



# What have you done today?

## Skills and curriculum references

<b>Sc/E2.2d</b>	Ask for factual information (present, past, future) <ul style="list-style-type: none"> <li>form questions accurately, using appropriate verb forms and time markers to refer to past, present and future time</li> </ul>
<b>Sc/E2.3a</b>	Express statements of fact <ul style="list-style-type: none"> <li>use with some accuracy grammatical forms suitable for the level</li> </ul>
<b>Lr/E2.2a</b>	Listen for detail in short narratives and explanations
<b>Lr/E2.5b</b>	Respond to requests for information <ul style="list-style-type: none"> <li>recognise questions of the 'wh'- type and the 'yes/no' type and be able to respond with short answers and with more information</li> </ul>
<b>Sc/E3.3b</b>	Ask questions to obtain personal or factual information <ul style="list-style-type: none"> <li>form questions of both the 'open' type and the 'yes/no' type in a range of tenses, e.g. present perfect</li> </ul>
<b>Sc/E3.4a</b>	Express clearly statements of fact <ul style="list-style-type: none"> <li>use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time to which the statement of fact refers, e.g. present perfect</li> </ul>
<b>Lr/E3.2a</b>	Listen for detail in narratives and explanations <ul style="list-style-type: none"> <li>understand key grammatical structures that make clear details such as the time of an action, e.g. present perfect</li> </ul>

Although the present perfect simple is a grammatical structure included in Entry 3, these materials were designed with Entry 2 learners in mind. The unit covers familiar phrases used in the work context; furthermore they are introduced in a manner that is accessible to the Entry 2 learner.

## Topic/function

Learners practise asking whether work has been done, and answering appropriately.

## Rationale

Staff are frequently asked whether or not they have completed jobs. They have to be able to answer appropriately, possibly giving a reason if the answer is negative.

## Grammar focus

The focus in this unit is on the present perfect simple: have/has + past participle. The past participle of regular verbs ends in '-ed' or '-d' (for example, finished/decided) but many important verbs are irregular (for example, lost/done/been/written).

When the present perfect simple is used, there is always a connection with what is happening 'now'. The action in the past has a result **now**.

The present perfect simple can be used with 'just', 'already' and 'yet'. Use questions and statements like these in order to illustrate the differences:

- 'Have you washed the floor yet?'
- 'I haven't done it yet.'
- 'Yes, I've already done it.'
- 'I've just washed it.'


## List of materials

The following materials accompany this unit:

- Tape transcript – page 1.5
- Photocopiable learner's materials – pages 1.6–1.9
- Photocopiable learner's flashcards 1–2 – pages 1.10–1.11.

The photocopiable learner's materials and flashcards can be found on pages 1.6–1.11. The tape transcript can be found in the transcript section at the back of this resource pack as well as at the end of these teacher's notes.

## Sequence of activities

- 1 Distribute copies of sheet A to learners. As an introduction to the activities, ask learners to think about the individual tasks they do at work. Discuss these if they require help and ask them to make a list in the box provided on the sheet. Two examples have been given.
- 2 Move on to the cloze/listening exercise on sheet B. Introduce Sam and the manager. Ask learners to read the dialogue and fill in the gaps with appropriate suggestions. A box of words is provided under the exercise. Remind learners about how contracted words are formed. Those used in the sheet are:
  - haven't = have not
  - I've = I have
  - you've = you have
  - she's = she has
  - he's = he has
  - we've = we have
  - they've = they have. Play the tape and ask learners to listen and check what they have written. Use the tape transcript to check the correct answers to this exercise.
- 3 Ask learners to complete sheet C, which involves joining the infinitive to the past participle. Some past participles (in the second box) are irregular. Some learners may need to be reminded of the difference between regular and irregular verbs and may require some further explanation. The answers to this activity can be found on the following page.

## Answers

### Box 1

finish	finished
ask	asked
wipe	wiped
look	looked
mop	mopped
clear	cleared
empty	emptied

### Box 2

do	done
see	seen
be	been
sweep	swept
forget	forgotten
lose	lost
mislaid	mislaid

- 4 Write examples of affirmative sentences, questions and negative sentences on the board. These could be taken from the dialogue. Drill these orally in the group as necessary until learners are confident with the sentence structures.

## Game

- 5 Introduce learners to the game 'Have you done your jobs?' Instructions to the game are given below.

## Preparation

Use the accompanying job and sign flashcards to cut out a set of individual cards for the learners. If possible, photocopy flashcard 1 on paper of one colour and flashcard 2 on another.

## Procedure

Ask learners to take it in turns to pick a job card and a sign card. They will use these as prompts to make sentences. Explain that:

- the ✓ sign means they should make an affirmative sentence: for example, 'I have swept the floor'.
- the ✗ sign means they should make a negative sentence: for example, 'I haven't swept the floor yet'.
- the ? sign means they should make a question: for example, 'Have you swept the floor yet?'

