

33

What are they saying?

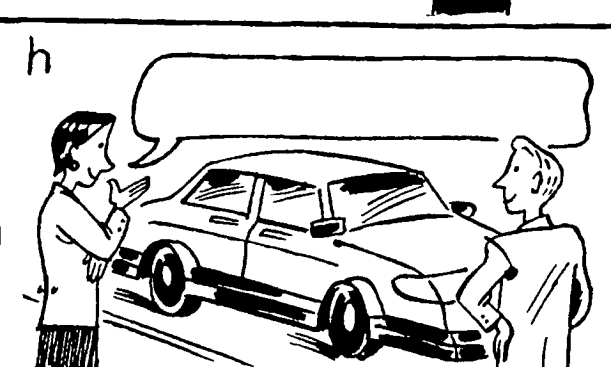
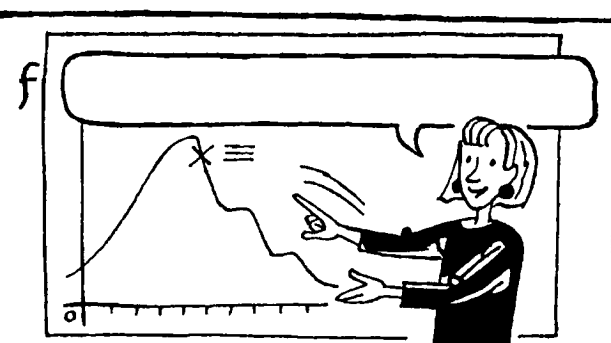
Student A



They've given me the job.
Sales in Japan have fallen by 25% this year.

We've just launched this model and it's selling very well.
Haven't you finished yet? But it's nine o'clock.

Student B



This is Jack. He's just started work in our Tokyo office.
Hello, Maria. I haven't seen you for a long time. Where have you been?

Have you eaten here before?
I think we've covered everything on the agenda. Let's stop now.

What are they saying? Worksheet 33

ACTIVITY

Groupwork, pairwork: speaking

AIM

To match up a set of situations with what people said.

GRAMMAR AND FUNCTIONS

Present perfect

VOCABULARY

give someone a job, fall (sales), launch, sell well, agenda, cover (a topic), caption, picture, match

PREPARATION

Make one copy of the worksheet for each pair of students and cut it in two as indicated.

TIME

10 to 20 minutes

PROCEDURE

1 On the board, write the following pairs of sentences:

- 1 a) I have had lunch with Anne last week.
b) I had lunch with Anne last week.
- 2 a) Have you photocopied the report yet?
b) Were you photocopied the report yet?
- 3 a) I have just received a fax from head office.
b) I just receive a fax from head office.

2 Tell the students that in each pair one sentence is correct and the other is incorrect.

3 Ask them to decide which is the correct sentence in each case (1b, 2a, 3a).

4 Ask what tenses the correct sentences are in (1b past simple; 2a, 3a present perfect).

5 Ask the students to explain why the sentences in 1a, 2b, and 3b are wrong. Accept explanations in L1 if necessary.

6 Tell the students that they are going to practise the present perfect.

7 Divide the students into two groups – A and B – and give out the relevant worksheet.

8 Tell them that the sentences do not go with the pictures.

9 Ask the students in each group to work together to check the vocabulary.

10 Divide the class into pairs of Student A and Student B.

11 Establish that they have different worksheets.

12 Explain that the pictures and sentences have been separated. The sentences for the pictures on Student A's worksheet are on Student B's worksheet and vice versa.

13 Explain the task. The students have to match the sentences on their worksheets to the pictures and the empty speech bubble on their partner's worksheet.

For example:

Student A describes one of the pictures on his/her worksheet. Student B reads his/her sentences, chooses the appropriate sentence for the picture described and reads it out. If Student A agrees with his/her partner's choice, they write it in the speech bubble in the picture.

14 Once the students understand what they have to do, start the activity.

15 As pairs finish, let them look at each other's worksheets as a final check.

FOLLOW-UP

Get the students, in pairs, to invent other possible captions for the pictures.

ANSWERS

- a This is Jack. He's just started work in our Tokyo office.
- b Hello, Maria. I haven't seen you for a long time. Where have you been?
- c Have you eaten here before?
- d I think we've covered everything on the agenda. Let's stop now.

- e They've given me the job.
- f Sales in Japan have fallen by 25% this year.
- g Haven't you finished yet? But it's nine o'clock.
- h We've just launched this model and it's selling very well.