

Yes, I have... but is it true?

A2-B1 | Adults and teens | Experiences and curious follow-up questions

The challenge: Tell a short true or invented experience. Listen for details, ask questions and decide which it is. You may change a question, invent every detail or pass.

1. Two questions, two jobs

A: Have you ever been to the wrong cafe?

B: Yes, I have. Last month I went to the wrong cafe.

A: Who did you meet there?

B: I met a neighbour. We bought a cake while we waited.

a. Which question asks about an experience at any time before now?

b. Which words place the story in a finished time?

c. Complete: Have you ever + past _____. Who did you + _____ verb?

2. Choose the next useful question

Your partner says: I missed a train last Saturday.

Choose two useful questions and explain what you want to find out.

Where did you go? / Where did you went? / What happened next?

Now ask one different question of your own.

3. Try a short round

Choose one question from page 2. Plan with keywords for one minute. Tell a short story.

Your listener asks two questions about details you have not explained. Then change roles.

A small language bank

Have you ever missed / tried / made / met / lost / won ...?

Yes, I have. It happened last ... / when I was ...

When did it happen? Where were you? Who were you with?

What happened next? How did you feel? Why ...?

Show interest: Really? / Tell me more. / What do you mean?

For experiences before now, use have + past participle. For details of a finished event, use the past simple. After did, use the base verb. Questions with was/were do not need did.

Let us hear your story

Print one page per group, or choose a numbered question on screen.

1 Have you ever cooked a meal for several people?	2 Have you ever missed a bus or train?
3 Have you ever tried a food you did not expect to like?	4 Have you ever got lost in a new place?
5 Have you ever learned a skill from a video?	6 Have you ever met someone famous?
7 Have you ever won a small prize?	8 Have you ever sent a message to the wrong person?
9 Have you ever made something by hand?	10 Have you ever forgotten something important on a trip?
11 Have you ever helped a stranger?	12 Have you ever seen an unusual animal?

Play in threes: one storyteller, two curious listeners

1. Choose a card. Secretly choose TRUE or INVENTED. Plan a few keywords.
2. Begin Yes, I have and tell a short story. This is a game rule.
3. Listeners ask at least three follow-up questions between them. Both ask a question. Listen to the answers and follow an interesting detail.
4. Each listener writes a private guess. Reveal guesses together, then hear the truth.
5. Change storyteller. Everyone tells one story.

After each story: say which detail influenced your guess. A detailed story can still be invented. Optional: one point for a correct guess; no points are needed for a good conversation.

Keep your plan private: TRUE / INVENTED Card: ____
 When / where: _____ People: _____
 What happened / ending: _____

Now make it a real exchange

Put the question bank away for the first attempt. You may ask for help.

1. A new partner, a new experience

You are meeting someone at a community event. Find one interesting experience to tell another person about. This time answer honestly, or choose a fictional character and say so before you start.

A: Ask about learning something outside school.

B: Ask about visiting somewhere new.

Create your own experience question. Listen, then ask two relevant questions about the finished event. Swap roles.

If the answer is No, I haven't: accept it. Ask a different experience question or invite a different story: What is something new you have tried?

Listener: retell one detail and check it: So you learned to cook with your cousin. Is that right?

Notice, improve, repeat: tell your partner one thing that was clear. Your teacher helps you repair one useful question or answer. Try a new exchange with a different example and less help.

2. Optional homework: questions that fit

Complete the exchanges. Use the words in brackets.

1. _____ you ever _____ something by hand? (make)
2. Yes. I _____ a small table last year. (make)
3. Who _____ you? My brother did. (help)
4. Where _____ you _____ the wood? (buy)
5. _____ it difficult? A little, at first. (be)
6. No, I _____, but I would like to try. (have)

3. Tell it again, with a listener in mind

Write 50-70 words, or prepare a one-minute retelling of a true or invented experience. Include when, where, what happened and an ending. Label it true or invented. Add two questions your listener might ask. No recording is required.

