



<b>Topics</b>  Verb tenses  Reacting to information	<b>Prepare Before Class</b>  Photos showing some vocabulary (from the Resources section)
<b>Learning Strategy</b>  Find Practice Opportunities	<b>Goals</b>  <b>Grammar:</b> Compare the present perfect verb tense with the past and present tenses  <b>Speaking:</b> Present perfect, present, and past verb tenses  <b>Pronunciation:</b> Reduced forms of “has” and “have” in the present perfect verb tense

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about verbs. We will learn how to decide which verb tense to use.”

Ask students to think about the past, present, and future in their language. Describe how their language might be different to English.

Say, “Today, we will learn how Americans use the present, present perfect, and past verb tenses in speaking.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches the present perfect, present, and past verb tenses.

### Speaking Practice Script – Lesson 49

1. In Lesson 48, you learned about the present perfect verb tense. Remember, it is the auxiliary verb “have/has” plus the past participle form of a verb.

In this lesson, you hear the same verb in the present verb tense, the past verb tense, and the present perfect verb tense. Anna’s boss, Ms. Weaver, uses the present verb tense:

Ms. Weaver: Yes, spies sometimes sneak down air ducts.

Then Anna uses the present perfect verb tense:

Anna: I have never snuck down an air duct.

After Anna sneaks down the air duct, she uses the past verb tense to tell Ms. Weaver that she did it.

Anna: I did it! I sneaked down an air duct.

Notice that the past tense form of “sneak” can be either “sneaked” or “snuck.”

2. For irregular verbs, the past tense verb form may be different from the past participle.

For example, drive - drove - driven  
Ashley drives a small car. **(present)**

Anna and Marsha drove across the country. **(past)**

Anna and Ashley have driven to work together since last month. **(present perfect)**

3. For regular verbs, the past participle is the same as the past verb tense form. Here is the same pattern with a regular verb, “ask”:

I ask many questions in English class. **(present)**

The teacher asked me to stop asking so many questions. **(past)**

I have asked the teacher about the homework many times. **(present perfect)**

4. Now you try it.

Try making sentences with the irregular verb “speak.” The past tense is “spoke” and the past participle is “spoken.”

Speak:

I \_\_\_\_\_ English every day. (speak)

Speak:

My friend and I \_\_\_\_\_ English yesterday after school. (spoke)

Speak:

I \_\_\_\_\_ English with my friends many times since we began using Let’s Learn English. (have spoken)

Say, “Now we are going to practice some more.”

Write down a few verbs on the board, such as “ask” or “tell.”

Ask students to each pick a verb, and then write sentences in the present perfect, present, and past tenses, just like in the video. Then ask them to share their sentences with a partner.

If class time remains, ask several students to share their sentences with the whole class.

## Day 2

### *Present the Conversation*

Tell students that the video will show Anna learn all she can about spying. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 49

1. Listen:

Spies sometimes sneak down air ducts.

Speak:

I \_\_\_\_\_ snuck down an air duct. (have never)

2. Listen:

I've never cracked a code before!

I \_\_\_\_\_ cracked a code before! (I've never)

## Pronunciation Practice

The Pronunciation Practice video teaches how Americans pronounce the reduced forms of “has” and “have” in the present perfect verb tense.

### Pronunciation Practice Video Script – Lesson Number 49

1. In this lesson, you hear Anna using the present perfect verb tense. She pronounces the complete word “has” when she uses this tense.

Anna: It is no secret that Washington, D.C. has spies. The International Spy Museum has created an amazing collection of spy things! My boss, Ms. Weaver, has sent me here ... on a mission!

Sometimes, we do not pronounce the complete words “has” or “have.” At those times, you will only hear the /s/ or /v/ sound in the present perfect verb tense.

Anna: I’ve never cracked a code before.  
... I’ve cracked the code!

2. In this conversation, you hear the short form of “has.”

Wow! You are wearing a big coat. Is it cold outside?

The weather’s changed today. It’s gotten really cold.

The complete present perfect verb forms are: “The weather has changed” and “It has gotten really cold.”

3. Now you try it. Use the short form of the present perfect to answer this question:

Listen:

Has this lesson helped you to learn about spies?

