

CELEBRITY FACTS

Materials: One copy of worksheet A and worksheet B per pair of students; pictures of the celebrities, if you do the warmer

Optional warmer: bring to the class pictures of the celebrities in the sentences, and pin them up on the walls. Ask Ss to walk round and guess the names of the celebrities.

Preteach *tap shoes*, *cheering up* and *break-dancer*. Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Give the Ss a few minutes to read their sentences and choose the correct verb forms. Go round and check their answers.

Answers:

Worksheet A: 1 won 2 has recorded 3 wore 4 has never directed 5 first appeared 6 has been 7 has never been 8 all died 9 has worked 10 has studied

Worksheet B: 1 has directed 2 started 3 was 4 had 5 has never won 6 appeared 7 made 8 appeared 9 has had 10 has dated

Arrange Ss into pairs. Ask them to read out the film star facts for their partner to guess if they are true or false. Each false answer has an explanation so that Ss know why those facts are false. Tell Ss to keep a note of how many correct guesses their partner makes. When they have finished, find out how much the Ss knew.

As a follow-up, you could ask Ss to find out about other celebrities and write similar true/false sentences for others to guess, making sure they use the past simple and present perfect correctly.



Worksheet A

Read out your celebrity facts, choosing the correct verb form. Then listen to your partner's facts and say if they are true or false.

- 1 At the age of ten, Justin Timberlake **has won/won** the 1991 pre-teen Mr America contest. (true)
- 2 Christina Aguilera **has recorded/recorded** an album in Spanish, but she doesn't speak the language. (true)
- 3 When he was a child, Jim Carrey **has worn/wore** tap shoes to bed, in case his parents needed cheering up in the middle of the night. (true)
- 4 Drew Barrymore **has never directed/never directed** a film. (false – she directed her first film *Whip It* in 2009)
- 5 Samuel L. Jackson **has first appeared/first appeared** in a film when he was two years old. (false – Samuel L. Jackson first appeared in the film *Together for Days* in 1972, when he was twenty-four)
- 6 Jack Black **has been/was** an actor since 1969. (false – he was born in 1969)
- 7 The film *Titanic* **has never been/was never** translated into any languages other than English. (false – it has been translated into many languages)
- 8 Janis Joplin, Jimi Hendrix, Jim Morrison and Kurt Cobain **have all died/all died** when they were twenty-seven. (true)
- 9 James Bond is a real agent in the British secret service. He **has worked/worked** there for over twenty years. (false – James Bond is a fictional character)
- 10 Tom Cruise **has studied/studied** to be a priest. (true)

Worksheet B

Listen to your partner's facts and say if they are true or false. Then read out your celebrity facts, choosing the correct verb form.

- 1 Quentin Tarantino **has directed/directed** but never acted in films. (false – he has appeared in many of his own films)
- 2 Jennifer Lopez **has started/started** singing and dancing lessons at the age of five. (true)
- 3 Cuba Gooding Jr's first job **was/has been** as a break-dancer for Lionel Richie at the 1984 Olympics. (true)
- 4 George Clooney **has had/had** a pet lion when he was a boy. (false – but he did have a pet pig!)
- 5 Brad Pitt **has never won/never won** an Oscar. (true – but he has been nominated for two)
- 6 Ex-President Ronald Reagan **has appeared/appeared** in over fifty films from the 1930s to the 1960s. (true)
- 7 John Wayne **has made/made** more than 200 films before he died in 1979. (true)
- 8 Steven Spielberg **has appeared/appeared** in the 1984 film *ET*. (false – he directed it)
- 9 Harrison Ford **has had/had** a species of spider named after him. (true)
- 10 Jennifer Aniston **has dated/dated** all of the male actors in *Friends* in real life. (false – but she has dated Brad Pitt, who once appeared in *Friends*)

What have we got in common?

Target language: Present Perfect Simple and Past Simple

Activity type: class mingle

When to use: Use this activity after Lesson 1.3.

Time taken: 25 minutes

Preparation: Photocopy one worksheet for each student in the class.

Procedure

Give a copy of the worksheet to each student and tell them to write an answer in the *You* column for each of the fifteen points. The students will later ask each other questions based on these answers.

Put students into groups of four to find out who they have the most in common with. If you think students will have problems forming questions, brainstorm them as a whole class. One student asks his/her first question e.g. *Have you seen Star Wars 7 recently?*, and writes down the names of all the students in the group who answer *yes*. Encourage the students to ask each other more questions to find out as much information as possible.

