



Have you ever ...?

<p>TRAVEL</p>	<p>WATCH</p>	<p>VISIT</p>
<p>BE CAMPING</p>	<p>BE IN LOVE</p>	<p>ASK FOR</p>
<p>FIND</p>	<p>WIN</p>	<p>SLEEP</p>
<p>SEE</p>	<p>READ</p>	<p>RIDE</p>
<p>TAKE</p>	<p>BREAK</p>	<p>FLY</p>

Unit 10A

Teacher's Notes



Have you ever ...?

Interaction

Group work

Aim

To practice using the present perfect with *ever*.

Time

15–20 minutes

Skills

Speaking

Grammar and functions

Present perfect with *ever*

Life experiences

Vocabulary

General

Preparation

Photocopy the worksheet, one for each group of five students in the class. Cut apart the cards.

Answers

Variations are acceptable but the questions students are most likely to ask one another are:

- Have you ever traveled to Europe?
- Have you ever watched an American football game?
- Have you ever visited a museum?
- Have you ever been camping?
- Have you ever been in love?
- Have you ever asked for an autograph?
- Have you ever found money?
- Have you ever won a trophy?
- Have you ever slept in class?
- Have you ever seen a ghost?
- Have you ever read Shakespeare? or Have you ever read a play by Shakespeare?
- Have you ever ridden a horse?
- Have you ever taken a cruise?
- Have you ever broken a bone? or Have you ever broken your leg?
- Have you ever flown in a helicopter?

Procedure

- 1 Divide the class into groups of four or five.
- 2 Explain the activity. Each group will receive a set of cards. Each student picks up a card in turn and uses the verb and the picture on that card to ask different members of the group a question. The objective of the game is to find someone who can give an honest affirmative answer to the question.
- 3 Give an example of what appears on the cards and what questions students could ask, e.g. Write the word *eat* on the board and draw an insect. Ask: *Have you ever eaten an insect?* If a student says *yes*, ask that student further questions to clarify the situation, e.g. *When did you eat an insect? Why?*
- 4 Give out the sets of cards. Ask students to put them face down on the table and start the game.
- 5 Walk around the classroom and give help as needed. Encourage students to use this as an opportunity to get to know one another better by asking further questions when possible.
- 6 Stop the game when the groups have finished asking all their questions.
- 7 Invite students to report some of their findings about members of their group to the class.

Option

Make the game more competitive. Have students count the number of times each person asks a question before finding an affirmative answer. In this way students will be encouraged to predict potential answers, so that they obtain an affirmative answer more quickly. If a student obtains an affirmative answer on their first question, they win a point. The student with the most points wins the game.

Additional ideas

After playing the game, each student could choose one card which he / she answered affirmatively and write a short paragraph about it.