

How long have you had ...?

Student's sheet

How long have you had your pet?

How long have you had the same boss?

How long have you had the same watch?

How long have you lived in this town?

How long have you had your bicycle?

How long have you seen the same hairdresser?

How long have you had your PC?

How long have you had the same mobile phone?

How long have you known your oldest friend?

How long have you been a member in your (football, tennis, fitness, etc.) club?

How long have you had the same bad habit?

How long have you had the same hobby?

How long have you had your favourite piece of clothing?

How long have you lived in the same flat/house?

How long have you had your favourite book?

How long have you had ...?

Teacher's notes

Preparation:

The aim of this activity is to practise the "How long have you ...?" structure as extensively as possible. Copy the student's sheet and cut out the cards. If you have more than fifteen students in your class, copy some of the cards twice.

In class:

Write "How long _____ you _____ in this English course?" on the board and elicit the correct complete question: "How long have you been in this English course?". Then write this question on a card and walk from student to student and ask each student the same question. Make a note of each student's answer on your card. After that, check your notes and tell your students who the person in the room is who has been on this English course the longest.

Now tell them they are going to choose their own question for a class survey from several cards. Put the cards from the student's sheet on a table and encourage students to choose a question they are interested in. It is vital for this activity that students know the meaning of the present perfect. "How long have you had your pet?" means that you still have a pet, and if not, students can simply say, "I'm sorry, I don't have a pet." Or "I had a hamster when I was a little girl, but I haven't had a pet ever since." If necessary, write this or a similar example on the board.

Then students walk around, interview each student in the class, and take notes. Walk around and help. At the end, students check who has been doing the same thing the longest and report back. To give students more self-confidence you can write your own example sentence on the board: "I found out that Siddik has been in this English course the longest."

Extension activity:

Students can write the result of their class survey on the board. Find out who has been doing any of the things the longest and is the overall winner of the survey.