Another student now asks the second question and the group discusses the answers, asking more questions if possible. This continues until all the questions have been asked and discussed.

Get feedback from the whole class about who some of the students have the most in common with in their groups.

Answers

Suggested questions: 1 Have you seen ... recently? 2 Did you go to ... last weekend? 3 Have you drunk ... today? 4 Have you visited/been to ... ? 5 Did you get up at ... this morning? 6 Have you seen ... live? 7 Did you use ... last? 8 Did you watch/see ... on TV last night? 9 Have you felt ... recently? 10 Did you like ... when you were a child? 11 Have you ... recently? 12 Did you make ... phone calls yesterday? 13 Did you want to be a ... when you were a child? 14 Have you been ill ... times this year? 15 Have you emailed ... recently?

What have we got in common?

	You	Other students
1 A film you have seen recently.		
2 A place you went last weekend.		
3 Something you have drunk today.		
4 A foreign country you have visited.		
5 The time you got up this morning.		
6 A group or singer you have seen live.		
7 The last English text book you used.		
8 Something you watched on TV last night.		
9 A feeling you have had recently.		
10 A school subject you really liked when you were a child.		
11 An activity you have done recently.		
12 The number of phone calls you made yesterday.		
13 A job you wanted to do when you were a child.		
14 The number of times you have been ill this year.		
15 A person in your family you have emailed recently.		

3B How adventurous are you?

Activity	Pairwork. Students complete and discuss a questionnaire about past experiences to review the language from the lesson.
Time	15 minutes
Preparation	Copy one worksheet for each student in the class.

Procedure

- Check / Pre-teach *ferry, have part of your body pierced, trendy, shark, jellyfish, and recipe.*
- Give out the questionnaires and check that students understand the title. Allow the students a few minutes to

read the questionnaire and choose the present perfect or past simple in each question. Check the answers.

1 did you do 2 have you visited 3 did you use
4 have you ridden 5 have you done 6 have you done
7 have you eaten 8 have you ever eaten 9 have you done
10 did you do 11 did you often do 12 have you done

- Give the students time to read the questionnaire again and choose the answers that are true for them.
- Divide the students into pairs to talk about their answers. Encourage them to ask each other questions about their different experiences. When students have finished discussing the questions, they can talk about whether they would like to be more adventurous and what different things they would like to do in the future.
- At the feedback stage, students can summarize what they found out about their partner's experiences and what he / she would like to do in the future.

How adventurous are you?

- 1 Choose the correct forms in the questions. Then tick ✓ the answers that are true for you.
- 2 Compare your answers with a partner. Would you like to be more adventurous? What different things would you like to do in the future?

Childhood

1 Which of these things *have you done* / *did you do* before you were ten?

- sleep in a tent work for money
climb a mountain travel by plane
travel by bus or train alone

Travel

2 How often *have you visited* / *did you visit* these places?

- your capital city
other big cities in your country
other countries other continents

Transport

3 Which of these forms of transport *have you used* / *did you use* last year?

- plane car taxi train
bus helicopter ferry

4 Which of these *have you ridden* / *did you ride* in the last three years?

- a donkey a motorbike a horse
a bicycle an elephant a camel

Outdoor sports

5 Which of these *have you done* / *did you do* in the last ten years?

- ski ice skate surf
swim in the sea, a lake, or a river
go rock climbing snowboard

Style and fashion

6 Which of these *have you done* / *did you do* recently?

- change your hairstyle
have part of your body pierced
buy some trendy clothes

Food and cooking

7 Which of these types of food *did you eat* / *have you eaten* in the last six months?

- Chinese Italian
Indian French
Thai Moroccan
Mexican Lebanese
Japanese
Other (what?) _____

8 Which of these *did you ever eat* / *have you ever eaten*?

- frog shark
rabbit snake
horse insects
goat jellyfish

9 Which of these things *did you do* / *have you done* in the last three weeks?

- try a completely new kind of food
cook a new recipe
eat in a restaurant that you didn't know before

Yesterday

10 Which of these things *have you done* / *did you do* yesterday?

- speak to or smile at a stranger
learn something new
go somewhere for the first time

New experiences

11 Which of these things *have you often done* / *did you often do* ten years ago?

- make new friends
learn new skills
read a book by a new author
listen to a new band / composer / singer

12 ... and which of them *have you done* / *did you do* recently?

