



# PARTY TIME



Scan to review worksheet

Expemo code:  
149M-Q3AF-U2AT



## 1 Warm up

These are things people do to prepare for a birthday party. Work in pairs to decide when is the best time to do these things.

clean the house	blow up the balloons
buy food and drinks	put on some music
make a cake	prepare food and drinks
move the furniture	wrap the present
buy a present	invite the guests

1. a week before the party: \_\_\_\_\_
2. the day before the party: \_\_\_\_\_
3. in the morning, before the party: \_\_\_\_\_
4. a few minutes before the party: \_\_\_\_\_

Have you ever had a surprise party for your birthday or planned one for a friend?



## 2 Listening



Today is Emma's birthday and her housemates Rowan and Essie have planned a surprise party for her. Listen to their conversation and check the items on the list that they have done.

- blow up the balloons
- buy a present
- buy food and drinks
- clean the house
- invite the guests
- make a cake
- move the furniture
- prepare food and drinks
- put on some music

Answer these questions:

1. What problem do they have?
2. How will they solve the problem?





Listen again and complete each sentence with one missing word.

1. Yes, she's been at college \_\_\_\_\_ 8:30 this morning.
2. I've \_\_\_\_\_ organized a surprise party before.
3. I \_\_\_\_\_ her a really nice scarf during the after-Christmas sales.
4. She's wanted that scarf \_\_\_\_\_ ages!
5. I invited them two weeks \_\_\_\_\_ .
6. And we've already \_\_\_\_\_ the food and drinks.
7. Right, but we \_\_\_\_\_ prepared them yet.
8. \_\_\_\_\_ you made Emma's favourite chocolate cake yet?
9. Have you \_\_\_\_\_ made that kind of cake?
10. No, sorry, I still \_\_\_\_\_ made the cake.
11. I've \_\_\_\_\_ cleaned the house and moved the furniture.

Now, answer these questions:

1. What tense do sentences 3 and 5 use? Why?
2. Which verb form do the other sentences use?
3. Which key words in these sentences are associated with this verb form?





## 3

**Language point**

Study the sentences and choose the best option to complete the information.

- And we've **already gotten** the food and drinks.
- Right, but we **haven't prepared** them yet.
- **Have** you made Emma's favorite chocolate cake **yet**?
- No, sorry, I still **haven't made** the cake.
- **I've just** cleaned the house and moved the furniture.

Choose the right tense:

We use the **past simple / present perfect simple** to talk about actions that started in the past and have an effect on the present.

The words **already**, **still**, and **yet** are often used in present perfect sentences, but we use them in different ways.

1. We use **already / still / yet** in positive sentences when the action is completed.
2. We use **already / still / yet** in both questions and negative sentences. We use this word when the action is not completed but we think it will happen.
3. We use **already / still / yet** with negative sentences to emphasize that something has not been done.

**Already**, **still**, and **yet** have different positions in sentences.

1. Which word goes **at the end** of the sentence or question?
2. Which word goes **between have/has** and the past participle?
3. Which word goes **before have/has**?
4. Which word has the **same word position as just** in a present perfect sentence?



**4 Practice**

Meg and Charlie are organizing a birthday party for their father. Write their mother's questions to find out what they have done so far. A ✓ means yes. Then write the answers. Use *already* and *yet*.

Example: (✓) invite the guests / Have you invited the guests yet? / Yes, we've already invited the guests.

buy a present (✓)

1. \_\_\_\_\_

wrap the present

2. \_\_\_\_\_

buy a cake at the supermarket (✓)

3. \_\_\_\_\_

get pizzas (✓)

4. \_\_\_\_\_

clean the house (✓)

5. \_\_\_\_\_

decorate the house

6. \_\_\_\_\_

move the furniture

7. \_\_\_\_\_

choose some music to put on (✓)

8. \_\_\_\_\_

**Work in pairs to practise the questions and answers again. This time use *he/she* forms and *still*. Do this as a speaking exercise.**

Example:

(✓) invite the guests / Has Meg invited the guests yet? / No, she still hasn't invited the guests.



## 5 Speaking

You and your friend want to organize a party for your teacher tomorrow. You have not had time to discuss your plans for the party yet, but you have both already started to prepare.

Choose six things on the table that you have already done. Make notes of some extra information, including cost. Do not show your table to your partner.

Work in pairs. Ask and answer questions to find out what your partner has already done and what they haven't done yet. Use present perfect and *already*, *yet*, and *still*. You can also use *just* and the past simple as appropriate.

Example:

A: Have you decorated the house yet?

B: Yes, I've already decorated the house. I spent £5 on the decorations. They're red.

A: Really? I've just bought some decorations as well! But mine are green.

