

Unit 3 Present perfect continuous

Oxford Living Grammar explains how grammar works and when to use it. The exercises use real-life situations to practise grammar in context. This lesson consolidates your students' knowledge of the present perfect continuous in the context of a visit to the doctor's.

Lesson length: 45 mins

- Aim:**
1. to review the use of the present perfect continuous for recent continuous actions that explain how we look or feel
 2. to review the use of the present perfect continuous for actions happening over a period of time up to now, with *for* and *since*
 3. to extend vocabulary for explaining how we feel at the doctor's

Preparation:

- Prepare a copy of the illustration for exercise E on the activity worksheet as a flashcard.
- Prepare a selection of adjectives in pictures or words on small pieces of paper; fold these and put them into a hat, a box or similar container.
- Prepare a copy of the illustration from Grammar in action 5 from the downloadable unit as a flashcard.
- You will need a copy of the following for each student/pair of students:
Activity worksheet: How long have you?
Activity worksheet: *Oxford Word Skills* Unit 22 - I can talk about illness

Grammar Review (recent continuous actions)

- Show the class the flashcard of the children playing in the mud from exercise E.
- Ask students:
How do the children look?
What do you think has been happening? What have the children been doing?
- Don't worry if students don't use the present perfect continuous correctly in their replies. Write some of the ideas as *-ing* forms on the board, e.g. playing in the garden, jumping in the mud, playing on a farm etc.
- Choose one or two of the ideas and say present perfect continuous sentences aloud:
They've been playing in the garden.
Ask students again: ***What do you think has been happening? What have the children been doing?*** and elicit responses using full sentences with the present perfect continuous. Check you have a negative statement, too, e.g. ***they haven't been reading in the library.***
- Take your prepared container of adjectives and ask the students to each take one. Tell students to imagine they feel like the adjective on their piece of paper. Take one yourself, and make a statement to explain why you feel that way. e.g. ***Very tired > I'm tired because I've been working in the garden.***
- Choose students to make a statement according to their own paper. Ask ***'What have you been doing?'*** to elicit their response.
- Write the question and a few complete phrases on the board.



- Ask the class if the actions are still going on at the moment of speaking. [No]
Ask if the actions finished recently or a long time ago. [Recently]
Ask if the sentence describes one single action, or a continuous action. [Continuous]
- Highlight the form of the present perfect continuous. Clarify that here we are using it to describe an action that explains how the children **look** and **feel** now.

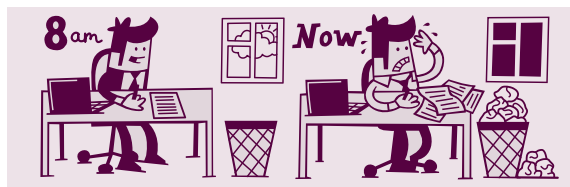
have/has been + -ing form

1. REVIEW ACTIVITY

- Split the students into groups of three and ask them to complete exercise E 'Children'.
- Choose one group to read the completed dialogue aloud and check the answers as a class.

GRAMMAR REVIEW (actions happening over a period of time up to now with *for* and *since*)

- Show the class the flashcard of the man in the office from Grammar in action 5, or draw a similar picture on the board.



- Ask students to spot the five differences between the two pictures in pairs. [The time, the sky through the window, the man's appearance (clothes and facial expression), his desk, his waste-paper bin]
- Say aloud: *He's been working all day and he still hasn't finished.*
He's been working since 8 a.m.
- Ask students if the man is still working now. [Yes]
Ask how long he has been working. [Since 8 a.m.]
- Clarify that here the present perfect continuous is describing an action that started in the past and is still continuing now.

2. REVIEW ACTIVITY

- Ask students to complete exercise D in pairs. Choose one pair to read the completed dialogue aloud and check the answers as a class.
- Ask students to find all the phrases with *for* or *since* in the dialogue. Revise the use of *for* and *since* by eliciting that *for* is used when we give the length of the time (for four hours) and *since* is used when we give the beginning of the time (since 9 o'clock).
- Ask the class if the verbs in the present perfect continuous in the exercise are action verbs or non-action verbs. [Action verbs]
- Ask if the verbs describe one single action, or continuous actions. [Continuous]
Ask if the verbs describe a completed action, or one that is still happening now. [Still happening now]
- Write on the board:
Sally looks tired. ~ She's been baking cakes for the party.
How long has Sally been baking? ~ She's been baking since lunchtime.
How many cakes has Sally baked? ~ She's baked four cakes!

- Ask students which sentences focus on the **action** being done, and which focus on the **result**. Clarify that we use the present perfect continuous to focus on the **action** and that we often use it to answer a question with *How long ...?*
- Clarify that we use the present perfect simple with non-action verbs.

3. REVIEW ACTIVITY

- Give each student a copy of Activity worksheet *How long have you ...?* Ask students to form the questions in pairs, deciding whether to use the present perfect simple (for non-action verbs) or the present perfect continuous.
- Check the answers together as a class. Students then ask and answer the questions in pairs, taking it in turns to ask each other a question. When the second student answers they then return the question, asking *What about you?* Feed back as a class to find out which student has been doing each activity the longest.
- This review activity could also be set up as a class mingle. Each student asks another member of the class one question, then moves on to ask the next question to someone different. When students have asked all their questions, get class feedback and find out which student has been doing each activity the longest.

4. CONTEXTUALIZED ACTIVITY (from 'review' to 'free use')

- Speaking to the class: **"Think about when you don't feel well and you go to the doctor's."**
- Aim to elicit orally a few reasons for going to see the doctor. Divide the class into pairs and hand out *Oxford WordSkills* worksheet.

