**This Lesson Plan is prepared with the help of Chat GPT -** [**https://chat.openai.com/**](https://chat.openai.com/)

lesson plans, handouts, grammar, Future Perfect Progressive, vocabulary, music, language reception (reading), language production (speaking, writing), B2-C1

**Future Perfect Progressive**

**Objective:** By the end of this lesson, students will be able to:

Understand and use the Future Perfect Progressive tense in affirmative, negative, and interrogative forms.

Identify the correct sentence structure for the Future Perfect Progressive tense.

Apply their knowledge in reading comprehension and real-life scenarios through role-play activities.

**Feel free to adapt and modify these activities according to the needs and proficiency level of your EFL class.**

**Materials:**

Whiteboard and markers

Future Perfect Progressive tense handout

Worksheets

Reading passage handout

Role-play scenario cards

**Duration: Approximately 60 minutes**

**Handouts are to be found at the bottom of the document**

**Introduction (10 minutes):**

Begin by briefly reviewing the concept of the Future Perfect Progressive tense. Explain that it is used to describe actions that will be ongoing up to a specific point in the future.

Write an example sentence on the board: "By 5 PM tomorrow, I will have been studying for three hours."

Explain that this tense is formed with "will have been" + the base form of the verb + "ing."

**Future Perfect Progressive Tense (15 minutes):**

Hand out a Future Perfect Progressive tense handout that includes explanations and examples for affirmative, negative, and interrogative sentences.

Go through the handout together, providing additional examples for each form as you explain them.

**Affirmative Sentences (Practice - 10 minutes):**

Provide students with worksheets containing sentences in the present tense, and instruct them to rewrite each sentence in the Future Perfect Progressive tense affirmatively.

**Negative Sentences (Practice - 10 minutes):**

Next, give students worksheets with affirmative sentences in the Future Perfect Progressive tense. Ask them to rewrite the sentences negatively.

**Interrogative Sentences (Practice - 10 minutes):**

Finally, distribute worksheets with affirmative sentences in the Future Perfect Progressive tense and ask students to turn them into interrogative sentences.

**Reading Passage (15 minutes):**

Hand out a reading passage that contains sentences in the Future Perfect Progressive tense. For example:

**Text 1: Jenny's Countdown to the New Year**

Jenny is excited about the New Year. She will be celebrating with her friends at a big party. As the clock strikes midnight, she will have been dancing for hours, and she will have counted down to the New Year with a big smile.

Have students read the passage individually or in pairs.

After reading, ask comprehension questions related to the passage using the Future Perfect Progressive tense:

1.What will Jenny have been doing when the clock strikes midnight?

2.How long will she have been dancing?

3.How will Jenny greet the New Year?

**There is one more reading passage below.**

**Role-Play Scenario Cards (15 minutes):**

Divide the class into small groups and provide each group with a role-play scenario card involving the Future Perfect Progressive tense (e.g., planning a surprise party, discussing travel plans).

In their groups, students should act out the scenarios, using the tense correctly in their conversations.

**Conclusion (5 minutes):**

Review the use of the Future Perfect Progressive tense and discuss any questions or challenges students encountered during the activities.

Assign homework or provide additional exercises for practice.

**Assessment:** Monitor students' participation during activities and their ability to correctly form affirmative, negative, and interrogative sentences in the Future Perfect Progressive tense.

**Handouts**

**Text 2: "A Day in the Life of Emma" B2-C1**

Emma is a talented musician who is pursuing her dream of becoming a professional violinist. Her days are filled with practice, determination, and a passion for music.

Every morning, Emma wakes up at 6:00 AM. She believes that early mornings are the best time to practice, as the world is calm and quiet. As the sun rises, she heads to her music room, where her violin awaits. She knows that to become the best, she must practice diligently.

Emma will have been practicing for two hours before taking a break for breakfast. She believes that a healthy start to the day is essential for her energy and focus. She enjoys a bowl of oatmeal with fresh berries and a warm cup of tea.

