

Experiences

Topic

Storytelling

Aims

- To help students understand when to use the past simple and when to use the present perfect
- To practice and develop speaking skills

Age group

Teens

Level

B1

Time

60-90 minutes

Materials

- Experiences student worksheet

Introduction

Lots of our students have problems with the past simple and the present perfect when they are talking about events in the past. In this lesson they will revise the two tenses in various speaking activities.

Procedure

1. Lead-in: Noughts and Crosses (15 minutes)

- Put students into two teams, blue and red, and nominate a 'captain' for each team. Draw a nine-square grid on the board and write the infinitives of nine irregular verbs in the nine spaces. **Most coursebooks have a list of irregular verbs at the back (See the grid below)*
- Play noughts and crosses. Teams take turns to choose a verb and say what the past simple and the past participle are and how they are spelt - eg. *Eat - ate - eaten*. Only the captain can answer the questions (after consulting with

the rest of the team.) If the team answers correctly, they 'win' the box in the grid and you shade it the appropriate colour (red or blue). If the team answers incorrectly, the other team can try answering a 'rebound' question. The first team to win three boxes in a row (in any direction), wins the game. Play a few times using different verbs.

<i>eat</i>	<i>choose</i>	<i>give</i>
<i>meet</i>	<i>draw</i>	<i>know</i>
<i>see</i>	<i>find</i>	<i>take</i>

2. Task 1: Role play (30 minutes)

- Brainstorm a list of about 30 countries and write them on the board. Choose a country from the list and ask a student *Have you ever been to (Mexico)?* The student answers *Yes I have,* or *No, I haven't.* Continue asking different students until somebody answers *Yes, I have.* Then ask *When did you go?* Elicit a simple answer - e.g. *I went in 2008, I went last year* etc. Repeat this a few times with different countries and different students.
- Repeat the activity a few times using open pairs. Each time nominate one student to ask the question (*Have you ever been to....?*) and one student to answer. The rest of the class listens.
- Closed pairs - Put students into pairs to repeat the activity. Students take turns asking and answering the questions.
- Divide students into pairs, A and B. Give each student a copy of their corresponding role card (A or B).
- Students read the information in part 1 of their role card. Then they take turns asking and answering questions to complete the table in part 2 of their role card.
- Monitor students to make sure that they are using the correct verb forms (past simple and present perfect).

3. Task 2 - Pair work (15-20 minutes)

- Give each student a copy of task 2. Students use the prompts to write questions using *Have you ever....?* Tell them to invent 2 further questions, encouraging them to use their imagination.
- Put students into pairs and ask them to ask their partners the questions, including a follow up question in the case of a positive response. Monitor as they do the activity.

4. Task 3 - Mingling (10-15)

- Students complete the sentences with the names of their classmates in a random order. Students then mingle, asking and answering questions to see

minutes)

whether the statements are true or false. If a student answers *Yes, I have*, students should ask at LEAST one other question- e.g. *When did you go there? What film did you see? Who did you meet?* etc. Monitor and help where necessary

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- Alternatively, this activity can be done as a traditional 'Find someone who', where students ask the questions to each member of the class until they find someone who answers *Yes I have*- then they write down that students' name and complete the rest of the chart. When someone has completed the whole table (or after a set time) the activity ends and you can find out who has done all the things in the chart.
- At the end of the activity ask for some feedback from the class.

Contributed by

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