11C *Globetrotters*

Tania Bastow and Ceri Jones

Type of activity

Pair work and group discussion.

Aim

To practise the present perfect.

Task

To choose the best candidate for an award.

Preparation

Make one photocopy of the worksheet for each student.

Timing

30 minutes

Procedure

- 1 Divide the class into groups.
- 2 Tell the students that they have to award the 'Globetrotter Extraordinaire' trophy. Give each student a copy of the worksheet.
- 3 Allow a couple of minutes for silent reading. Circulate, checking that students have understood.
- 4 Ask the students, to discuss the questions and complete each line with the name of one student in the group.
- 5 After the discussion the students decide who to award the trophy to.
- 6 Let the spokesman/woman for each group announce the winners.

Follow up

Ask the students to write a prize-giving speech for the award ceremony.

4A Find someone who ... lied!

You will need: one Liar! question sheet and four Liar! cards per student

- Give each student a copy of the *Liar! question sheet* and four *Liar!* cards. Check through the prompts on the *question sheet* with the whole class.
- Tell students that they are going to ask one another *Have you ever ... ?* questions based on the prompts. Emphasise that they can ask the questions in any order they like.
- When a student is asked a question, he/she can either lie or tell the truth. The student asking the question (student A) is then allowed a maximum of three follow-up questions (in the Past simple) to help them decide if the other student (student B) is lying or not.
- If student A thinks the other student is lying, he/she can challenge him/her by holding up a *Liar!* card.
 - If student B is lying, he/she has to take the *Liar!* card from student A.
 - If student B is telling the truth, he/she can give one of his/her *Liar!* cards to student A.
 - If student B is lying, but student A **doesn't** challenge him/her, student B can give student A one of his/her *Liar!* cards.
 - If student B is telling the truth and isn't challenged, then no cards change hands.
- Students move around the class asking one another *Have you ever ... ?* questions and try to give away their *Liar!* cards. The winner is the student who has the **least** *Liar!* cards at the end of the activity.

Liar! question sheet

ride / a camel or an elephant?

see / a lion or a tiger in the wild?

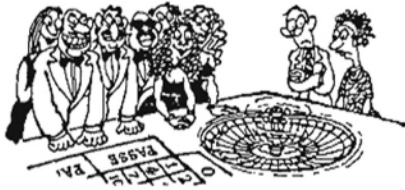
walk / into the wrong public toilets?



climb / to the top of a mountain?

go / twenty-four hours without food?

go / to a casino?



spend / over £500 in one day?

go / scuba-diving?

sleep / in the street?

win / a competition?

stay / in a five-star hotel?

meet / a famous person?

go / parachuting?



spend / a whole day without talking to anybody?

LIAR!

LIAR!

LIAR!

LIAR!

Communication activity

- For further practice of the present perfect for achievements and periods of time, use the information gap activity on page 38. Make photocopies of the page and cut them into A and B sheets for each pair in the class. Make sure they cannot see each other's sheets.
- Students read the information about their character. They take it in turns to ask questions to find if their sentences are true or false. Stronger classes could do the activity without referring to the original text.

Student A

1 Take it in turns to ask and answer questions.

Read the information about Emma and then answer your partner's questions about her.

B: Has Emma been to university? A: No, she hasn't.

Emma left school when she was 18. She decided not to go to university because she wanted to travel. She went to lots of interesting countries like India, Sri Lanka and Thailand, but her favourite place was Latin America. She worked as a waitress in Argentina for six months and met a lot of interesting people. She then decided to work in Spain. She moved there four years ago and she loves it! Two years ago she got a job in a shop in Barcelona. Three months ago, she bought a flat in Sitges, a small town near Barcelona, and she drives to work every day. She lives there with her friend, Maria. Emma would like to go to Egypt for her next holiday because everyone tells her it's very beautiful. Then she hopes to go to university!

2 Your partner has got some information about Joanne. Ask your partner questions to find out if the following sentences are **true** or **false**:

A: Has Joanne travelled a lot? B: Yes, she has.

- | | |
|---|---|
| 1 Joanne has travelled a lot. | 6 She's worked on a national newspaper. |
| 2 She's worked on <i>Belle</i> magazine for three months. | 7 She's been married for a year and a half. |
| 3 She's never been skiing. | 8 She's never won a prize. |
| 4 She's stayed at a 5 star hotel. | 9 She's finished her article on Prague. |
| 5 She's been to university. | 10 She's written about American cities. |

Student B

1 Take it in turns to ask and answer questions.

Your partner has got some information about Emma. Ask your partner questions to find out if the following sentences are **true** or **false**.