TASK INSTRUCTIONS:

- Ask each pair to look at the common problems. Point out that another way of saying **'I've got a headache'** is **'My head hurts'** (and for the other -ache problems).
- Look at the 'At the doctor's' dialogue together. Ask two students to read it aloud. In pairs, students invent a short dialogue at the doctor's replacing the phrases in italics with the present perfect continuous for recent continuous actions and to say *how long*, and with the expressions from *Oxford Word Skills*. Check that students use the present perfect simple for non-action verbs (have a cough/temperature etc)
- Ask several pairs to read their dialogues for the class.

HOMEWORK/EXPANSION

EXTRA ACTIVITY

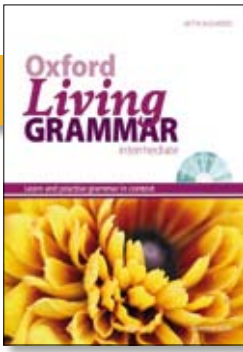
Ask students to write two dialogues at the doctor's for homework.
Ask students to try the OVER TO YOU practice section.

EXTRA HELP

Did your students remember the topic: form and uses of the present perfect continuous?
(if not, revisit the presentation section of *Oxford Living Grammar Intermediate* Unit 3)

Do your students need more practise?: Try exercises F for more practice.

Have you got the right books to develop and extend vocabulary?: use units from *Oxford Word Skills* for 'I can...' confidence.



Activity worksheet: Present perfect continuous

E Children

Use the verbs in the present perfect continuous to complete the dialogue.

build do feed look play worry

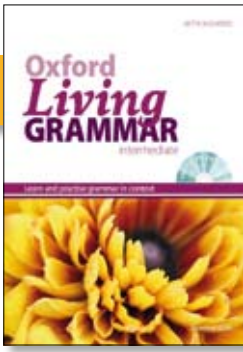
JACK AND EVE Hello, Mummy. We're home.
 MOTHER Thank goodness. I *have been looking* ⁰ for you everywhere.
 What ¹ (you)?
 EVE We ² in the park.
 MOTHER But you're all dirty.
 JACK Yes, I ³ houses with the mud from the pond.
 EVE And I ⁴ the ducks.
 MOTHER And I ⁵ about where you were. Well, you can both go and have a good wash!



D Waiting for the stars

A journalist visits a film festival and talks to the fans waiting to see the film stars.

JOURNALIST Good morning. How long *have you been waiting* ⁰ (you, wait) to see your favourite stars?
 FAN Well, we arrived at about 6 a.m. and it's 10 a.m. now, so we ¹ (wait) for about four hours.
 JOURNALIST And ² (you, stand) here all that time?
 FAN No, a friend and I take it in turns because of the rain.
 JOURNALIST Yes, it's pretty wet. ³ (it, rain) long?
 FAN No, only since about 9 o'clock.
 JOURNALIST And how about you? Are you a great film festival fan?
 FAN Oh, yes. I ⁴ (come) to this one for six years now.
 JOURNALIST Six years? That's as long as I ⁵ (write) articles for my newspaper. I see you've got an autograph book.
 FAN Yes, I always bring it with me. I've got more than 200 autographs.
 JOURNALIST Whose autograph are you hoping to get today?
 FAN Scarlett Johansson's. I ⁶ (try) to get it for years but I still haven't managed it.



Activity worksheet: How long have you . . . ?

1 Do you wear glasses or contact lenses? How long / wear them?

.....

2 Do you play any sport? How long / play it?

.....

3 Do you have a best friend? How long / know them?

.....

4 What book are you reading at the moment? How long / read it?

.....

5 Do you have a favourite restaurant? How long / go there?

.....

6 Are you studying another language? How long / study it?

.....

7 Do you have a mobile phone? How long / have it?

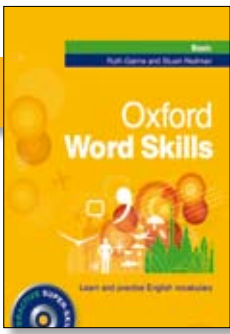
.....

8 Are you a member of a club or gym? How long / be a member there?

.....

OVER TO YOU: Present perfect continuous

Write down three things you have been doing, and how long you have been doing them using *for* and *since* and the present perfect continuous.



22 I can talk about illness

A Common problems

What's the matter?

I don't feel well.

I've got...



a headache



toothache



stomach-ache



a cold



a cough



a sore throat



flu



a temperature



a pain in my leg
also my leg hurts



backache



I feel sick

1 Circle the correct answer.

- ▶ I'm/I've got a temperature.
- 1 My back pain/hurts.
- 2 I feel/'ve got a cold.
- 3 He doesn't feel/be well.
- 4 I feel/'ve got toothache.
- 5 Do you feel/be sick?
- 6 My knee feels/hurts.

- 7 He's got flu/a flu?
- 8 Is/Has she got a temperature?
- 9 I hurt/'ve got a pain in my eye.
- 10 Is/Has she got a temperature?
- 11 She is/'s got a sore throat.
- 12 I don't feel/haven't got a cough.

spotlight be ill/sick

Ill means 'not well'.
Rafa's not here today; he's ill.
Be sick usually means to bring up food from your stomach (also **vomit**).
 If you **feel sick**, you think you are going to **be sick**.

At the doctor's

Doctor: You look tired!

Patient: Yes, I've been running to get here on time. I've come to see you because my head hurts.

Doctor: How long has your head been hurting?

Patient: It's been hurting since yesterday morning.