

10

What Have You Been Up To?

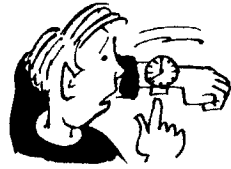
fold



fold



Why/be/angry?



wait/for you since
6 o'clock



Why/look/sleepy?



go out/every
evening this week



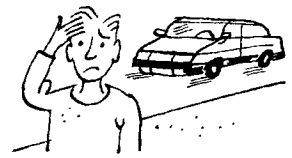
Why/be/hungry?



not/eat/all day



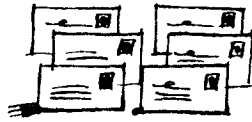
Why/be/upset?



just fail/driving
test



Why/look/pleased
with yourself?



write/six
important letters
today



Why/not/be/
hungry?



just eat/a package
of cookies



Why/look/happy?



just reserve/
vacation tickets



Why/look/pale?



have/stomachache
all afternoon



Why/look/
exhausted?



work/since
7 o'clock this
morning



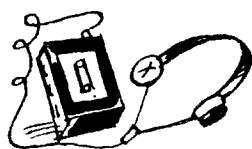
Why/look/
worried?



just hear/some
bad news



Why/look/ relaxed?



listen/classical
music



Why/look/well?



just come back/
from vacation

Teacher's Notes

What Have You Been Up To? **Worksheet 10**

ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions using cards as cues.

GRAMMAR AND FUNCTIONS

Present perfect simple to talk about a past action which has a result in the present

Present perfect continuous to talk about actions and events which have been in progress up to the recent past and show their present results

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards, being careful to cut and fold as indicated. You will need to keep one card for yourself to demonstrate this activity.

TIME

20 minutes

PROCEDURE

1. If there are more than 12 students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.
2. Make sure each student knows what question to ask according to the picture and word cue on their card.
3. Tell the students that they are going to ask and answer questions using the pictures and words on their cards as cues. Write an example dialogue on the board, indicating the part of the dialogue to be supplied by the pictures and words on the card. For example:
Student A: *Why are you angry?*
Student B: *I've been waiting for you since 6 o'clock!*
Student A: *Why do you look sleepy?*
Student B: *I've been out every evening this week.*
4. Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their cards so that the question cue is facing them and the answer cue is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using the pictures and words on their cards as cues.
5. Now ask the students to go around the class or group holding their cards up as described in procedure point 4, and repeat the dialogue with as many different partners as possible, using their cards as cues.
6. When the students have finished, ask them to exchange cards and repeat the activity.