	Have you done this?	notes (including cost)
invite the guests		
buy a present		
wrap the present		
buy food and drinks		
prepare food and drinks		
make or buy a cake		
clean the house move the furniture		
blow up the balloons		
example: decorate the house	✓	£5 / red
put on some music		
your own idea		

1. Are you ready for the party?
2. Decide how to complete your preparations.
3. Who has spent the most money?



**6** Extra practice/homework

Put these words in order to make sentences.

birthday? you ever have forgotten someone's

1. \_\_\_\_\_

"Happy Birthday" you yet? sung have

2. \_\_\_\_\_

already and balloons blown decorated house I've the the up

3. \_\_\_\_\_

the making I've just finished cake. birthday

4. \_\_\_\_\_

presents! seen never so I've many

5. \_\_\_\_\_

opened already of her presents. she's all

6. \_\_\_\_\_

if coming told they still to haven't they're party. us the

7. \_\_\_\_\_

any we haven't photos taken yet.

8. \_\_\_\_\_

on for the just put some music we've party.

9. \_\_\_\_\_



## 7

**Optional extension**

Read this short article about the "Happy Birthday" song. What do you think the words in bold mean?

Happy Birthday to you, Happy Birthday to you, Happy Birthday dear (friend), Happy Birthday to you.

- This is probably the most popular song in the world, in English or in translation.
- American sisters Mildred and Patty Hall wrote the music to the song in 1893, but they used the words, "Good morning to you." In 1935, the "Happy Birthday" words and music got a **legal** copyright. This meant that if you wanted to **perform** the song in a movie or TV show, or on the radio, you had to pay the copyright holder. This even included singing the song at birthday parties in homes, offices, and restaurants!
- The copyright holders probably earned \$2 million every year from "Happy Birthday." However, in 2016, American courts removed the copyright. The song now **belongs** to everybody, and you can sing it anywhere for free.

Answer these questions.

1. Is there anything that surprised you in this article?
2. Do you know how to sing this song in English?
3. Is there a translation of this song in your language?





## 8

## Appendix

## Irregular verbs

infinitive	past simple	past participle
be	was/were	been
become	became	become
blow	blew	blown
break	broke	broken
burn	burned	burned
buy	bought	bought
choose	chose	chosen
cut	cut	cut
do	did	done
fall	fell	fallen
forget	forgot	forgotten
get	got	gotten (BE got)
go	went	gone
have	had	had
hit	hit	hit
hurt	hurt	hurt
know	knew	known



make	made	made
meet	met	met
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sing	sang	sung
shoot	shot	shot
spend	spent	spent
spill	spilled	spilled
swim	swam	swum
take	took	taken
tell	told	told
throw	threw	thrown



# Transcripts

## 2. Listening

- Essie:** Where's Emma? Is she at college?
- Rowan:** Yes, she's been at college since 8:30 this morning. So, let's talk about the party. I've never organized a surprise party before. Have you?
- Essie:** Yes, actually, I have. So, I've made a list of everything we need to do. Have you bought Emma's present?
- Rowan:** Yes, I have. I bought her a really nice scarf during the after-Christmas sales. She's wanted that scarf for ages! You've invited the guests, right?
- Essie:** Of course! I invited them two weeks ago.
- Rowan:** And we've already gotten the food and drinks.
- Essie:** Right, but we haven't prepared them yet. I'm going to do that this morning.
- Rowan:** Have you made Emma's favorite chocolate cake yet?
- Essie:** No, sorry, I still haven't made the cake. There was so much to do yesterday that I didn't have time.
- Rowan:** Have you ever made that kind of cake? The recipe looks difficult.
- Essie:** No, I haven't, but I don't think it will take very long. We can do that next. What else needs to be done? What about cleaning the house?
- Rowan:** I've just cleaned the house and moved the furniture. Look!
- Essie:** Oh yeah, I see! It looks great! When are you going to blow up the balloons?
- Rowan:** Oh no! I've forgotten to buy balloons. I'll go to the store and get some now. Bye!
- Essie:** Bye. I guess I should start making the cake....



# Key

## 1. Warm up

5 mins.

Call attention to the header image and instructions and go over the items. Elicit/explain the meaning of *wrap* (cover a present with special paper, called *gift wrap* or *wrapping paper*). Students can work in pairs to complete the exercise. Accept any reasonable answer as there will certainly be variations. Pose the follow-up question to several students and make sure they use present perfect/past simple verb forms accurately in their answers.

1. A WEEK BEFORE THE PARTY: invite the guests, buy a present
2. THE DAY BEFORE THE PARTY: buy food and drinks, wrap the present
3. IN THE MORNING, BEFORE THE PARTY: clean the house, make a cake, prepare food and drinks
4. A FEW MINUTES BEFORE THE PARTY: blow up the balloons, move the furniture, put on some music

## 2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. When you check which items on the list have been completed, ask students to give the answer using present perfect (They've bought the present).