After breakfast, Emma will have another two hours of practice. This time, she works on perfecting challenging pieces. Her fingers move gracefully across the strings, creating beautiful melodies that fill her home.

By midday, Emma takes a break for lunch. She will have been playing the violin for several hours, and her fingers need rest. She prepares a simple salad and takes a short walk outside to clear her mind.

In the afternoon, Emma resumes her practice, focusing on technique and precision. Her dedication is unwavering, and she knows that the hours she invests in practice will lead her closer to her dream.

By the time evening approaches, Emma will have practiced for a total of six hours. She is exhausted but fulfilled. She takes a warm bath to relax her muscles and then sits down to review sheet music and plan her practice sessions for the next day.

Emma's day is a testament to her commitment to music. Her journey is not easy, but she is determined to succeed. As she goes to bed at 10:00 PM, she knows that every day of practice brings her closer to the stage where she will share her passion and talent with the world.

Questions:

1.What time does Emma wake up in the morning?

2.Why does Emma prefer to practice early in the morning?

3.How long does Emma practice before taking a break for breakfast?

4.What does Emma have for breakfast?

5.How does Emma spend her midday break?

6.How many hours does Emma practice in the afternoon?

7.What does Emma do in the evening to relax her muscles?

8.How late does Emma go to bed?

This text provides an example of the Future Perfect Progressive tense in action, describing Emma's daily routine and the dedication required to pursue her dream of becoming a professional violinist.

**Role-Play Scenarios**

Scenario 1: Preparing for a Concert

Characters: Emma (violinist) and Sarah (friend)

Emma: (Practicing the violin) Sarah, I'm so excited about my upcoming concert on Saturday.

Sarah: That's great, Emma! How long will you have been practicing for it by Saturday?

Emma: I will have been practicing for weeks. Can you help me choose the best outfit for the performance?

Scenario 2: Dinner Discussion

Characters: Emma (violinist) and Mark (family member)

Mark: Emma, I noticed you've been practicing all day. How many hours will you have practiced today?

Emma: Well, by the end of the day, I will have practiced for about six hours.

Mark: That's impressive! Will you take a break soon to have dinner?

Emma: Yes, I will take a break soon and have a quick dinner. Then, it's back to the violin!

Scenario 3: Encouragement from a Friend

Characters: Emma (violinist) and Alex (friend)

Alex: Emma, you work so hard every day. Do you think all this practice will pay off?

Emma: I hope so. By the time of my big performance next month, I will have been practicing for hours.

Alex: You will do great! I'm sure you will have improved a lot by then.

These role-play scenarios allow students to use the Future Perfect Progressive tense in conversations related to Emma's dedication to playing the violin. It reinforces their understanding of this tense while engaging them in meaningful dialogue.

**Worksheets:**

Handout 1: **Affirmative** Sentences in Future Perfect Progressive Tense

Instructions: Rewrite the following sentences in the Future Perfect Progressive tense in an affirmative form.

She (cook) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dinner for three hours by 7 PM.

They (practice) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the piano for two hours tomorrow.

I (read) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the novel for a week next Sunday.

The students (study) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English all morning.

By the time we arrive, he (watch) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the movie for an hour.

Handout 2: **Negative** Sentences in Future Perfect Progressive Tense

Instructions: Rewrite the following sentences in the Future Perfect Progressive tense in a negative form.

She (not cook) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dinner for three hours by 7 PM.

They (not practice) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the piano for two hours tomorrow.

I (not read) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the novel for a week next Sunday.

The students (not study) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English all morning.

By the time we arrive, he (not watch) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the movie for an hour.

Handout 3: **Interrogative Sentences (Questions)** in Future Perfect Progressive Tense

Instructions: Rewrite the following sentences in the Future Perfect Progressive tense in an interrogative form.

(She / cook) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dinner for three hours by 7 PM?

(They / practice) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the piano for two hours tomorrow?

(I / read) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the novel for a week next Sunday?

(The students / study) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English all morning?

(By the time we arrive, / he / watch) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the movie for an hour?