

I've lived in Denver since _____

I've worked at the travel agency for _____

I've played basketball for _____

I've known Mark for _____

I've owned a mountain bike since _____

SUSIE

She lives in Denver.

She works at the travel agency.

She plays basketball.

She has a good friend called Mark.

She owns a mountain bike.

Your River of Life

I live in _____

I work/study at _____

I play _____

I have a good friend called _____

I own _____

The River of Life

Worksheet

3

ACTIVITY

Pairwork: speaking

AIM

To ask and answer questions about your life now and in the past.

GRAMMAR AND FUNCTIONS

Present perfect simple with *for* and *since*

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

30 minutes

PROCEDURE

1. Give one copy of the worksheet to each student in the class.
2. Ask the students to focus on the facts about Susie's life **now**, for example: *She lives in Denver, she works at the travel agency*, etc. Explain that the signs along her "River of Life" show when these things began.
3. Ask the students to work with a partner to complete the sentences spoken by Susie. Explain that they should refer to the dates on the "River of Life" and assume "now" to be today's date. Make sure they use specific dates with *since* and periods of time with *for*.
4. It is a good idea to ask the students to draw a line from each fact which is true **now** to the sign showing where it began in the past. This highlights the concept of the present perfect simple being used for actions and states which began in the past and continue to the present. The "River of Life" can also be used to demonstrate, in a visual way, the difference between *since* + a date and *for* + a period of time.
5. Now ask the students to focus on the blank "River of Life" on their worksheet, and explain that they are going to fill it in with information which is true for themselves.
6. First of all they should write in details about their life **now**. After that ask them to write in the signs when these things began, referring to Susie's example if necessary.
7. Ask the students to work in pairs. They should take turns reading the information which is true for them **now**. Their partner should ask questions to find out how long this has been true.

For example:

Student A: *I live in Rio.*

Student B: *How long have you lived in Rio?*

Student A: *I've lived there for 15 years.*

Student B: *I have a good friend called Stella.*

Student A: *How long have you known Stella?*

Student B: *I've known her since 1988.*