Use the following words to fill the spaces below. Write one answer for each space.

---------------------------------------------------------
's / past simple / HAS / I'm very hungry now. / She can't find them now. / participle / past event / hasn't / subject / present / when / 've more / Has / It's broken now. / Would you like some?
---------------------------------------------------------

Present perfect simple has a compound form. That means it has 1,_________ than one part. The present perfect simple uses an auxiliary HAVE (or 2,_________ in third person singular - he, she, it) and a past 3,________. The auxiliaries are usually contracted in spoken English or in informal written styles to 've or 4,________. Examples:

I've found your wallet!
He's gone out.
Mary's been to the shops.
We 5,_________ been to Paris.

The question form is made by inverting the auxiliary and the 6,________.

Have you ever been to Moscow?
Has she come back yet?
7,_________ John bought a new car?
Have we brought any money?

The negative form is made by combining HAVE or HAS with NOT. This is usually contracted to HAVEN'T or HASN'T.

I haven't heard the news today.
It 8,_________ happened yet.
Mary hasn't made a cake this weekend.
We haven't seen the football match.

Present perfect often talks about past events with a connection to the present. Let's see an example. Jane wants to go to the cinema with a friend. She asks her friend, Mary, if she wants to come and see the film "Titanic" with her. Mary laughs at Jane and answers:

"Titanic! I've seen that film! Everybody has seen that film!"

(continued on page 2...)
The first meaning we understand from what Mary said is that in the past she saw the film Titanic. This is the 9,__________.

But there is also an implicit meaning here. Mary is also saying that she doesn't want to see the film again, she thinks that it's an old film and not interesting any more. This is the connection to the 10,__________.

Then Jane says that the film she wants to see is Titanic in 3D. Mary's eyes open wide. She says:

"Titanic in 3D! Oh, I haven't seen that!"

Mary makes a reference to the past when she says this. But Mary is also saying implicitly that now she wants to see the film. Now, she thinks it's interesting.

An alternative tense possibility for these examples is the 11,__________: 

"Titanic! I saw that film! Everybody saw that film!"

If Mary used the past simple, it is probably because she was thinking about when she saw the film eg. "at that time" or "in 1997". If we make a reference to 12,__________ an event happened in the past, we cannot use present perfect.

Look at the following present perfect statements. Which implicit present meaning does each one have?

"I'm sorry! I've dropped your new vase." (13,__________________)

"Mary has lost her car keys." (14,__________________)

"John has made a cake." (15,__________________)

"I haven't eaten all day!" (16,__________________)
Teacher’s notes.

The present perfect simple 1 (answers). Time for activities: 45 mins. approx.
Level: lower-intermediate.

Answers
1. more 7. Has 13. It's broken now.
2. HAS 8. hasn't 14. She can't find them 
3. participle 9. past event 15. Would you like some?
4. 's 10. present now.
5. 've 11. past simple 16. I'm very hungry now.
6. subject 12. when

This exercise just deals with one aspect of the present perfect. See other exercises on present perfect at English Spanish Link for practice on other uses.

Many foreign students are not taught this essential view of the present perfect ie. for each present perfect utterance, we could say another implied meaning in the present. In many languages, similar perfect structures do not totally correspond to the English present perfect in use so it is often a tense that causes confusion for learners.

Oral activity: you can practise this aspect of the use of the present perfect in the following way. You will need to give handouts of photos to your students or choose pictures from their textbook. Look for pictures of people’s faces with emotional expressions where something seems to have happened. Google images is a good source or you could just do your own line drawings showing a frightened face, crying face etc. You will also need to revise some basic emotion adjectives: frightened, sad, happy, surprised, tired etc.

Get students to copy the following chart from the board:

<table>
<thead>
<tr>
<th>What do you think has happened? (Has it ever happened to you?)</th>
<th>How does he/she look?</th>
<th>When did it happen to this person? (When did it happen to you?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He looks...</td>
<td></td>
</tr>
</tbody>
</table>

Display one picture to the class as an example. Let’s say it’s a picture of a person looking frightened. Elicit ideas about what has happened:

Teacher - What do you think has happened to her? Student – She’s seen a ghost. T - Why do you think that? S – Because she looks frightened. T – When did she see the ghost? S – She saw it yesterday. T – Have you ever seen a ghost? S – No, I’ve never seen a ghost / Yes, I saw one two years ago. etc.

Now form groups of three or four and hand out a selection of pictures to each group. Ask students to ask others in the group similar questions and to write their answers on the chart.

At the end of the activity, ask students to show their pictures to the rest of the class and say what they said and wrote. (Get them to use direct speech ie. We said, “She’s seen a ghost” etc.)

You may want to emphasise at the end that they used present perfect to describe a past event but which had a connection to the present, a present simple sentence to explain that connection and past simple to say when the events happened.

Enjoy the lesson!