

Experiences into stories

A2-B1 | About 20 minutes | One student sheet | No recording needed

Outcome: learners open an experience topic, ask relevant questions about a finished occasion and show they understood a detail. Judge the exchange, not whether a guess was correct.

Share and start

Share page 1 only; keep this page with you. Pairs use the same student sheet. No private cards or extra materials are needed. Six original prompt themes retained. Our suggested practice is inspired by the game Em attributes to Pearson's Cutting Edge; publisher material is not reproduced.

A short route: about 20 minutes

0-4: read Jo and Sam. Ask what caused Sam to miss the bus and what the surprise was. Let learners choose a useful further question. This is an invented model, not a claim about either host.

4-6: check the two forms. Rehearse one opening and one follow-up orally; writing is optional.

6-12: pairs play, then swap roles. Allow around 30 seconds of thinking before each story. Two useful details are a guide, not a compulsory question count. Listen for one success and one useful correction.

12-15: review anonymously, check intended meaning and rehearse a short connected exchange. Keep guesses separate from language feedback.

15-20: give the fresh prompt below. Both learners take a turn. Ask each listener to report one detail and let the speaker confirm or correct it.

Meaning, forms and answer guidance

Page 1: Have you ever missed a bus? asks about experience up to now. What happened? asks for the story. Sam stopped to greet someone he thought was his brother; the man was a stranger. Did he stop too? follows that particular detail. Other relevant follow-ups are valid.

Two gaps: lost; lose. After did, use the base form. The six openings are Have you ever lost a key / cooked for a group / missed a bus / visited a museum / won a prize / met a famous person?

Scope: use present perfect for experience up to now without a finished time in that clause. Use past simple to ask about a particular finished occasion. Not all follow-ups need did: Who were you with? uses be; What happened? is a subject question. Continuing situations or actions in progress can call for other forms. Do not force every question into past simple.

After feedback: a fresh conversation

Give **help / a visitor**. Learners build an experience question. This round allows honest **Yes, I have** or **No, I haven't**. For No, offer **help / a friend**, or let them clearly announce an invented story. Allow the same thinking time. Cover the model/bank when learners are ready; offer it again if needed.

Possible exchange: Have you ever helped a visitor? / Yes, I have. / Where were you? / At the station. / What did you do? / I showed her the right platform.

Accept other coherent answers. Observe each learner's opening, a relevant follow-up and one understood detail. Record any bank, prompt or correction used. A supported retry is useful practice, not proof of lasting independent learning.

Adapt, extend and check later

One-to-one/online: take the partner role; share only page 1. In groups of three, alternate speaker and two listeners. A2: rehearse with the bank. Stronger learners: follow an unexpected detail.

Comfort: allow passing, fictional stories and non-personal topics. Hesitation, eye contact and confidence do not establish truth.

Later check: next lesson use **learn / a new skill** (learned or learnt). Ask an experience question, follow one occasion and confirm a detail. Note language and support; choose a next step.