Run the conversation

EYH1 | Suggested A2-B1 | 40-45 minutes | No recording required

Outcome: each learner asks an experience question, follows a finished event with relevant past-simple questions and checks an understood detail.

Prepare: share pages 1-3; one card page per trio is enough. Keep pages 4-5 for you. Learners need basic past forms; pre-teach only the verbs they need.

A manageable core route

0-5 min | Spark curiosity. Read the model on page 5 as an explicitly fictional character. Do not reveal whether the character invented the experience. Learners ask for details, vote, then hear the reveal. No audio production needed.

5-13 min | Notice and prepare. Share page 1. Let pairs choose and explain, then check using page 5. Model one natural exchange with contractions. Elicit another follow-up rather than supplying every question.

13-18 min | Rehearse. Learners use page 1 task 3. Listen for relevant questions. Give one useful repair before the main game.

18-30 min | Play. Use page 2 in threes, about four minutes per storyteller including questions and reveal. Keep planning private. Check both listeners participate.

30-35 min | Feedback. Share two anonymous examples you actually heard: one effective exchange and one to improve. Elicit the repair, explain meaning if needed, then ask learners to use the improved form.

35-43 min | Transfer and retry. Use page 3 with a new partner. Hide page 1 initially. Listen for the three outcome behaviours above. Give a short repair, then repeat with a fresh example.

Last 2 min | Close. Learners name one question they can now use. Homework on page 3 is optional.

Choose a route that suits the learners

More support: leave the question bank visible; model two questions; allow shorter stories. Reduce the number of cards, not the reason to listen.

Freer conversation: follow an interesting answer longer and omit homework. Keep the feedback and fresh exchange.

Ten-minute version: model one turn (2 min), use two cards in pairs (5 min), then repair and try a fresh exchange (3 min). This is practice, not the complete lesson.

Online / one-to-one: show numbered cards without printing. Learners keep plans off screen and reveal guesses together. In one-to-one lessons, alternate storyteller and listener; teacher invents a character story if preferred. Drop points. For a class of two, each listener asks three questions.

What to listen for

Use the key to support the conversation; keep learner stories open.

A fictional model with room for questions

Question: Have you ever been to the wrong cafe?

Character: Yes, I have. Last month I went to meet a friend at a cafe. There were two cafes with nearly the same name. I chose the wrong one. While I waited, I met my friend's neighbour. We bought a cake. Then my friend called and explained the mistake. In the end, we all met at the other cafe.

Reveal: the character invented this story. It is not a personal account by Gav or Em. For follow-ups, you may supply plausible invented details: Saturday, two o'clock; an apple cake; the friend was amused. Accept other details if you retell the model differently.

Page 1: noticing and question choice

1a. Have you ever been to the wrong cafe? 1b. Last month. 1c. participle; base.
2. Where did you go? and What happened next? are grammatical and relevant. Where did you went? needs go after did. Other relevant follow-ups include: Why did you miss it? Who were you with? What time did you arrive? No single follow-up is required.

Page 3: homework key

1. Have you ever made ...?
2. made
3. Who helped you? Here Who is the subject; no did is needed.
4. Where did you buy ...?
5. Was it difficult?
6. No, I haven't, but ...

Retelling: no fixed answer. Look for a clear event, finished-time details, a comprehensible ending and two relevant questions. Discuss one useful improvement; do not count every error.

A fresh spoken check, not a written grammar test

During page 3 task 1, note each learner: independent / with support / next time for (a) an experience question, (b) two relevant questions about a finished event, (c) checking an understood detail. Accept natural alternative wording. Ask for a new example after feedback; copying a corrected sentence alone is not independent use.

Watch for: did + past forms; have + past simple; repeated questions whose answers are already known. Teach the specific repair. Avoid insisting that every follow-up uses did: Who helped you? and Were you worried? are useful too.

Safe choice: learners can pass or invent; do not treat personal disclosure or successful deception as language achievement. This pack has received editorial checks. Timing, enjoyment and learning transfer still need classroom evidence.