Speak:

Yes, \_\_\_\_\_ me to learn about spies.  
\_\_\_\_\_ learned about missions and sneaking and codes. (it’s helped, I’ve)

Say, “Now we will practice this some more.”

Ask students to write two sentences using the words “has” and “have.”

Then, students should read their sentence to a partner, using the short form of “has” or “have.”. The partner should be able to hear which one it is.

If time remains in class, ask several students to read their sentences in front of the class.

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to Find Practice Opportunities.

Give an example. "Learning a musical instrument requires practice. Doing sports requires practice. Even relaxing exercises like yoga are better with practice. We can use the same idea when learning a language. We must find times to practice if we want to get better."

## ***Activity***

Say, "Now we are going to practice a little more."

Give students copies of the activity sheet. Tell students they are going to use the words to complete the timelines. Then tell students they should ask three classmates about how they practice English. They should write what their classmates say in the remaining timelines on the sheet.

If time remains at the end of class, ask several students to share their timelines.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Ms. Weaver says, "Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying."
2. Anna says, "I have never snuck down an air duct. It's dark and small. I'm afraid of dark, small places."
3. Ms. Weaver says, "Umm ... have you ever cracked a code?"  
Anna says, "No."  
Ms. Weaver says, "Well, go learn. Spies use their brains."
4. Ms. Weaver says, "Agent Flamingo, now answer this question: Do spies have to be in good shape?"  
Anna says, "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?"
5. Ms. Weaver says, "Great. Great. Now, I have another very important mission for you."  
Anna says, "Got it. See you back at H.Q.!"  
Ms. Weaver says, "Yummy! You brought my lunch! Thanks, Agent Flamingo!"

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Have you ever thought about doing a job that is different from the one you have now, or the one you think you will have when you finish school? Would it be more fun or more exciting?

## Resources

### *Conversation*

- Anna:** It is no secret that Washington, D.C. has spies. Well, it should be a secret because spying is secret. But it's not a secret. There's even a spy museum! The International Spy Museum has created an amazing collection of spy things! And today, we will see them! My boss, Ms. Weaver, has sent me here ... on a mission!
- Ms. Weaver:** Hello, Anna, are you there?
- Anna:** That's her. Yes, Agent Peacock. This is Agent Flamingo, reporting for duty.
- Ms. Weaver:** Agent what? Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying.
- Anna:** You mean, collect intelligence?
- Ms. Weaver:** Yeah, it's for our new show -- "D.C. Secrets."
- Anna:** You've got it, Agent Peacock. The mission is safe with me.
- Ms. Weaver:** Oh, okay, great. Just be back by noon.
- Anna:** Agent Peacock, I'm at an air duct!
- Ms. Weaver:** Yes, spies sometimes sneak down air ducts.
- Anna:** I have never snuck down an air duct. It's dark and small. I'm afraid of dark, small places.
- Ms. Weaver:** You can do it, Agent Flamingo. You know, spies aren't afraid of a little darkness.
- Anna:** Right. It's just an air duct -- a dark, small air duct. Okay. I'm doing it, Agent Peacock! I am sneaking down a long, dark, small air duct. I'm having a little trouble breathing.
- Ms. Weaver:** Just keep going, Agent Flamingo. Think of the team!
- Anna:** Okay, I will think of the team. I'm thinking of the team, Agent Peacock! I did it! I did it! I sneaked down an air duct. That was a little uncomfortable.
- Ms. Weaver:** Good!
- Anna:** What's the next mission?
- Ms. Weaver:** Umm ... have you ever cracked a code?
- Anna:** No.
- Ms. Weaver:** Well, go learn. Spies use their brains.
- Anna:** Got it! I've never cracked a code before. Let's try, Agent Flamingo! This is really hard. I'm still trying to crack the code. I've cracked the code! I've cracked the code, Agent Peacock! My brain really hurts.
- Ms. Weaver:** Great. Umm, Agent Flamingo, now answer this question: Do spies have to be in good shape?
- Anna:** "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?
- Ms. Weaver:** You're breaking up, Flamingo.