B: Has Emma been to university? A: No, she hasn't.

- | | |
|--|--|
| 1 Emma's been to university. | 6 She's eaten Indian food. |
| 2 She hasn't travelled a lot | 7 She's been a teacher. |
| 3 She's been a waitress for two years. | 8 She's been to Egypt. |
| 4 She's lived in Spain for four years. | 9 She's lived in her flat for three years. |
| 5 She hasn't passed her driving test. | 10 She's met a lot of interesting people. |

2 Read the information about Joanne and then answer your partner's questions about her.

A: Has Joanne travelled a lot? B: Yes, she has.

After university, Joanne worked for a few local newspapers, then three years ago she got a job on *Belle* magazine. She writes articles about European cities. In fact, her article about Paris won an important prize! She loves her job because she travels a lot. She usually goes to a European country once a month and she always stays at 5 star hotels. She lives in London with her husband, who also works on the magazine. They got married 18 months ago and they're very happy. They're both very active and they usually go skiing at Christmas. This year they're not going because Joanne's very busy. At the moment, she's working hard because she wants to finish the article she's writing about Prague.

3A The best place in the world

You will need: one copy of the board per three/four students; one dice and three/four counters per group

- Students work in groups of three or four. Give each group a board, counters and dice. If one student has a watch with a second hand, make him/her the timekeeper.
- Students take it in turns to throw a number. When they land on a superlative square, they have to talk about the topic for thirty seconds without stopping. If you have a quiet class, allow each student fifteen seconds' thinking time before speaking.
- If a student cannot think of anything to say or stops talking before the thirty seconds are up, he/she has to move back to the original square. The student who reaches the *Finish* square first is the winner.

START

THE MOST EXCITING PLACE YOU'VE EVER VISITED

THE MOST EXPENSIVE RESTAURANT YOU'VE EVER BEEN TO

YOUR YOUNGEST RELATIVE

GO BACK THREE SPACES!

THE THING YOU'RE MOST FRIGHTENED OF

THE MOST DIFFICULT EXAM YOU'VE EVER TAKEN

GO FORWARD ONE SPACE!

THE BEST FILM YOU'VE EVER SEEN

THE RICHEST PERSON YOU'VE EVER MET

THROW AGAIN!

THE COLDEST PLACE YOU'VE EVER BEEN TO

THE LONGEST YOU'VE EVER GONE WITHOUT EATING

THE MOST EXPENSIVE ARTICLE OF CLOTHING YOU'VE EVER BOUGHT

THE HAPPIEST DAY OF YOUR LIFE

YOUR MOST VALUABLE POSSESSION

THROW AGAIN!



THE BEST PARTY YOU'VE EVER BEEN TO

THE HOTTEST PLACE YOU'VE EVER VISITED

THE MOST EXPENSIVE HOTEL YOU'VE EVER STAYED IN

THE MOST FAMOUS BUILDING IN YOUR COUNTRY

FINISH

MISS A TURN!

THE BEST BOOK YOU'VE EVER READ

THE BIGGEST CROWD OF PEOPLE YOU'VE EVER SEEN

THE LONGEST YOU'VE EVER GONE WITHOUT SLEEPING

GO FORWARD TWO SPACES!

YOUR OLDEST LIVING RELATIVE

THE MOST EMBARRASSING MOMENT OF YOUR LIFE

THE MOST FAMOUS PERSON YOU'VE EVER MET

GO BACK TWO SPACES!

THE FUNNIEST TV PROGRAMME IN YOUR COUNTRY

THE WORST THING ABOUT LEARNING ENGLISH

GO BACK TWO SPACES!



3.2

UNIT 3 Present perfect and past perfect

Snooping around

Language focus

Present perfect simple
with *ever*

Level

Intermediate to advanced

Type

Truth or dare

Topic

Life experiences

Interaction

Groups of two to six

Time

20–30 minutes

Material

Board, set of cards, dice
(one per group), counters
(one per student)

Vocabulary

Words and expressions: *dangerous sports, act on stage, fancy dress party, fail, contest, raffle, mugged, make a silly mistake, have a crush on, tear out, get blind drunk, sneak away, jump a queue, personal ad, make a hoax call, cheat, search through, belongings, date, naked, flirt, forge, peep through, keyhole, bribe, fortune teller.*

Comments

The purpose here is to provide plenty of input on the present perfect simple + *ever*, to get learners to understand how this tense contrasts with the simple past, and to practise a lot with both. Despite the initial controlled prompt, the activity invites learners to share life experiences and is therefore excellent for generating conversation and building fluency.

