



I've lived here since 1996

START **DRIVE** **VISIT** **USE**

GO BACK THREE SPACES **WEAR** **ENJOY MATH** **OWN** **JUMP**

LIFT WEIGHTS **MISS A TURN** **MISS A TURN**

LOVE **CUT** **FINISH** **ROB** **GO FORWARD TWO SPACES**

GIVE **RIDE** **CHOP** **TRAVEL**

DRINK **WATCH** **GO BACK TWO SPACES** **LIVE**

GO FORWARD TWO SPACES **STAY** **WANT**

FALL **MISS A TURN** **TAKE A SHOWER**

Unit 11B

Teacher's Notes



I've lived here since 1996

Interaction

Group work

Aim

To practice the present perfect with *for* and *since*.

Time

15–20 minutes

Skills

Speaking

Grammar and functions

Present perfect with *for* and *since*

Talking about personal experiences

Vocabulary

General

Preparation

Photocopy the board game, one for each group of four students in the class. Either bring some dice to class or ask students to prepare small pieces of paper with the numbers 1 to 6 written on them.

Procedure

- Briefly review the use of the present perfect with the students. Write some cues on the board and ask individual students to produce correct sentences, e.g.
travel abroad – 1998
not visit my grandparents – last Saturday
Students should produce sentences, e.g.
I haven't traveled abroad since 1998.
I haven't visited my grandparents since last Saturday.
- Divide the class into groups of four.
- Ask students to choose something to be used as game pieces like pen lids or paper clips.
- Give a copy of the board game to each group.
- Explain how to play the game.
 - Taking turns, students roll the dice and move their game pieces along the board.
 - Every time a student lands on a square with a picture, he / she studies the picture and produces a correct sentence using the given verb.
 - Sentences should be in the present perfect tense and should include *for* or *since*, wherever possible.
 - If the student's sentence is grammatically correct, he / she is allowed to move on on his / her next turn. If it's not, he should stay on that square and try again on his / her next turn.
 - There are rewards and penalties in this game. Rewards allow students to move forward and penalties force them to go backwards.
 - The first student to reach the last square wins.
- Have students play the game. Students roll the dice. The student with the highest number goes first.

Option

Extend the game by getting students to ask questions to the person who has given a sentence, e.g. A: *I've visited Orlando three times since I left school.*

B: *When did you visit? What did you do?*