

11 I've Already Seen It Three Times

Present Perfect – Experiences & Achievements

Target patterns: Present perfect
Have you (ever) . . . ?
. . . already / yet / before . . .

Communication skills: Saying what we've done
Saying what we haven't done yet

Language sets: Already, yet, before . . .
Free time

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Warm Up

Have You Been to . . . ?

Ask students "Have you been to . . . ?" questions. When a student answers "Yes," encourage the others to ask follow-up questions such as "When did you go?" "What did you do there?" etc. Keep the conversation natural. Then, in pairs or groups, the students ask each other "Have you been to . . . ?" questions, and follow-up questions.

I've Been There Twice with David

The students can listen to the dialog, read it, or do both.

Anticipation questions

Does Sachiko want to go with Marc?
Where is the Mexican restaurant?

Follow-up questions

How many times has she seen the new SF movie?
About how many times have you seen SF movies?

How many times has she been to the new Mexican restaurant?
About how many times have you been to a Mexican restaurant?

Comprehension – personalization

T: Spielberg movie . . . five times?
S1: Has Sachiko seen the new Spielberg movie five times?
S2: No, she hasn't.
How many times has she seen it?
S3: Three times.
T: You.
S3: How many times have you seen . . . ?

S4: . . .
Continue in a chain.

T: Marc's car . . . two hundred times?

S5: Has she been in Marc's car two hundred times?

S6: No, she hasn't.
How many times has she been in his car?

S7: About ten times.

T: You.

S7: How many times have you been . . . ?

S8: . . .
Continue in a chain.

Personalization

In pairs, groups, or as a class, students ask each other "How many times have you . . . ?" questions. Encourage them to use a variety of verbs – for example "How many times have you eaten . . . ?" "How many times have you played . . . ?" etc.

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Warm Up

To-Do Lists

Write a to-do list of the things you were hoping or planning to do this month/week on the board. Mark the ones you have done and say "I've . . ." Mark the ones you haven't done and say "I haven't . . . yet." The students then make their own to-do lists and say which things they have done and which things they haven't done yet.

I Haven't Visited Paula's Exhibition

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is tired?
How do you think Carmen is feeling?

Follow-up questions

Has she bought a drum kit?
What expensive thing have you bought?

What hasn't she started?
Would you like to write a diary in English?

Comprehension – personalization

T: *What has Sachiko done?*

S1: *She's been to the new SF movie.*

S2: *She's been to the new Mexican restaurant.*

S3: *She's bought a drum kit.*

T: *Write down five things you have done.*

(The students can then compare lists. If appropriate, they could get a point for any sentence that isn't on another student's list.)

T: *What hasn't Sachiko done (yet)?*

S4: *She hasn't bought a birthday present for David (yet).*

S5: *She hasn't visited Paula's exhibition (yet).*

S6: *She hasn't started a diary in English (yet).*

T: *Write down five things you haven't done.*

(The students can then compare lists. If appropriate, they could get a point for any sentence that isn't on another student's list.)

Personalization

Students make to-do lists with things they have done and things they haven't done, and then talk about each item on the list. Encourage them to chat freely about each item

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I've been to Paris.

I've met (name of a star).

I've seen the Great Wall of China.

Controlled Practice

Experiences/Achievements

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He has swum 30 km.*

3. *She has driven a truck.*

4. *He has read Quantum Physics For Dummies.*
5. *She has climbed Mount Everest.*
6. *He has seen a ghost.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I've run in a marathon.

I've been to a Manchester United game.

I've flown in a glider.

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Warm Up

Have You Ever . . . ?

Ask students "Have you ever . . . ?" questions, such as "Have you ever ridden a horse?" "Have you ever been to Paris?" etc. Help them give answers such as "Yes, I have," "No, I haven't," "Yes, many times," etc. Write a list of verbs on the board (such as the one in the illustration), and get the students to ask each other "Have you ever . . . ?" questions for each verb.

Have You Ever Broken a Bone?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Whose leg has he broken?

Has he broken his own hands and feet?

Follow-up questions

Has he ever hurt his hand?

Have you ever hurt your hand?

Has he ever broken a bone?

Have you ever broken a bone?

What bones have you broken?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

The students ask each other "Have you ever . . . ?"

questions, and ask natural follow-up questions to find out more information. Encourage the students to ask a series of follow-up questions if possible.

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Communication Activities

A. Crossword

The students take turns writing words that say something about things they have done. These words should fit together to make a crossword. The students have to justify the words they write, using an "I've . . ." sentence.

B. Have You Ever . . . ?

Each student thinks of a "Have you ever . . . ?" question to ask, and moves around the class trying to find people who answer "Yes." Each student reports what he/she has found to the class. The class, or groups of students, ask follow-up questions to some or all of the students who answered "Yes."

C. Concentration

All the cards are put face down on the table (it's usual to use more than one set). The students take turns turning over two cards. If a student turns over an infinitive and participle of the same verb, he/she makes a sentence using the participle, takes the cards, and has another turn. If not, the turn passes to the next student.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I'm a student.

I was watching television.

My father is the tallest person in my family.

Long skirts are becoming popular.

My dog isn't as intelligent as me.

Puzzle sentences

He was very tired so he was falling asleep.

It's much quieter and more peaceful.

There's a large park just around the corner.

We'll have to spend more money on marketing.

Oxford doesn't have as much traffic as New York.

You

I miss my dogs.

I'm lazier than my sister.

There isn't enough milk in my fridge.

I believe in ghosts.

I'm the best chess player in my family.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.