Language output

A: *Have you ever been to a fortune teller?*

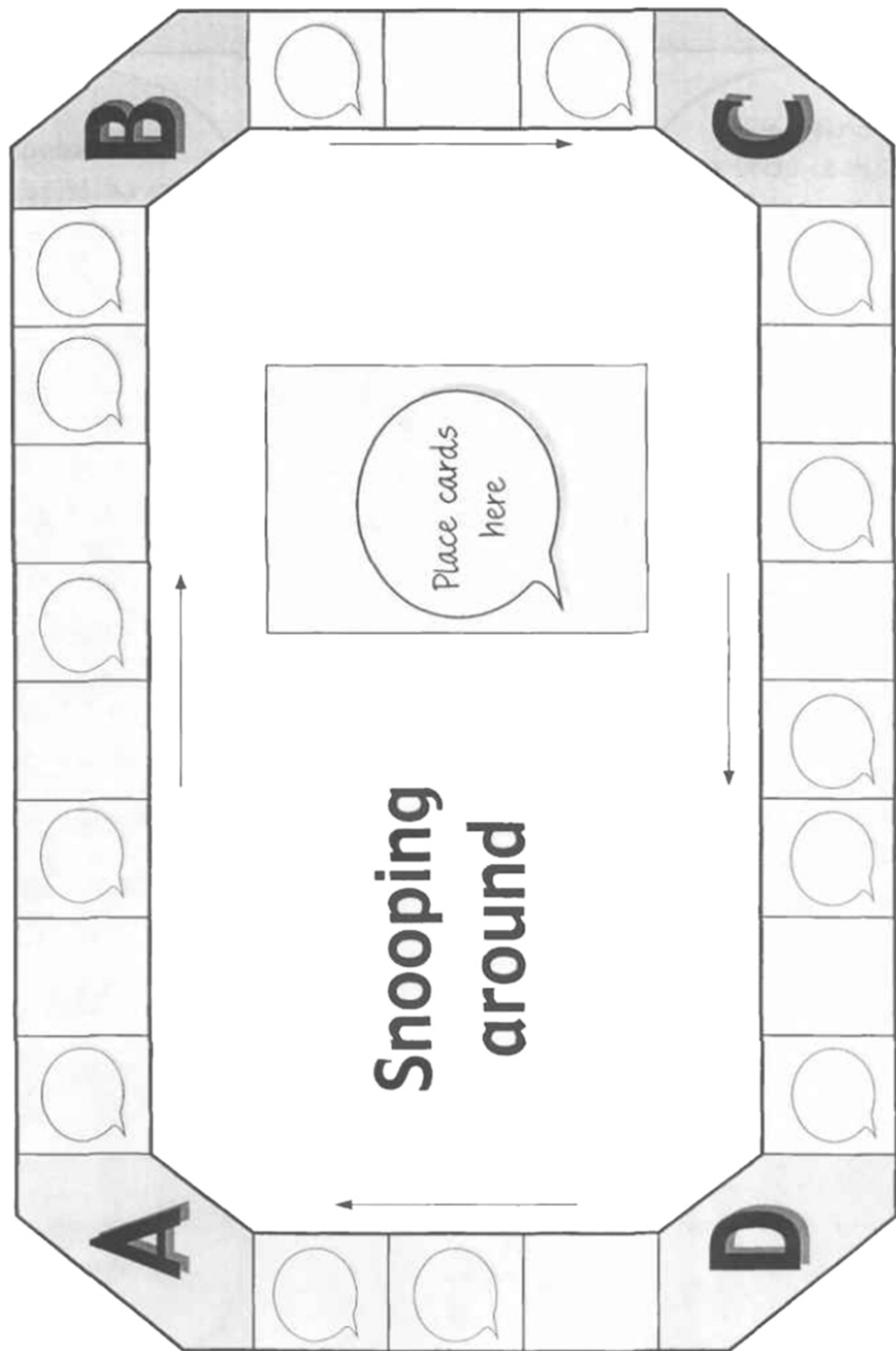
B: *Yes, I have.*

A: *Why did you go there?*

B: *Well, I wanted to know when I would find a girlfriend.*

Procedures

- 1 This game includes three sets of cards, marked 1 to 3, containing questions graded from the least to the most controversial. So, look through them and pick the set or the cards that best suit(s) your students' age and culture. Then, cut out one set of 14 or more cards for each group.
- 2 Model the language by asking your class *Have you ever...?* questions and developing conversation from there. The aim is to point out the use of the present perfect simple versus the simple past.
- 3 Divide the class into groups and hand out the material.
- 4 Playing the game:
 - ▶ Players shuffle the cards, place them face down in the centre of the board, and distribute their counters among the four corners.
 - ▶ They take turns casting the dice and moving their counters accordingly as indicated by the arrows. Whenever a player lands on a balloon, he or she wins the right to pick a card and ask anyone in the group the 'nosy' question on it, plus one other related question to satisfy his or her curiosity.
 - ▶ The winner is the first player to get back to his or her starting corner. Alternatively, you may let them play for as long as they like or until you think they have had enough practice.



Have you ever eaten anything usually considered strange?

Have you ever fallen asleep at a party?

Have you ever tried any dangerous sports?

Have you ever acted on stage?

Have you ever written a poem?

Have you ever gone to a fancy dress party?

Have you ever failed a course or important test?

Have you ever done volunteer work?

Have you ever lost your documents?

Have you ever missed a plane?

Have you ever made a major change in your life?

Have you ever written to a newspaper or magazine?

Have you ever won anything in a contest or raffle?

Have you ever found anything valuable?

Have you ever been robbed or mugged?

Have you ever made a really silly mistake?

Have you ever followed anybody?

Have you ever borrowed anybody's clothes without asking?

Have you ever had a crush on a teacher?

Have you ever torn out pages of somebody's book or magazine?

Have you ever been blind drunk?

Have you ever broken anything and just sneaked away?

Have you ever jumped a queue?

Have you ever lied about your age?

Have you ever written an anonymous letter?

Have you ever replied to a personal ad in a newspaper?

Have you ever written a love letter to anyone?

Have you ever taken anything from a hotel?

Have you ever gone to a party without being invited?

Have you ever made a hoax call?

Have you ever stolen anything from a shop?

