

TEACH-THIS.COM

What have you done?

A. Complete the sentences in the present perfect tense (have / haven't + past participle). Try to 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.

TEACH-THIS.COM

What have you done?

In this entertaining teaching activity, students write present perfect sentences about what they 'have' and 'haven't done' in their lives, making some of the sentences true and some false. A partner then tries to work out which sentences are true or false by asking past simple follow-up questions.

Before class, make one copy of the worksheet for each student.

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 sentences using the verbs in brackets. Tell them to try to make half the sentences true and half of them false.

When they have finished, divide the students into pairs.

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

Demonstrate the activity by writing a present perfect sentence on the board about yourself. It can be true or false, e.g. 'I have stayed up all night.'

Have the students ask you past simple follow-up questions in order to find out if the sentence is true or false, e.g. 'Why did you stay up all night?' 'How did you feel?' 'What did you do?'

After you have answered a few questions, ask them whether they think the sentence is true or false. Then, reveal the answer.

Next, let the students begin the activity.

One student goes first and reads each sentence in turn 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.

Then, 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.