

### Activity Type

Reading, writing and speaking activity, pairwork

### Language Focus

Present perfect for experience

Past simple

### Aim

To write true and false present perfect sentences about things you have and haven't done and to use the past simple to determine whether a partner's sentences are true or false.

### Preparation

Make one copy of the worksheet for each student.

### Level

Pre-intermediate

### Time

40 minutes

### Introduction

In this entertaining worksheet activity, students write true and false present perfect sentences about what they 'have' and 'haven't done' in their lives. The students then play a guessing game where a partner tries to work out which sentences are true and false by asking past simple follow-up questions.

### Procedure

Give each student a copy of the worksheet. Elicit why the present perfect is used in the sentences (because the sentences relate to experiences).

Ask the students to complete the present perfect sentences on their worksheet using the verbs in brackets. Tell them to make half the sentences true and half of them false.

When they have finished, divide the students into pairs.

Explain that the students are going to find out which of their partner's statements are true and which are false.

One student goes first and reads the first sentence to their partner.

Their partner asks past simple follow-up questions to find out if the sentence is true or false.

After a few questions have been answered, their partner makes a guess and the answer is revealed.

Students score one point for each correct guess.

When all the sentences have been read, the students swap roles.

The student with the most points at the end of the game is the winner.

Have a class feedback session to find out which student has the highest score. Ask a few pairs if they discovered anything surprising about their partner.

Finally, put the students into small groups. The students look at the sentences about experiences they haven't had, and say which things they want to do and which they don't want to do, giving reasons why or why not.

A. Complete the sentences in the present perfect tense (have / haven't + past participle).  
Make half the sentences true and half the sentences false.

1. I \_\_\_\_\_ (stay) up all night.
2. I \_\_\_\_\_ (go) on a roller coaster.
3. I \_\_\_\_\_ (copy) homework.
4. I \_\_\_\_\_ (write) a story.
5. I \_\_\_\_\_ (sing) in a karaoke bar.
6. I \_\_\_\_\_ (sleep) under the stars.
7. I \_\_\_\_\_ (win) a competition.
8. I \_\_\_\_\_ (catch) a fish.
9. I \_\_\_\_\_ (run) up an escalator the wrong way.
10. I \_\_\_\_\_ (act) in a play.
11. I \_\_\_\_\_ (raise) money for charity.
12. I \_\_\_\_\_ (seen) my favourite singer or group in concert.
13. I \_\_\_\_\_ (play) a game online.
14. I \_\_\_\_\_ (climb) a mountain.
15. I \_\_\_\_\_ (travel) abroad.
16. I \_\_\_\_\_ (send) a Valentine's Day card.
17. I \_\_\_\_\_ (fall) asleep in class.
18. I \_\_\_\_\_ (go) snorkeling.
19. I \_\_\_\_\_ (build) my own website.
20. I \_\_\_\_\_ (learn) to play a musical instrument.

B. In pairs, read your sentences to your partner. Your partner must try to work out whether each sentence is true or false by asking past simple follow-up questions.

Example: I have stayed up all night.

Follow-up questions: Why did you stay up all night?  
How did you feel?  
What did you do?

If your partner guesses correctly, he/she scores one point.