For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall/predict the missing word from the options. This exercise reviews some uses of the present perfect (and past simple) that have already been encountered in the course plan. It also introduces some more key words for the present perfect. Then play the recording again for them to check. Pose the follow up questions to the whole class. If you have time after you check answers, students could read the transcript out loud in pairs.

- |                      |                       |
|----------------------|-----------------------|
| ✓ buy a present      | ✓ buy food and drinks |
| ✓ clean the house    | ✓ invite the guests   |
| ✓ move the furniture |                       |

Questions:

1. They can't blow up the balloons because they've forgotten to buy them.
2. Rowan is going to buy balloons at the store.

Listen again:

- |            |          |           |             |          |           |
|------------|----------|-----------|-------------|----------|-----------|
| 1. since   | 2. never | 3. bought | 4. for      | 5. ago   | 6. gotten |
| 7. haven't | 8. Have  | 9. ever   | 10. haven't | 11. just |           |

Questions:

1. They use past simple because these are finished past actions and include a time reference.
2. The present perfect.
3. *Never, ever, for, since, and just* are the key words that students have studied in previous lessons in this course plan, and they may also point out *already, yet, and still*.

## 3. Language point

10 mins.



In this lesson students are introduced to another usage of present perfect simple verb forms. This lesson is the fourth in a block of four in this course plan dealing with different uses of this form. In this lesson, students see the use of the present perfect with the key words *already*, *yet*, and *still* and also compare these with *just*. These and other usages of the present perfect make a connection, or bridge, between the past and the present.

There are three short sections in this stage. Go through the examples and questions with students one by one for each section. Then drill all the example sentences with the students.

If students need help with the past participles, you can direct them to the irregular verb table in the Appendix. Students can refer to this during lessons, and they should also spend some time studying it at home.

Note: in American English, present perfect is used less often than in British English; the past simple is used instead. American English speakers sometimes use present perfect with *already*, *yet*, and *just* and they understand it. (*Still* can be used with a variety of verb forms/tenses in both varieties of English). Most low-level students of English are looking for competence in an international context and expect to use English with other non-native speakers. Therefore, mastery of this language area is a worthwhile aim even if American English is the main language of instruction.

We use the **present perfect simple** to talk about actions that started in the past and have an effect on the present.

Already, still, yet:

1. already
2. yet
3. still

Positions in sentences:

1. yet
2. already
3. still
4. already

#### 4. Practice

10 mins.

There are two stages to this exercise. Go over the instructions and the example with the class, making sure students know that they need to write both questions and answers, according to the list. There is a mixture of irregular and regular verbs in the exercise as well as positive and negative forms. Students can consult the verb table in the Appendix if they need to. Students work alone and then check answers in pairs and then with the whole class.

In the second stage, student speak in pairs to repeat the exercise using different forms/key words. There is no need to write this. Check answers orally; as the key word is *still*, all the answers will be negative. Drill all the sentences if you have time.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. Have you bought a present yet? / Yes, we've already bought a present.
2. Have you wrapped the present yet? / No, we haven't wrapped it yet.
3. Have you bought a cake at the supermarket? / Yes, we've already bought a cake.
4. Have you gotten the pizzas yet? / Yes, we've already gotten the pizzas.
5. Have you cleaned the house yet? / Yes, we've already cleaned the house.
6. Have you decorated the house yet? / No, we haven't decorated the house yet.
7. Have you moved the furniture yet? / No, we haven't moved the furniture yet.
8. Have you chosen some music to put on? / Yes, we've already chosen some music.



## 5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. As you go over the instructions, make sure students understand the aim of the activity is to practice using the present perfect/past simple and *already, yet, still* (and *just*) and that they need to use their imagination!

Go over the introductions and example dialogue. Students work alone to choose any six items from the list to check and make notes about. It is possible that students will choose some/all the same items as their partner – this is fine.

Set up A/B pairs. Students ask and answer questions about their preparations and plan what to do next. Monitor and support as necessary. Early finishers can compare how much money they've already spent.

Conduct some quick feedback by asking students questions about what they have already done and what they still need to do to prepare for the party. Round up the activity with error correction, including pronunciation.

## 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. Have you ever forgotten someone's birthday?
2. Have you sung "Happy Birthday" yet?
3. I've already blown up the balloons and decorated the house.
4. I've just finished making the birthday cake.
5. I've never seen so many presents!
6. She's already opened all of her presents.
7. They still haven't told us if they're coming to the party.
8. We haven't taken any photos yet.
9. We've just put on some music for the party.

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. Students can read and enjoy this information and practice guessing the meaning of the words in bold from context, in pairs, or with the whole class. Students could confirm their ideas in a dictionary if you like, or you can explain. It's also important for students to be able to identify the part of speech for each word. Then pose the follow up questions.

legal (adjective): allowed by the law, opposite illegal.

perform (verb): to sing or act in front of other people so they can enjoy what you are doing

belongs (verb): if something belongs to you, you are the owner, and it is yours.