

# 12 Have You Been Here Long?

## Present Perfect – Recent Situations

Target patterns:	Present perfect simple / continuous How long . . . ? . . . for/since . . .
Communication skills:	Situations that have just finished Recent situations that are continuing
Language sets:	For, since

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### Warm Up

#### Natural Conversation

Talk naturally with the students about how they are today. Ask questions such as “*Have you been busy today?*” or “*What have you been doing?*” to individual students, and help them answer using the pattern “*I’ve been . . .*”. Then, in pairs, the students can ask each other “*What have you been doing?*” Encourage them to give a number of answers to the question.

### How Long Have You Had This Car?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What does the patrolman want to see?*  
*What has he had for just over a year?*

#### Follow-up questions

*How long has he been there?*  
*How long have you lived in your home?*

*How long has he had his car?*  
*How long have you had your textbook?*

#### Comprehension – personalization

T: *Has Marc been there for five years?*  
S1: *No, he hasn’t.*  
*How long has he been there?*  
S2: *About two or three months.*  
*How long have you been here?*  
S3: *About . . .*  
Continue in a chain.

T: *Has Marc had his car for ten years?*  
S1: *No, he hasn’t.*  
*How long has he had his car?*  
S2: *Just over a year.*  
*How long have you had your . . . ?*  
S3: . . .

### Personalization

The students ask each other “*How long have you had . . . ?*” questions, and follow-up questions. They can ask about things the other students have with them or things they have at home. Encourage them to follow up each question with a series of natural questions.

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### Warm Up

#### Recent Activities

Ask the students questions such as “*What have you been doing this morning / today / this week?*” for time periods that are still continuing. Help the students when they are trying to express themselves. The students then do the activity in pairs or groups. It may help to write prompts on the board such as in the illustration.

### We’ve Been to a Party

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where have they been?*  
*How fast has the patrolman been driving?*

#### Follow-up questions

*What has Marc been drinking?*  
*What have you been doing today?*

*How fast has he been driving?*  
*How fast can you run?*

#### Comprehension – personalization

T: *Have they been playing baseball this evening?*  
S1: *No, they haven’t.*

T: *What have they been doing this evening?*  
*They've been to a party.*  
*What have you been doing this evening/morning . . . ?*

S2: *I've . . .*  
 Continue in a chain.

T: *He's been drinking coffee.*  
 All students:  
*No! He's been drinking orange juice.*

T: *He's been driving at five miles per hour.*  
 All students:  
*No! He's been driving at ninety miles per hour.*

## Personalization

The students ask each other what they think friends or famous people have been doing this morning / today / this week, etc.

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## Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

*I've been using my computer all evening, but now I'm going to take a bath.*  
*I've been studying English for two years, and I'm going to continue studying until I graduate.*

## Controlled Practice

### What Have They Been Doing?

The students make sentences about each picture.

### Sample answers

(The students may come up with good alternative answers.)

- He has been driving for hours, but now he's going to go swimming,*
- She has been studying math all day, and she's going to study all evening, too.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

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*I've been working for eight hours today, but now I'm going to watch television.*

*I've lived in San Francisco for five years, and I'm going to stay here for another two years.*

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## Warm Up Follow-Up Conversation

Ask the students questions such as "*What have you been doing recently / this morning, etc.?*" After each answer, ask natural follow-up questions such as "*How long have you / did you / were you . . . ?*" "*I didn't know you could . . .*" Encourage the students to answer with "*for*" or "*since*" whenever it is appropriate. Then, in pairs or groups, the students take turns asking each other "*What have you been doing recently/today/etc.?*" and then follow-up questions.

## What Have You Been Doing Recently?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*How long has he been there?*  
*Why couldn't he leave?*

### Follow-up questions

*What has Nessie been doing recently?*  
*What have you been doing recently?*

*What has he tried to do?*  
*What have you tried to do?*

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Students ask "*What have you been doing recently/today/etc.?*" questions, and follow each question with a "*How long . . . ?*" question.

## Communication Activities

### A. Leaving the Room

One student leaves the room. The others change one or more things in the room. The student comes back and tries to guess what has been changed, using the pattern “*Have you . . . ?*”

### B. How Long Have I Had . . . ?

One student asks the others to guess how long he/she has had something. If there is scoring, the student whose guess is closest can get a point.

### C. What Has Happened?

One student picks a card and reads it to the others. He/She then writes down what has happened just before the comment on the card. The others try to guess what has happened.

## Review Exercises

### Crossword

#### DOWN

1. asleep
2. agree
3. yes
4. I've
6. to
8. in
9. going
11. recently
12. was
15. might

16. try
17. large
19. star

#### ACROSS

1. already
4. idea
5. later
7. seeing
10. before
13. can
14. price
15. most
18. rising
20. as
21. how
22. long
23. worry

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.