

AIM

To do a class survey

LANGUAGE

Present Perfect with *for* and *since*

SKILLS

Speaking

MATERIALS

One copy of the worksheet for each student

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version.

Here are some ideas:

- Adapt the questions to be relevant to your students and their experiences.

Pre-activity (5 minutes)

- Review the use of *for* or *since* with time expressions. Call out the following time expressions and ask students to repeat with *for* or *since*, e.g. *March – since March*; *three weeks (for)*; *a very long time (for)*; *last weekend (since)*; *half an hour (for)*; *the beginning of the class (since)*; *I was born (since)*; *Christmas (since)*.

Procedure (15 minutes)

- Explain that students are going to do a class survey to find out how long people in the class have had, been, or done certain things. Hand out a copy of the worksheet to each student. Pre-teach/check *be able to* (used to talk about ability when *can* isn't possible, e.g. *How long have you been able to speak English?*); *to have an Internet connection*; *to be awake*, etc.
- Give students a few moments to read through the prompts in the first column and deal with any other vocabulary queries.
- Demonstrate the activity with the class. Write *For* and *Since* on the board. Now ask a student the first question *How long have you been a student of English?* If the student gives an answer with *for*, write the answer under *For* on the board. Ask the same student the question again, but this time elicit the answer with *since* and write it under *Since* on the board.
- Explain that each question should be asked to a different student each time, and they should record the students name, and their *For* and *Since* answer. If one of the questions isn't relevant to a student, the person asking should move on and ask another classmate. Students stand up and walk around the classroom, interviewing each other, and writing the relevant names and answers.
- When students have finished, elicit examples from the class, e.g. *Loukas has worked for a marketing company for a year. He's worked there since last September.*

Extension (10 minutes)

- Get students to work out who has been/had/done different things for the longest. Choose two or three of the questions and get students to stand in a line according to their answer, e.g. *Who has been a student of English for the longest?* or *Who has known their best friend for the longest?* In larger classes, students can work in groups of about eight to do this.