



Topics

Duration of activity

Prepare Before Class

Common objects (such as coins, blocks, game pieces, etc.)

Learning Strategy

Monitor

Goals

Grammar: Present perfect continuous verb tense

Speaking: Present perfect continuous verb tense

Pronunciation: Pronouncing the word “for” quickly in sentences using the present perfect continuous and a time phrase

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn how to talk about how long you have been doing an activity.”

Ask students, “How long have you been studying at this school? How long have you been studying English?”

Tell students, “When we talk about something that began in the past and continues in the present, we use the present perfect continuous verb tense. We will learn about it today.”

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Speaking Practice

After the key words, the video teaches about the present perfect continuous verb tense.

Speaking Practice Script – Lesson 50

1. Present perfect continuous verb tense

In this lesson, you hear Anna and the other students talking about an activity that started in the past and is continuing.

They use the present perfect continuous verb tense. You make it this way:

auxiliary verb + BE + present participle

2. Listen to Anna talking about the class.

When she arrives, the class is waiting for the professor. She asks a question about the amount of time:

Anna: How long has the class been waiting?

You can also use the present perfect continuous with the words “for” and an amount of time. For example, Sarah uses “for” and “a long time.”

Sarah: I have been studying this topic for a long time.

3. We also use the present perfect continuous with “since” and one point in time.

For example, Taylor uses “since” and “last night.”

Taylor: I have been writing and re-writing since last night!

4. We also use the present perfect continuous to talk about recent activities.

The professor tells the students:

Dr. Jones: I see you’ve been waiting very patiently.

5. Listen to the conversation. Alice and John, How long have you been watching “Let’s Learn English?”

Alice: I’ve been watching it since last year.

John: I’ve been watching it for 12 months.

Now you try it. Answer the question yourself.

Listen:

How long have you been watching “Let’s Learn English?”

Speak:

I’ve been watching Let’s Learn English for/ since _____. (student choice)

Say, “Now we will practice this some more.” Ask students to write two questions that ask about an amount of time. Then they should ask two other students. Make sure that students answer with the present perfect continuous and “for” or “since.”

Day 2

Present the Conversation

Tell students that the video will show Anna going to class at Georgetown University. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 50

1. Listen:
How long has the class been waiting?

Speak:
We've only _____ for about 10 minutes. (been waiting)

2. Listen:
How long have you been studying here?

Speak:
I _____ here since 2016. (have been studying)

Pronunciation Practice

The Pronunciation Practice video teaches how Americans say the word “for” quickly in everyday speaking.

Pronunciation Practice Video Script – Lesson 50

When we use the present perfect continuous and a time phrase with “for” we sometimes say it quickly.

Listen to how the student pronounces “for” in this sentence:

We've only been waiting for about 10 minutes.

Anna pronounces “for” slowly here:

I've been wanting to go back to school for a long time.

But she says the word quickly here:

See, I've been working for several years now.

Now you try it.

Answer this question with a quick “for.”

Listen:
How long have you been studying English with VOA?

I've been studying English with VOA for _____. (student's time studying)

Say, “Now we are going to practice some more.”

Ask students to write two questions asking about an amount of time. They should then ask their questions to a partner. The partner should answer in a complete sentence using the present perfect continuous and the word “for” slowly and with fast speech, just like in the video. Students can then change partners.

If time remains in class, ask students to the front of the class. Correct students as needed. Make sure that they can understand and speak using both the slow “for” and the fast “for.”

Day 3

Learning Strategy

Tell students that in today’s lesson, they will learn to monitor.

Give an example. Say, “In the video, Anna used the strategy monitor. At the end of the conversation in this lesson, Anna knew she had made a mistake. How did she do so?” Give students time to answer.

Possible answers may include:

She saw the other students’ faces.

The professor tried to stop her.

Explain, “Anna was monitoring as she spoke. She saw that her classmates were giving her funny looks. We can monitor when we are speaking or listening. If you monitor when you are speaking English, you will get better because you are making sure that others understand what you are saying in English.”

