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.