Some learners may need to be reminded about the infinitive form of verbs.

## Extension to game

Ask learners to pick two job cards and join the sentences with 'and' or 'but', for example:

- 'I've swept the floor, but I haven't mopped it yet.'
- 'I've cleared the tables and wiped them.'

## Teacher's notes

- 6 Ask learners to revisit their original list of jobs on sheet A and convert them into questions on sheet D. Two examples have been given.
- 7 Role play a situation similar to that between Sam and his manager, but set in the learner's **own** work context and using their examples. Use affirmative, negative and question cards from the game if this helps to encourage them to use a wider range of sentences.

### Extension and differentiation

More-able learners should be encouraged to make longer sentences, for example:

- 'I haven't cleaned the table yet because...'
- 'I've finished washing the floor. What shall I do next?'





## Tape transcript

**Unit 1 What have you done today?**

- Sam:** Can I go for my break now, please?
- Manager:** Well – have you finished all your jobs?
- Sam:** Yes, I have. I've done everything.
- Manager:** Have you emptied all the bins?
- Sam:** Oh, em...no, I haven't – not yet.
- Manager:** Have you cleared the tables and wiped the trays?
- Sam:** Yes, I have.
- Manager:** Well – what about that table? Have you forgotten it?
- Sam:** Sorry, Mr Smith.
- Manager:** Have you swept the floor and mopped it?
- Sam:** I'm sorry, Mr Smith, I haven't. I've lost my mop. Have you seen it?
- Manager:** You've lost your mop? Have you looked in the store room?
- Sam:** No, Mr Smith. It's locked and I've mislaid my key as well.
- Manager:** Have you asked for a spare key?
- Sam:** No, Mr Smith. I haven't. I've been too busy!
- Manager:** Well, what **have** you done?



# What have you done today?

Name \_\_\_\_\_

Write a list of the jobs that you do each day at work in the spaces below. Two examples have been done for you.

- 1 Sweep the floor
- 2 Empty the bins
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



# What have you done today?

Name \_\_\_\_\_

Use the words in the box below to fill in the gaps. Then listen to the tape to check your answers.

- Sam:** Can I go for my break now, please?
- Manager:** Well – have you \_\_\_\_\_ all your jobs?
- Sam:** Yes, I have. I've \_\_\_\_\_ everything.
- Manager:** Have you \_\_\_\_\_ all the bins?
- Sam:** Oh, em... no, I haven't – not yet.
- Manager:** Have you \_\_\_\_\_ the tables and \_\_\_\_\_ the trays?
- Sam:** Yes, I have.
- Manager:** Well what about that table? Have you \_\_\_\_\_ it?
- Sam:** Sorry, Mr Smith.
- Manager:** Have you \_\_\_\_\_ the floor and \_\_\_\_\_ it?
- Sam:** I'm sorry, Mr Smith, I haven't. I've \_\_\_\_\_ my mop.  
Have you \_\_\_\_\_ it?
- Manager:** You've \_\_\_\_\_ your mop? Have you \_\_\_\_\_ in the store room?
- Sam:** No, Mr Smith. It's locked and I've \_\_\_\_\_ my key as well.
- Manager:** Have you \_\_\_\_\_ for a spare key?
- Sam:** No, Mr Smith. I haven't. I've \_\_\_\_\_ too busy!
- Manager:** Well, what **have** you done?

finished	swept	forgotten	mislaid	cleared
seen	lost	looked	done	asked
emptied	been	mopped	wiped	lost



# What have you done today?

Name \_\_\_\_\_

Draw lines to match the verbs in their **infinitive** form, on the left, with their **past participle** form on the right. An example has been done for you.

finish	→	finished
ask		asked
wipe		mislaid
look		looked
mop		emptied
clear		mopped
empty		wiped
mislaid		

Do the same below. Note that these verbs are **irregular**. An example has been done for you.

do	→	done
see		seen
be		been
sweep		swept
forget		forgotten
lose		lost





# What have you done today?

Name \_\_\_\_\_

Look back at sheet A where you wrote the list of jobs at the beginning of the lesson. Work with someone else to turn these into questions and add them to the list below.

Two examples have been done for you.

- 1 Have you swept the floor?
- 2 Have you emptied the bins?
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_




# What have you done today?



wipe the trays	sweep the floor	do everything
finish the job	empty the bins	clear the tables
look in the store	lose the mop	mop the floor
be too busy	ask for a spare key	mislay the key



# What have you done today?

	✓	✗	?
	✓	✗	?
	✓	✗	?
	✓	✗	?