Anna: The International Spy Museum is awesome! Agent Peacock, I completed the mission!

Ms. Weaver: Great. Great. Now, I have another very important mission for you.

Anna: Got it. See you back at H.Q.!


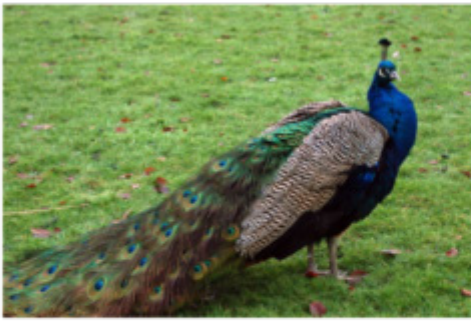

Ms. Weaver: Yummy! You brought my lunch! Thanks, Agent Flamingo!

Anna: Mission completed. Agent Peacock!

(Amelia makes a face.)

Ms. Weaver: Don't ask.

*Special thanks go out to the International Spy Museum for letting us film in the museum!*

		
Flamingo	Peacock	air duct

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## Key Words

**agent** - *n.* a person who tries to get secret information about another country or government

**air duct** - *n.* a duct or pipe for air to flow through to the rooms of a building

**brain** - *n.* the organ of the body in the head that controls functions, movements, sensations, and thoughts

**breathe** - *v.* to move air into and out of your lungs

**code** - *n.* a set of letters, numbers or symbols that is used to secretly send messages to someone

**collection** - *n.* a group of interesting or beautiful objects brought together in order to show or study them

**complete** - *v.* to finish making or doing (something)

**crack** - *v.* to find an answer or solution to (something)

**duty** - *n.* something that is done as part of a job

**flamingo** - *n.* a tall wading bird with mainly pink or scarlet plumage and long legs and neck

**H.Q.** - *abbrev.* headquarters - *n.* a place from which something (such as a business or a military action) is controlled or directed

**intelligence** - *n.* secret information that a government collects about an enemy or possible enemy

**mission** - *n.* a task or job that someone is given to do

**operation** - *n.* a set of planned actions for a particular purpose

**peacock** - *n.* a male peafowl, which has very long tail feathers that it can spread like a fan

**secret** - *n.* a fact or piece of information that is kept hidden from other people

**shape** - *n.* a physically strong and healthy condition

**sneak** - *v.* to move quietly and secretly in order to avoid being noticed

**spy** - *n.* a person who tries secretly to get information about a country or organization for another country or organization

## Quiz - Level 1, Lesson 49 - Operation Spy!

Listen. Circle the letter of the correct answer.

### 1. What does Ms. Weaver want?

- a. She wants to go on a mission.
- b. Ms. Weaver wants Anna to learn about spying.
- c. She wants to find a flamingo.
- d. Ms. Weaver wants to tell Anna secrets about D.C.

### 4. What does Anna tell Ms. Weaver?

- a. She cannot hear what Ms. Weaver said.
- b. Spies must be in good shape.
- c. She broke her spy phone.
- d. Ms. Weaver should be in good shape.

### 2. Why is Anna afraid?

- a. Anna is afraid someone will catch her.
- b. She doesn't think Ms. Weaver will find her.
- c. Anna has never been in an air duct.
- d. She doesn't want to be a spy.

### 5. What did Ms. Weaver want Anna to do?

- a. What did Ms. Weaver want Anna to do?
- b. Write about the Spy Museum.
- c. Return to the Spy Museum.
- d. Go to lunch with Amelia.

### 3. What is Anna's mission?

- a. To think like Agent Peacock
- b. To learn to follow orders
- c. To pretend to be someone else
- d. To solve a secret code

Use the words in the word bank to complete the sentences below. Then ask three friends questions about how they practice their English using the past, present perfect or present tense. Write their answers in the empty boxes and write the tense in the box next to each answer.

WORD BANK

called

she

English

sometimes

has

times

club

watch

at

How do you practice your English?

I have read many English books.



She called her English partner yesterday at 3:00pm.

past

Our English \_\_\_\_\_ met three \_\_\_\_\_.

You \_\_\_\_\_ movies \_\_\_\_\_.