completed actions. One way to teach the Present Perfect Continuous Tense is through engaging activities and games. For example, have students create pictograms that illustrate an ongoing action in the present perfect continuous to help them visualise the concept. You could also give them sentences where they must fill in the blanks with the present perfect or present perfect continuous verb forms. This will allow them to practice their grammar skills while recognising when a particular verb form should be used in a sentence. You can also use real-life examples to explain how this tense is used in everyday situations. For example, suppose someone has lived in a foreign country for five years. In that case, you can explain how living expresses an ongoing situation that has been happening for a long timethus using the present perfect continuous tense instead of just saying lived, which would imply a single completed action at some point in the past. By providing plenty of practice with different scenarios and examples and emphasising how this tense differs from other tenses, like the Present Perfect Tense, you will help your students get comfortable with using this tense correctly! Students can identify when to use the Present Perfect Continuous Tense. Students will be able to write sentences correctly using this tense. Students can use real-life examples to explain how the Present Perfect Continuous Tense is used in everyday situations. Begin the lesson by reviewing what students already know about the Present Perfect Tense and how it differs from the Present Perfect Continuous Tense, emphasising that it describes ongoing actions that started in the past and continue into the present. Have students create pictograms illustrating an ongoing action in the present perfect continuous tense to help them visualise the concept. Give students sentences where they must fill in the blanks with the present perfect or present perfect continuous verb forms. This will allow them to practice their grammar skills while recognising when a particular verb form should be used in a sentence. Use real-life examples to explain how this tense is used in everyday situations. For example, suppose someone has lived in a foreign country for five years. In that case, you can explain how living expresses an ongoing situation that has been happening for an extended periodthus using the present perfect continuous tense instead of just saying lived, which would imply a single completed action at some point in the past. Ask your students questions such as When do we use Present Perfect Continuous Tense? or What other ways we can use this verb form?. This allows them to reflect on what they have learned and ensures understanding of concepts presented throughout the lesson plan. What does it mean when we use Present Perfect Continuous Tense? How does this verb form differ from others, such as Present Perfect? When do we use real-life examples to demonstrate proper usage? A: The Present Perfect Continuous Tense (also known as Present Progressive) expresses ongoing actions that began in the past and continue into the present. A: You use this verb form when describing an action that has started in the past and continues into the present, such as I have been living in Spain for five years. A: The difference between these two tenses lies in their focus. The Present Perfect focuses on a completed action, while the Present Perfect Continuous focuses on an ongoing effort. For example, if you say, I have lived in Spain for five years, it implies that you are no longer living there, whereas saying, I have been living in Spain for five years, means that you are still living there now. A: Yes! You can use activities and games to help your students practice and understand how to use this tense correctly. For example, create pictograms that illustrate an ongoing action using the present perfect continuous form or give them sentences where they must fill in the blanks with the present perfect or present perfect continuous verb forms. This will allow them to practice their grammar skills while recognising when a particular verb form should be used in a sentence. Once students have mastered the present perfect tense, learning the present perfect continuous tense is relatively easy. In fact, in many instances, either of these two tenses can be used. The main goal when teaching the present perfect continuous tense is to get learners to understand that it is used to emphasize how long a current activity has been going on for. In this guide, we will walk you through step by step how to teach the present perfect continuous. How To Teach The Present Perfect Continuous Tense Step 1: Review The Present Perfect Any lesson on the present perfect continuous tense should begin with a review of the present perfect simple tense. Review the two main uses of the present perfect: to talk aboutfinished past actions, and to talk about an action thatstarted in the past and continued to the present. Elicit some example sentences from the students and write these on the board. If you want some tips on how to review this tense, check out our guide on how to teach the present perfect tense. Step 2: Introduce The Present Perfect Continuous Next, explain to students that the present perfect continuous tense is similar to the 2nd usage of the present perfect tense (to talk about an action thatstarted in the past and continued to the present.). Explain that the present perfect continuous tense emphasizes the length of a current action and often describes an activity that will likely continue. To help students understand, ask them how long they have been studying English and if they are still studying English. Point out that they will likely continue to study English in the future. Then write on the board I have been studying English for 3 years.. Next, elicit some more examples from students and write them on the board, also. For example, you can ask them how long they have been playing the piano, how long they have been listening to the teacher in the current lesson, etc. Step 3: The Present Perfect Continuous Structure Next, its time to show students the present perfect continuous structure. Write the following on the board: subject + have/has + been + verb(ing) + objects You may need to review with students what subject and object refers to and when to use have vs has. A great way to do this is to look at the example sentences that you wrote on the board in step 2. For example, you can ask students to identify the subject in each sentence and then change the subject and ask students if they should change have/has to make a correct sentence. Step 4: Present Perfect Continuous Activity Now that students have an understanding of the present perfect continuous usage and structure, its time for students to make their