

# MINI-CONVERSATIONS

## PRESENT PERFECT SIMPLE

This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2.

Approximate Time: 15 minutes.



see a ghost	get really angry
travel to Iceland	tell a lie to your friend
cry in a movie theater	do something dangerous
study Japanese	laugh for a very long time
meet a famous person	stay awake all night
be on television	take a trip to Hawaii
want to be a policeman	eat lots of candy by yourself
climb a mountain	have a really long holiday
fly an airplane	spend a lot of money
post a video on YouTube	forget to study for a test

Write this conversation model on your board.



## PRESENT PERFECT SIMPLE

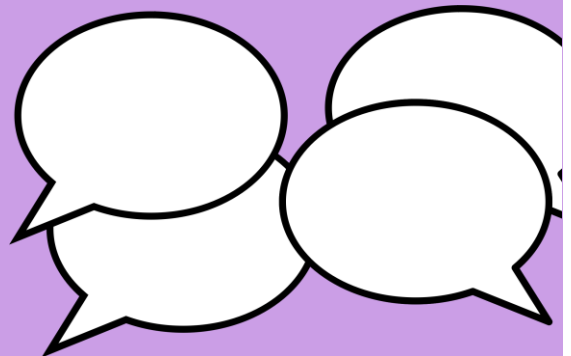
**A:** Have you ever (*present perfect*) .....?

**B:** Yes, I have!

**A:** Really? When did you (*past simple*) .....?

**B:** I (*past simple*) ..... last year.

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



**Grammar Focus** Present Perfect Simple (“Have you ever ...?”)

**Level** Elementary to Intermediate (CEFR A2 to B1)

## 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:

<b>A:</b> Have you ever seen a ghost?	<b>B:</b> Yes, I have!
<b>A:</b> Really? When did you see a ghost?	<b>B:</b> I saw a ghost last year.

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 ‘B’ part of the conversation 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:**

A: ‘So, what did you do when you saw the ghost?’

B: ‘I ran away!’