

## Then and Now timeline

**Grade:** GESE Grade 6 (CEFR B1.2)

**Time:** 20 minutes

**Aims:**

- ▶ A supported speaking activity at B1
- ▶ To develop fluency and practise conversation

**Skill focus:**

- ▶ Demonstrating a variety of B1 level language functions creating longer spoken discourse

**Resources:**

- ▶ Paper

### Then & Now Timeline (20 mins)

- ▶ Divide the class into groups of 4 and tell them they are going to use a timeline to help describe a situation or topic. Get groups to discuss topics they are interested in discussing and elicit some examples and write them on the board.

Example topics:

Computer games	Football leagues	Transport
Education	Films	Music
Telephones	Fashion	Relationships

- ▶ Choose one topic that is of interest to the whole group. Ask groups to brainstorm vocabulary related to the topic. Elicit examples and write in a mind-map on the board.
- ▶ Give each group one of the following titles
  1. In the past it was... *(Describe what it was like in the past)*
  2. But many things have changed... *(Describe how it has changed)*
  3. Now, in my opinion... *(Describe what it is like now)*
  4. In the future it will be.... *(Describe what it will be like in the future)*
- ▶ Groups then discuss the topic using the title they have been given. Students can take notes but this is not essential. If additional language support is needed give the groups the example sentences for the four functions (past simple, present perfect, present opinion and future).
- ▶ After 5 minutes (longer if required) cross-group the class into new groups of four, each group must have one person from each of the original four groups, as below. Note that if there are uneven numbers it does not matter if there are two students representing the same part of the discourse, making the group 5 or 6.

S1: In the past it was...

S2: But many things  
have changed...

S3: Now, in my  
opinion it is...

S4: In the future it  
will be...

- ▶ The groups then take it in turns to present their part of the discourse to the group in chronological order (as above). Where possible use a dictaphone (or smartphone) to record the whole dialogue.
- ▶ Monitor the groups noting any language issues for later feedback.
- ▶ When groups have finished select one group and ask them to repeat their version to the whole class.

### Extension activities

This activity can be run as a written activity throughout. However, a useful follow up would be for every student to then write a short text from memory based on the group activity.