

Energy 3 Unit 4 Life lines

TEACHER'S NOTES

Time	20–25 minutes
Interaction	Individual and pair work
Preparation	Photocopy worksheet
Aim	To provide speaking practice of questions and answers to ask and answer <i>How long have you...?</i>

Procedure

- Tell students they are going to describe 8 important moments in their lives that are still important now.
- Note: Highlight that students should choose ongoing moments (which use present perfect) and **not** finished moments (which use past simple). For example:

I've lived in for all my life. (present perfect = started in past, not finished)

NOT *I was born in 1990.* (past simple)

- Give students worksheets and tell them to draw 8 arrows between the 'born' and 'now' arrows.

Above each arrow they should make a note of what the important action is and how long it has happened for. For example:

Play in the school band = since 2003
or *Been friends with Tom = for 8 years*

- Put students into pairs. Set task: they have to take turns to describe their timeline, without showing it to their partner. Demonstrate task as described below:

The first student says what the important event is, for example, *I play in the school band.* Their partner must ask, *How long have you played in the school band?*

The first student then answers the question and his/her partner draws an arrow on the timeline and writes a note about the important action.

- Set time limit of 15 minutes. Monitor and help with or note any language problems.
- At the end, students check if the timeline they have drawn for their partner has the events in the right order.

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