own sentences. A super fun way to do this is with the following activity. Put students into pairs or small groups. Tell them that they must draw a picture of a person doing something and write how long they have been doing the action using a present perfect continuous tense sentence. Once students have finished, have them share their pictures and sentences with the class. This can lead to some really funny sentences. For example, one group might draw someone sleeping and write that He has been sleeping for 5 days., or draw a person doing homework and write She has been doing homework for 10 hours. Step 5: Present Perfect Continuous Exercise Finally, its time to practice more with some present perfect continuous exercises. Download and print this worksheet and give one to each student. To complete the worksheet, students must fill in the blank to complete the present perfect continuous sentence. You can find more present perfect continuous exercises here. Related Thanks for reading. I hope you found this guide to teaching the present perfect continuous tense useful. For more teacher guides, check out these related posts:How To Teach The Present PerfectHow To Teach The Present SimpleHow To Teach The Passive Voice Present perfect and past perfectPresent perfect continuous Present perfect simple and present perfect continuous,Do you know if Peter has called?My manager wont be pleased because I still havent finished the report.Have you sent that email yet?Were really tired. Weve been driving since 4 o'clock this morning.How long have you been studying English?The bus hasn't come. I've been waiting here for ages.We form the present perfect simple with have + past participle.Ive never been to Africa.We form the present perfect continuous with have + been + -ingform.Its been raining since ten oclock this morning.We use the present perfect to connect the past and the present.The cafe has just opened. (= It is open now.)People have been arriving in large numbers. (= They are still arriving now.)We can often use either the present perfect simple or the present perfect continuous with since or for when something started in the past and continues now, or is repeated up to now.Weve lived/ve been living here for about a year now.Ive listened/been listening to the new album a lot since I downloaded it.Present perfect simple vs present perfect continuousWe use the present perfect simple to focus on the result of an action, and we use the present perfect continuous to focus on the doing of the action itself.I've been practising this piece for weeks but still haven't learned it.We use the present perfect simple to talk about how much or how many. When we focus on how long something has taken, we use the present perfect continuous.I've done three tests this term.We've seen that show three times.I've been working on this project for a month now. I need to finish it by the end of the week.We use the present perfect simple to talk about how many times something has happened. But we use the present perfect continuous for repeated actions when we don't say specifically how many times they have happened. We often use phrases such as all day and recently in these sentences.We've seen that show three times.I've been trying to contact him all morning.We usually use the present perfect simple, not the present perfect continuous, to talk about states rather than actions with verbs like be, have, know, seem.Weve known each other since university.We've been knowing each other since university.Shes had that laptop for over ten years!She's been having that laptop for over ten years!We often use the present perfect simple, not the present perfect continuous, to announce news for the first time.Have you heard? Toms lost his job.The Prime Minister has resigned. Grammar contents Practice 1 Multiple choicePractice 2 Multiple choicePractice 3 Multiple choicePractice 4 Gap-fillPractice 5 Gap-fillPractice 6 Gap-fillPractice 7 Gap-fillPractice 8 Multiple choicePractice 9 Gap-fillPractice 10 Multiple choicePractice 11 Multiple choicePractice 12 Gap-fillPractice 13 Gap-fillPractice 14 Error correctionPractice 15 Multiple choicePractice 16 Multiple choice Grammar contentsView all Present perfect and past perfectPresent perfect continuousQuantifiers, possessives and demonstratives Download this explanation in PDF.Click here for our complete programme to perfect your English grammar.We use both of these tenses for finished and unfinished actions.The present perfect simple can be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. It's often used with stative verbs:I've known John for three years.The present perfect continuous can also be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. (Of course, we don't use the present perfect continuous with stative verbs):She's been living here for three years.Sometimes there's really no difference in meaning between the two tenses. This is especially the case with verbs such as 'live', 'work' and 'study':They've lived in London since 2004.They've been living in London since 2004.I've studied French for ten years.I've been studying French for ten years.He's worked at the company since 2009.He's been working at our company since 2009.Sometimes, there is a difference in meaning:1: The present perfect continuous can be used to emphasise the length of time that has passed. The present perfect simple is generally neutral:They've been waiting for hours! (This emphasises the length of time).They've waited for hours. (This doesn't emphasise the length of time).2: On the other hand, the present perfect simple is often used when we're talking about how much or how many. This isn't possible with the present perfect continuous:She's drunk three cups of coffee this morning.She's drunk at least a litre of coffee today.(NOT: she's been drinking three cups of coffee this morning).3: The present perfect continuous often focuses on the action itself, while the present perfect simple focuses on the fact that the action is completed:I've been reading the book you recommended. (I'm enjoying it, but I'm not finished).I've read the book you recommended. (I've finished it, so we can talk about it).We use 'yet' and 'already' with the present perfect simple:Have you read the book yet?She's finished her work already.This difference is often used to talk about different kinds of results in the present. The present perfect simple is used when the action is finished, and the result comes from the action being finished:I've eaten dinner, so let's go out.She's done all her homework, so she can relax this evening.I've made a cake. Would you like some?The present perfect continuous is used when the result comes from the action itself. It doesn't matter if the whole action is finished or not. The result is often something we can see, hear, smell, or feel:I've been eating