

MINI-CONVERSATIONS

PAST SIMPLE

This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2.
Approximate Time: 15 minutes.



buy 100 cans of cat food	laugh a lot
run for almost three hours	get a very short haircut
study Italian and Japanese	say 'Good-bye' to my friend
drink six cups of coffee	sleep all day
watch TV for ten hours	make dinner
go to a police station	sing 'Happy Birthday'
take a photo of my friend	read five books about Iceland
eat some fries and a burger	lose my cell phone
see an action movie	play basketball
do nothing	paint a picture

Write this conversation model on your board.



PAST SIMPLE

A: What did you do yesterday?

B: I yesterday.

A: Where did you?

B: I (*place*).

A: Why did you?

B: I because (*reason*).

A: Did you have a good time?

B: Yes, I did. / No, I didn't.

A: *Continue with your own Questions and Answers!*

Grammar Focus Past Simple (Regular and Irregular Verbs)

Level Beginning to Pre-Intermediate (CEFR A1 to A2)

ACTIVITY NOTES

Getting the Conversation on the Board

First, write the conversation in the box on the board.

Better yet, give one of your learners the conversation who will then dictate it to a classmate to write on the board.

You might even consider dividing the board in half, with 'A' lines on one side and 'B' lines on another side – and having two learners dictate the 'A' and 'B' lines to two classmates at the board simultaneously. The end result should look something like this:

A. What did you do yesterday?	B. I bought 100 cans of cat food yesterday.
A. Where did you buy the cat food?	B. I bought the cat food at a supermarket.
A. Why did you buy 100 cans of cat food?	B. I bought it because I have lots of cats.
A. Did you have a good time?	B. Yes, I did. / No, I didn't.
A. Continue.	

Still another option is to have the learners face away from the board while they dictate the lines. This makes the exercise even more fun and more challenging (a little like conveying information over the phone).

Practicing the Conversation and the Grammar Target

MODEL

After the conversation is on the board (with any mistakes corrected), drill it once or twice with your class.

Erase the words 'buy cat food' and 'bought cat food' from the board.

Then, ask one of your students to come to the front of the classroom to help you model the conversation. Demonstrate how to use the cue cards.

PRACTICE

All the students should stand up and be given one of the cue cards. Have two students model the exercise one more time – this time with different cue cards.

After they both have turns being both the 'A' and 'B' students, have them exchange cards and continue with new classmates.

Monitor your learners carefully, and encourage interesting and creative ideas. For example, 'I bought 100 cans of cat food because my cat had 100 kittens yesterday!'