Have you ever received too much change and kept it?

Have you ever cheated in an exam?

Have you ever secretly searched through somebody's belongings?

Have you ever lied to your parents?

Have you ever dated more than one person at the same time?

Have you ever gone swimming naked?

Have you ever flirted with a friend's date?

Have you ever forged somebody's signature?

Have you ever opened somebody's mail?

Have you ever written on a bathroom wall?

Have you ever changed prices in a shop?

Have you ever peeped through a keyhole?

Have you ever tried to bribe anybody?

Have you ever been to a fortune teller?

Lie detectors



1 Read the questions and complete the answers with the verbs in brackets.

- 1 What films have you seen in the last month?
I 've seen the new James Bond film. (see)
I _____ the new James Bond film last week. (see)
- 2 Have you ever failed an exam?
Yes, I _____ three exams. (fail)
Yes, I _____ a maths exam last year. (fail)

2 Write answers to the questions. Use full sentences, and give some true answers and some false ones.

- 1 Which cities have you visited in different countries?
I've visited _____
- 2 Have you ever eaten an unusual food?
Yes, I ate _____ last year.
- 3 How many times have you lied to your parents?
I _____
- 4 How many times have you forgotten to do your homework this month?

- 5 Have you ever performed on stage?

- 6 How many times have you been late for school this term?

- 7 Have you ever failed an exam?

- 8 What books have you read recently?

3 Talk to other students. Choose three questions to ask each student. Listen to the answers and decide which are true and which are false. Score one point for each correct guess.

4 Add up your points. Who scored the most? Who is the best lie detector?

How Good Have You Been?

Learning objective: To practise answering present perfect questions.

Game objective: To reach the end of the trail by answering questions and following where the answer leads.

Organization: Played in pairs or small groups of 2–4 students.

Preparation:

1. Copy one board for each group.
2. Provide a place marker for each student.

Description of the game: Students begin in the first space: *Have you ever been scared?* If the student says *Yes*, he/she moves his/her marker in the direction of the Y. If the student says *No*, he/she moves his/her marker in the direction of the N.

For lower-level students, simply answering *Yes, I have* or *No, I haven't* is sufficient. For more advanced students, they should discuss each answer, rather than just saying *Yes* or *No*. (Remember that students may begin the answer with *Yes, I have* or *No, I haven't*, but the discussion following the question will often be in the past simple tense.)

