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## **Aktivita FCE V.**

**Škola:** Gymnázium Bystřice nad Pernštejnem

**Jméno vyučujícího:** Mgr. Kunovská Pavla

**Název aktivity:** Grammar

**Předmět:** Konverzace anglického jazyka - FCE

**Ročník, třída:** septima

**Jazyk a jazyková úroveň žáků:** angličtina – B2

**Datum realizace:** 20. 6. 2018

**Forma realizace:** skupinová práce, individuální

**Stručný popis aktivity:** žáci si prohloubí znalost o předpřítomném čase

**Použité metody:** žáci na základě svých předchozích znalostí odvodí pravidla pro používání předpřítomného času prostého a průběhového

**Použité pomůcky:** pracovní listy

**Časová náročnost:** 45 min

**Postup realizace:** Žáci si nejdříve zopakují, co ví o předpřítomném čase všeobecně. Poté na základě gramatických cvičení odvozují pravidla pro rozdílné použití PP prostého a průběhového. Svou získanou znalost si procvičují i mluvenou formou a dostávají takto tento gramatický jev do aktivní slovní zásoby.

**Příloha:** pracovní listy pro vyučujícího a žáky



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Grammar: Present perfect x Present perfect continuous

Worksheet for pupils

Class	FCE – oktáva, 4.A
Time	45 minutes
Procedure	<p><b>Task 1</b> <i>Read the sentences and match them to the uses (a-e) below and discuss the exercise in pairs and give arguments to each other</i></p> <ol style="list-style-type: none"><li>1. In recent years, more and more people <b>have been working</b> to help the environment.</li><li>2. She's <b>been campaigning</b> about environmental issues for years.</li><li>3. She <b>has made</b> more than 40 films.</li><li>4. We've <b>known</b> about these issues for decades.</li><li>5. Daryl <b>has lived</b> a simple life for many years.</li></ol> <p><b>Task 2</b> <i>Complete the rules with the tenses</i> We use the 1. _____ a) To emphasise the result of a finished action and when we specify a number, quantity or frequency. b) With stative verbs. c) To talk about more permanent situations.</p> <p>We use the 2. _____ d) To emphasise the length of an action that is continuing. e) To talk about more temporary situations or to describe changes or developments which are not finished.</p> <p><b>Task 3</b></p>

**Choose the correct alternative in following exercise :**

1. We 've known/'ve been knowing about global warming for a very long time.
- 2 .I've broken/'ve been breaking my leg, so now I can't play in the football match.
3. She's become/'s been becoming more concerned about green issues recently.
- 4.The've had/'ve been having several protest marches against global warming
5. I've planted /'ve been planting over 100 trees this year.
- 6 .He has lived/has been living in Liverpool his entire life.
7. How long have we waited /have we been waiting here? The bus is so late!
8. Jack has studied/has been studying abroad in Barcelona since May.
9. I haven't spoken to my parents because I've hung out/'ve been hanging out with my friends all day.

**Now tell the class your options**

**Task 4**

**Using grammar in speaking**

*Now think out two sentences that are true for you, one in Present perfect, and the other in PP continuous. Tell the class.*



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Grammar Present perfect x Present perfect continuous

Worksheet for teachers

Class	FCE – Septima
Time	45 minutes
Aims	Understanding the difference between Present perfect and Present perfect continuous. Practising and revising grammar structures in speaking
Materials	Worksheets for pupils and a teacher
Output	Filled worksheet
Procedure	<p>1. <b>What do we know about Present perfect in general?</b></p> <p><i>(answer: We use the Present perfect to talk about actions or events that have happened over a period of time which is not finished)</i></p> <p>2. <b>Explanation of the difference between Present perfect and Present continuous:</b></p> <p><i>a) Read the sentences and match them to the uses (a-e) below - pupils discuss the exercise in pairs and give arguments to each other– <u>task 1</u></i></p> <p>1. In recent years, more and more people <b>have been working</b> to help the environment.</p> <p>2. She's <b>been campaigning</b> about environmental issues for years.</p> <p>3. She <b>has made</b> more than 40 films.</p> <p>4. We've <b>known</b> about these issues for decades.</p> <p>5. Daryl <b>has lived</b> a simple life for many years.</p>

b) *Complete the rules with the tenses - task 2*

We use the 1. \_\_\_\_\_

- f) To emphasise the result of a finished action and when we specify a number, quantity or frequency.
- g) With stative verbs.
- h) To talk about more permanent situations.

We use the 2. \_\_\_\_\_

- i) To emphasise the length of an action that is continuing.
- j) To talk about more temporary situations or to describe changes or developments which are not finished.

**3. Now the teacher repeats the rule and makes sure pupils understand them. If there are any problems, it is necessary to repeat and explain rules once more.**

**Possible questions the teacher can ask pupils:**

- *When do we use present perfect simple?*
- *When do we use present perfect continuous?*

**4. Practising rules – pupils choose the correct alternative in following exercise – on their own – task 3**

1. We 've known/'ve been knowing about global warming for a very long time.

2. I've broken/'ve been breaking my leg, so now I can't play in the football match.

3. She's become/'s been becoming more concerned about green issues recently.

4. The've had/'ve been having several protest marches against global warming

5. I've planted /'ve been planting over 100 trees this year.

6. He has lived/has been living in Liverpool his entire life.

7. How long have we waited /have we been waiting here?The bus is so late!

8. Jack has studied/has been studying abroad in Barcelona since May.

9. I haven't spoken to my parents because I've hung out/'ve been hanging out with my friends all day.

	<p><b>Now all the class gives their options and together with the teacher pupils discuss them.</b></p> <p><b>5. Using grammar in speaking – <u>task 4</u></b></p> <p>Task for pupils: <i>Now think out two sentences that are true for you, one in Present perfect, and the other in PP continuous. Tell the class.</i></p>
Feedback and evaluation:	