Conclude, “We’re going to practice monitoring today while we are using the present perfect continuous tense.”

Activity

Give students copies of the Activity Sheets and common objects to use for the game.

Explain, “On the left side of the sheet, put the words in order to make a question or a statement.”

When students have finished, ask several to read their sentences. Point out that the sentences use the present perfect continuous verb tense.

Introduce the board game. “Today we will play a game. Let’s get into groups of four.

Choose a coin or a small object to use as your marker. Place it on the Start space.”

Give more instructions until students understand how to play the game.

Let students play the game for a set amount of time. Then call their attention back to you and ask them if they have monitored. Answer any questions about the questions and answers they came up with as they played the game.

Day 4

Listening Quiz

Give student copies of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Sarah asks, “Hey, are you finished with your report?” Taylor says, “Almost. I have been writing and re-writing since last night! The subject is really interesting to me.”
2. Anna asks, “How long has the class been waiting?” Taylor says, “We’ve only been waiting for about 10 minutes.
3. Anna says, “Awesome. You know, I’ve been wanting to go back to school for a long time. So, here I am!” Andrew says, “Well, you picked a great school. I’ve been really happy here.”
4. Anna says, “Awesome. See, I’ve been working for several years now. So, going back to school makes me a little nervous.” Randall says, “Don’t be nervous. Just pay attention and do your best!”
5. Anna says, “Here is my report on “Violins in the City.” Dr. Jones says, “Anna! The topic is “Violence in the city.” Violence. Not violins.”

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Did you ever take a special training course or classes?

What did you learn?

If you have not gone back to study, do you want to study something?

Conversation

- Anna: Hello, and welcome to Georgetown University in Washington, D.C.! I am going back to school! Georgetown is the oldest Catholic and Jesuit university in the United States. The Jesuits are a religious order known worldwide for their many colleges and universities. Students have been studying here since 1792!
- Sarah: Hey, are you finished with your report?
- Taylor: Almost. I have been writing and re-writing since last night! The subject is really interesting to me.
- Sarah: Me too! I have been studying this topic* for a long time.
- Anna: Am I late?
- Sarah: You're a little late. But don't worry. The professor isn't here yet.
- Anna: How long has the class been waiting?
- Taylor: We've only been waiting for about 10 minutes.
- Anna: Oh good. Oh, no! I forgot my pencil sharpener. Excuse me, do you have a pencil sharpener I can borrow?
- Taylor: No, sorry.
- Anna: Oh wait. I found my extra one! Whew, that was close.
- Anna: So, how long have you been studying at Georgetown?
- Andrew: I've been studying here since 2015.
- Anna: Awesome. You know, I've been wanting to go back to school for a long time. So, here I am!
- Andrew: Well, you picked a great school. I've been really happy here.
- Anna: Awesome. See, I've been working for several years now. So, going back to school makes me a little nervous.
- Randall: Don't be nervous. Just pay attention and do your best!
- Anna: That is great advice. You know, I have been paying attention. But sometimes I still feel like I don't understand. Like last week ...
- Anna: What's that?
- Jada: This is my draft.
- Anna: What draft?
- Jada: The professor told us to bring our drafts.
- Anna: I think she said "giraffe."
- Jada: No. She didn't.
- Anna: Here comes the professor.
- Dr. Jones: Hello class! Sorry I'm late, but the snow storm made getting here really difficult. I see you've been waiting very patiently. So, let's get started! Who wants to give their talk first?

Anna: Oh! Oh! Please, please pick me.
Dr. Jones: Anna?
Anna: Who me? Sure. Thanks.
Anna: Here is my report on “Violins in the City.”
Anna: People have been looking for a solution to the problem of violins in the city. I say stop! Stop! They are not the problem! In fact, violins are part of the solution!
Anna: Violins create beautiful music that can fill a city with hope.
Dr. Jones: Anna ...
Anna: If we put a violin in the hands of every child ...
Dr. Jones: Anna! The topic is “Violence in the city.” Violence. Not violins.
Anna: Until next time ...Like I was saying, many people are saying that violence in the city is a problem. A very big problem.