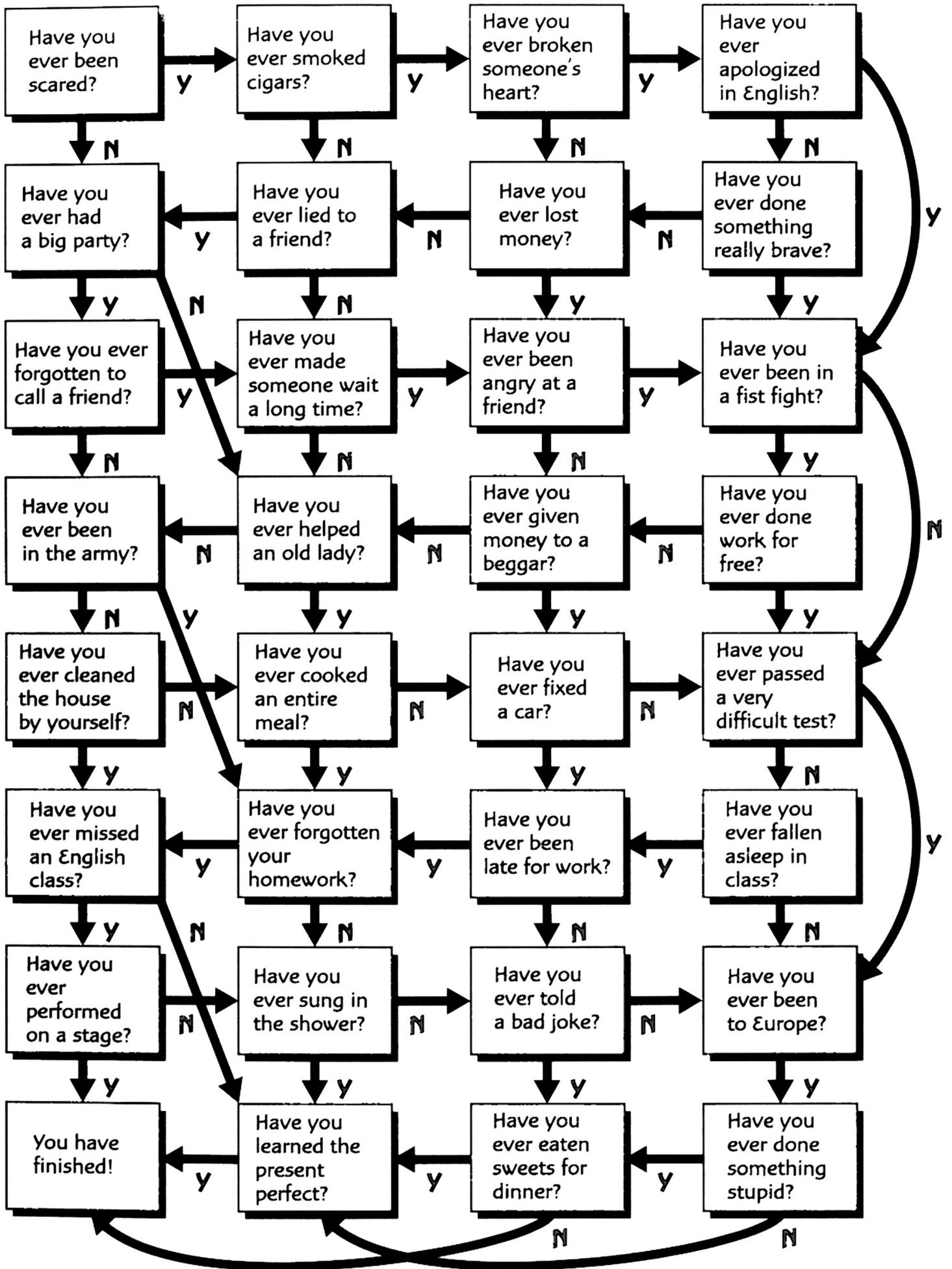
Rules:

1. Answer the question in the square. If your answer is *No, I haven't*, follow the arrow with the N to the next question. If your answer is *Yes, I have*, follow the arrow with the Y to the next question.
2. Tell the story of what happened.
3. Be honest. No one is perfect!