dinner, so there are plates all over the table.She's been doing her homework, so she's tired.I've been making a cake, that's why the kitchen is such a mess.4: Finally, the present perfect continuous can be used to emphasise that something is temporary:She's been running a lot recently. (She doesn't usually do this).Usually I study at home, but I've been studying in the library for the last week.Click here for more about the present perfect simple tense.Click here for more about the present perfect continuous tense.Download this explanation in PDF.Click here for our complete programme to perfect your English grammar.Present perfect or present perfect continuous exercise 1Present perfect or present perfect continuous exercise 2Present perfect or present perfect continuous exercise 3 This is a powerpoint you can use in class to explain the difference between the present perfect simple and continuous. It shows the rules, how to alter the verbs for both tenses, and example sentences to explain the difference. It's suitable for B1/B2, pre-intermediate/intermediate level. A British English worksheet to write sentences for each picture to practise using the present perfect simple and continuous. Share copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. Students often confuse the present perfect and present perfect continuous. This lesson employs an imaginary biography to get students asking questions and speaking about completed accomplishments (present perfect) and duration of activity (present perfect continuous). The main difference between the present perfect and present perfect continuous that students need to acquire is the difference between the amount of time the current activity has been in progress, and the amount of activity that has been done. In the first case, we use the present perfect continuous to express how long the current activity has been going on. In the second case, use the present perfect to express how many or how much has been accomplished. These guides on how to teach the present perfect continuous and how to teach the present perfect can help with further exercises and teaching suggestions. Correct use of present perfect and present perfect continuous, contrasted with simple past Use of an imaginary chart of life events to elicit questions and answers using both the present perfect and present perfect continuous, as well as the simple past IntermediateReview the present perfect and present perfect continuous with the class. Focus on the difference between present perfect to express an amount finished up to the present moment (I've read three books by Hemingway), and the present perfect continuous to express the duration of the current activity (She's been reading for three hours).Ask students to take a look at the sentences in exercise 1 and decide if they are correct or incorrect.Make a point of discussing the use of BOTH the present perfect and present perfect continuous with common verbs such as live, work, play, drive, etc.Ask students to read the life chart of John Anderson.Have students pair up and use the question cues. Ask students to use the present perfect continuous when asking about the duration of an activity.To check if students are doing the activity correctly, ask the students to write out the questions once they have finished. 0Born 1954 6Started school 12Started magazine delivery service 13Started playing tennis 15Hired four other boys for magazine delivery service 17Sold magazine delivery service for $20,000 17Went to Harvard Business School 18Won New York State tennis championship 19Started 'Supersoft' software company with roommate 20Sold 'Supersoft' for $400,000 21Graduated with honors from Harvard 22Received Masters of International Business from Yale 23Started work for Brown and Bran Inc. in New York City 25Married first wife, Josine 26First son born, Josh 26Promoted to Vice President of International Sales 27Won New York Business Club's International Businessman Award 28Left Brown and Bran Inc. 28Started New Media Associates Inc. in New York City 29Divorced Josie 30Won 'New Business Innovation' award 31Met and married second wife, Angela 32Second son, Philip, born 33Won over-thiry tennis tournament of New York City In this upper-intermediate lesson, students will learn how to correctly use thepresent perfect simpleandcontinuous tenses. They will focus on distinguishing between these two forms and understanding when to use each appropriately. These tenses can convey different aspects of time and action, crucial for expressing experiences, ongoing actions, and completed activities up to the present moment.The lesson plan includes aboardworksuggestion that outlines one way to present the target language. After that, we move on to several engaging low-resourceclassroom activitiesinvolving different collaborative grammar and speaking tasks. As usual, we have included a fun classroomgame ideatoreview the lesson's content and offer an enjoyable way for students to consolidate their learning. Not a member? Sign uptoday to get instant access to the entire TEFLHandbook library. Students review the functional uses of the present perfect simple and continuous tenses.Compare and contrast the functional uses of both tenses with your students and try to elicit examples of each.This lesson plan is exclusive to TEFLHandbook members. Join today and get instant access to our expanding library of teaching resources. The students will work in pairs to make statements using the present perfect simple or continuous.This lesson plan is exclusive to TEFLHandbook members. Join today and get instant access to our expanding library of teaching resources. Students have to complete a table by matching verbs to their corresponding collocation.This lesson plan is exclusive to TEFLHandbook members. Join today and get instant access to our expanding library of teaching resources. This lesson plan contains a suggested homework activity that your students can use to practise the target language of the lesson at home.This lesson plan is exclusive to TEFLHandbook members. Join today and get instant access to our expanding library of teaching resources. One student pretends to be a famous person while the rest of the class ask them interview questions to try and guess who they are.This lesson plan is exclusive to TEFLHandbook members. Join today and get instant access to our expanding library of teaching resources. Be sure to check out our entire intermediate and upper-intermediate collections, as well as ourcomplete library of ESL lesson plans.If you use an iOS or Android device, have a look at theTEFL Handbook app. An ESL lesson planner for English teachers. It has a lot more content and gives you faster access to our ESL resources, making it easier to use in class.

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