

## Let me talk about my life: Teacher's notes

**Aims:** Students will produce a poster from magazine pictures documenting aspects of their life-experience. Students get oral and written practice of the present perfect for experience and the past simple in relation to their own lives.

**Level:** Pre-intermediate +

**Key skills:** Grammar and speaking

**Time:** 50 minutes

**Materials:** Magazines, glue stick, A4 or A3 paper, scissors, worksheet

### Procedure

#### Introduction

Prepare a “*Find someone who...*” class mingle exercise. Many coursebook resource books have them. Put students into the middle of the classroom and carry out the task. Monitor the activity but don't intervene.

When the task is complete, ask the class if they found out any interesting information.

#### Main task

Tell students they are going to make a poster out of pictures from magazines that show things they have done and things they haven't done in their lives.

Prepare a poster of your life to demonstrate what the task is (see example below).

Hand out worksheet, magazines, scissors, and glue and allow students to browse through the magazines looking for appropriate images. This tends to produce a lot of excitement in the class.

When the posters are complete, ask students to write a few sentences explaining their pictures. Ask them when they did the activity and what they liked or disliked about it. This phase needs to be actively monitored, offering advice on the correct use of language, though much of the language should naturally flow from the student.

#### Follow-up

Put students into groups of 4 and encourage them to talk about their posters.

Finally, put all the posters on the wall and invite comments from the whole class.

**Note:** This activity works well as a lesson following a presentation of the present perfect, or as a refresher/consolidation lesson. It also acts as an efficient means of personalizing the use of the present perfect to students' own life experience.

Students are only restricted in the sense that only the present perfect can be used here to introduce things they have done. So, although there is no explicit language focus, students are encouraged to naturally make the leap of using the present perfect to talk about their lives.

**Variation:** Use the main task as a means of personalization after a presentation of the present perfect for general experience, thereby missing out the "*Find someone who...*" activity.

## Let me talk about my life: Worksheet

Name: .....

Age: .....

Things I've done

Things I haven't done

## Let me talk about my life: Example

**Name:** Joe Bloggs

**Age:** 35

### Things I've done



#### **I've been to London.**

I've been to London many times. I first went there when I was seven years old. I like London. It's an exciting place but you need a lot of money to live there.

### Things I haven't done



#### **I've never jumped out of a plane.**

I've never jumped out of a plane. I don't think I really want to because it looks very scary. Maybe one day I will when I'm brave enough.