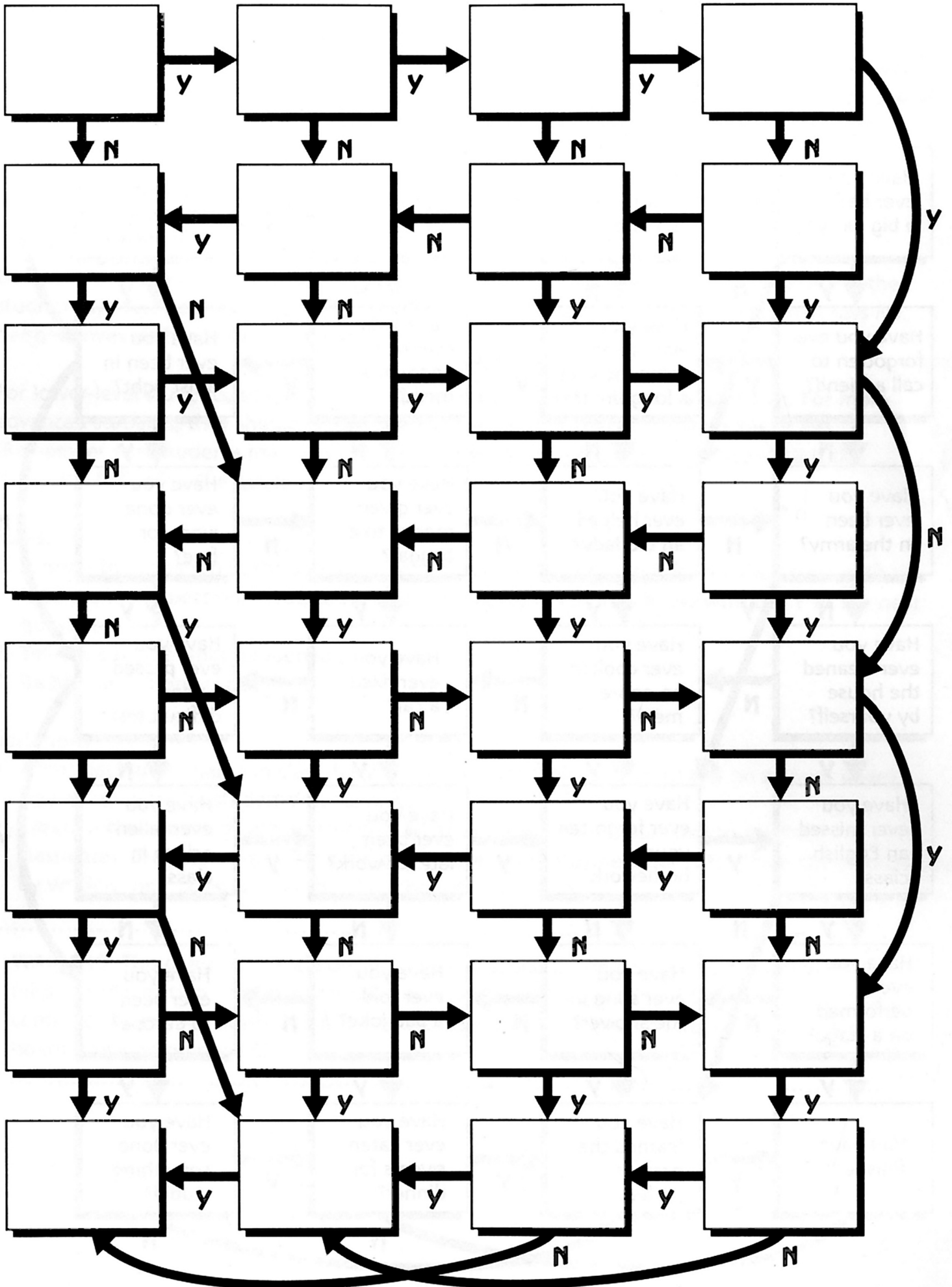
Variations:

- After playing the game in class, have students write their own questions on a blank board. Play again with the students' questions.
- Create a class board by asking students what questions they would like to ask their classmates. Brainstorm questions the day before, then provide a game for them the next day by writing their questions on the blank board.

WARNING: This game asks questions that may be taboo in some societies. It is intended to initiate conversation. However, only you as a teacher can determine if the questions are too controversial in your classroom. If this is the case, make your own board, using the blank board provided on page 52.



If you don't believe your partner's answer, challenge him or her!



If you don't believe your partner's answer, challenge him or her!