

2.1

PRESENT PERFECT *HAVE YOU EVER ...?*

LEVEL
Lower intermediate +

TIME
40–50 minutes

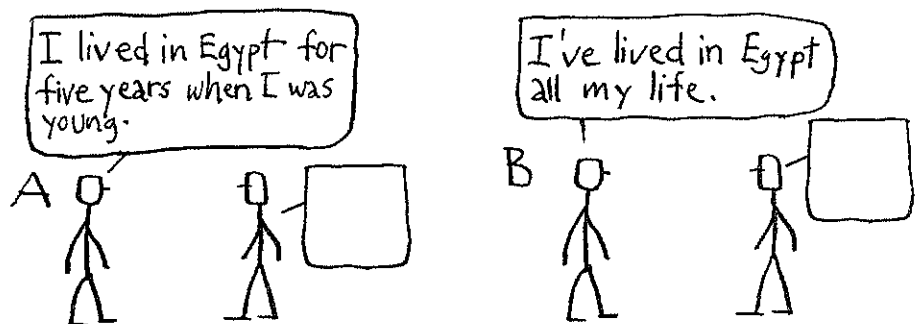
Section A

AIMS

- to distinguish between the meaning of the Past Simple and the Present Perfect;
- to establish the use of the Present Perfect with *ever* to talk about experiences.

DISCOVERY

1. Draw the following on the board, or onto an overhead transparency:



Now, write the following two sentences on the board, or dictate them:

1. *Did you ever climb the Great Pyramid?*
2. *Have you ever climbed the Great Pyramid?*

Ask the students to decide which sentence (1 or 2) best fits the empty speech bubble in situation A, and which fits the empty speech bubble in situation B. They should be allowed to discuss their choices in pairs. Ask them to justify their answers. (The answer is: sentence 1 goes with situation A; sentence 2 with situation B.)

2. Ask the students to identify the form of the verb in each case: *did you ever climb...?* and *have you ever climbed...?* (The first is past simple, the second is present perfect). Establish a "rule of thumb" for the present perfect, ie, that we use it to talk about things that have some connection with the present. The past simple, on the other hand, is disconnected from the present.

CONSOLIDATION

1. Draw two faces on the board, one on the left and one on the right, and ask the students to copy these into their books or on a sheet of paper. Tell the class that the person on the left is called Amos, that he was a famous explorer, and that he lived in the 15th century. The person on the right is called Brian, he is also an explorer, and he is 70 this year.

2. Dictate the following sentences. The students have to write them under the appropriate picture. (An alternative way of doing this is to give individuals the board-pen, and they come up and write the sentence on the board).

Amos was an explorer.

Brian is an explorer.

He went to many countries.

He has been to many countries.

He has been to the North Pole.

He went to Japan.

He has never been to the South Pole.

He has crossed the Gobi Desert.

He crossed the Sahara Desert.

He never explored in America.

He went to China three times.

He has been to India twice.

He has explored in six continents.

Check the task. If necessary, read some, or all, of the sentences again. Write the sentences on to the board in their appropriate place, and draw attention to the way the past simple is used to talk about Amos, but the present perfect is used to talk about Brian. Remind the students of the "rule of thumb" that was established earlier. (Note also the use of *has been to* rather than *has gone to* to talk about places you have travelled to and back from).

3. Organise the class into groups of three or four. Ask students to imagine that they are going to interview Brian. How many questions beginning *Have you ever....?* can they think of in five minutes!

USE

1. In pairs, students ask and answer *true* questions with *Have you ever...?* They then each report their partner's answers to the class. Alternatively, they work in small groups and prepare questions to ask their classmates. They then stand up and walk around, asking their questions and noting down the answers. They then return to their original groups to collate their answers and produce a report. For example: *Nine students have eaten raw fish. Two students have seen a ghost....*