

## Changes in life – Teacher's notes

**Level:** Intermediate

**Aim:** A classroom mill drill activity which practises the present perfect simple, present perfect continuous and simple past.

**Preparation:**

Make one copy of Worksheets 1 and 2 for each pair of students in the class. They can be copied on one sheet and then cut in three. Make enough copies of the role cards on Worksheet 3 so that each student has one role card each. You may want post-its or address labels for the students to write the names of their roles on.

**Procedure:**

- 1 Divide the class into two groups, A and B. Give Group A Worksheet 1A and Group B Worksheet 1B. Ask the students to look at the incomplete questions and statements on their Worksheets and guess what might come after (Group A) or before (Group B). You may want to ask them to make a note of their guesses.
- 2 Arrange the students in pairs with one student from Group A and one student from Group B. Explain that they are going to match the two halves of the questions and statements. They should not show each other their Worksheets.

**Answers:**

Hi, you're looking really great!

What are you doing now?

Oh, really, how long have you been doing that?

How did you get into it?

Are you enjoying it?

That's fantastic, congratulations!

- 3 Elicit answers from the class and write them on the board. Tell the students the questions and statements all come from the same conversation. Ask the class to brainstorm possible contexts (e.g. school reunion, bumping into a friend on the street / in a pub / in a party, a wedding party, a mutual friend's party, etc.). Alternatively do this as a pair or group work stage and then feedback with the whole class.
- 4 Refer the students to the phrases on the board again and ask them to identify the main stresses. Drill the phrases, encouraging fluidity and natural intonation.
- 5 Tell the students that they are in one of the situations suggested by the students in stage 3 and that they are going to catch up with some old acquaintances. Working in their pairs from stage 2, give each pair a copy of Worksheet 2. Tell them that these are all old friends of theirs who have made a radical change in their lifestyles and ask them to imagine what their friends might be up to now. Elicit suggestions from the whole class.

- 6 Give each student a role card from Worksheet 3. These can be duplicated two, three or more times, according to the size of your class. Allow them time to absorb their information, ask them to write their 'new' name on a post-it or other label and then collect in the role cards. Explain that they can make up extra information for their characters if necessary.
- 7 Explain to the students that they are going to walk around the classroom and talk to as many of the people on Worksheet 2 as possible. Encourage them to use the language drilled in stage 4 and to find out as much as possible about their friends' new lives. Tell the students that when you clap your hands they must finish their conversations and find a new partner to talk to. Suggest or elicit possible phrases for ending their conversations politely and write these on the board (e.g. *Sorry, I've just seen someone I really have to talk to. I'll catch up with you later. / It was really nice talking to you, but I've got to go. Sorry. I'll catch up with you later.*).
- 8 As the students mingle, circulate, helping them find partners, start conversations and every two minutes or so clap your hands so that they all change partners. After three or four rounds of conversations, call the party to an end. (You may want to play music in the background to create a party atmosphere.)
- 9 Ask the students to sit down with their partners from stage 5 and to recall and compare any information they have about their friends' new lives.
- 10 Recap on each character's change of lifestyle highlighting the use of the present perfect simple, present perfect continuous and the simple past.

### **Variations:**

Rather than use the role cards supplied here, ask the students to make up the role card information themselves. Encourage them to come up with radical changes in lifestyle.