* topic = subject

Key Words

Catholic - *adj.* of or relating to the Roman Catholic Church

class - *n.* a group of students who meet regularly to be taught a subject or activity

draft - *n.* a version of something (such as a report) that you make before you make the final version

confused - *adj.* unable to understand or think clearly

giraffe - *n.* a very tall African animal that has an extremely long neck and legs

Jesuit - *n.* a man who is a member of a religious group called the Roman Catholic Society of Jesus

order - *n.* a religious organization whose members usually live together and promise to follow special rules and traditions

patient - *adj.* able to remain calm and not become annoyed when waiting for a long time

pay attention - phrase to listen to, watch, or consider something or someone very carefully

pencil - *n.* an instrument used for writing and drawing that has a hard outer part and a black or colored center part

professor - *n.* a teacher especially of the highest rank at a college or university

religious - *adj.* believing in a god or a group of gods and following the rules of a religion

report - *n.* a written or spoken description of a situation or event

sharpener - *n.* a tool or machine that makes something sharp

since - *prep.* in the time after (a specified time or event in the past) or from (a point in the past) until the present time

solution - *n.* something that is used or done to deal with and end a problem

study - *v.* to learn about something by reading, memorizing facts or attending school

understand - *v.* to know the meaning of something

violence - *n.* the use of physical force to harm someone or to damage property

violin - *n.* a musical instrument that has four strings and that you play with a bow

Quiz - Level 1, Lesson 50 - Back to School

Listen. Circle the letter of the correct answer.

1. What does Taylor say about her report?

- a. What does Taylor say about her report?
- b. Taylor says the topic is boring to her.
- c. She has been writing and changing it since last night.
- d. Taylor says she has finished her report.

4. Why is Anna nervous?

- a. Anna does not always understand the other students.
- b. She does not always pay attention.
- c. Anna always forgets to do her work.
- d. She has been working and now is going back to school.

2. What does Anna ask the students?

- a. She asks what time it is.
- b. Where the professor is today
- c. She asks why the professor is late.
- d. How long the class has been waiting

5. What mistake did Anna make in her report?

- a. She does not talk loud enough.
- b. Her professor gave her a different subject.
- c. She does not understand the other students.
- d. Her professor does not like violins.

3. What does Andrew say about Georgetown?

- a. He tells Anna he was unhappy there in 2015.
- b. Andrew tells Anna it is a good school.
- c. He says he has not been there for a long time.
- d. Andrew says he started studying in 2016.

Put the groups of words below into the correct order to make questions and answers.

years

both

studying

two

have

we

English

for

been

We have both been studying
English for two years.

been

sister

your

Where

has

practicing

English

she

has

at

speaking

work

been



GAME INSTRUCTIONS

Now, together with up to three other friends, place markers on the 'Start' space.

Take turns closing your eyes and touching the number pad to find out how many spaces to move.

If you move to a space with special instructions, do what the instructions say.

If you move to a space with a picture, ask someone a question about it using 'how long' or 'where'.

- If they have been doing that thing longer than you or in a different place, move back one space.
- If they have never done that thing, ask a different friend.
- If none of your friends have done it, take another turn.

The winner is the first player whose object reaches 'Finish.'



START	LOSE YOUR NEXT TURN	LIVE IN YOUR HOME 	PLAY MUSIC
WORK 	MOVE AHEAD TWO SPACES		GO TO SCHOOL
LOSE YOUR NEXT TURN	EAT HEALTHY 	GO BACK TO 'START'	GO BACK TO 'START'
PLAY SOCCER 	TAKE AN EXTRA TURN	STUDY ENGLISH 	FINISH

How long have you been playing soccer?

That's longer than I have.

I have been playing my whole life.

Move back one space!

NUMBER PAD

1	2	3	1	2
2	4	1	4	1

