

MINI-CONVERSATIONS

PRESENT SIMPLE

This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2.
Approximate Time: 15 minutes.



go to work	climb up a tree
buy cat food	go on-line
play baseball	eat Mexican food
drink a cup of tea	buy onions
go fishing	listen to the radio
sleep all day	wash my car
talk to a policeman	take a nap
have lunch	take photos
do some exercise	study French
chat with my friends	cook dinner

Write this conversation model on your board.



PRESENT SIMPLE

A: What do you usually do after class?

B: I usually

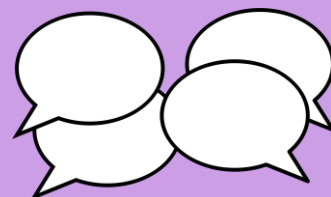
A: Where do you?

B: I (*place*).

A: Why do you?

B: I because (*reason*).

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



Grammar Focus Present Simple

Level Beginning to Elementary (CEFR A1 to A2)

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:

A. What do you usually do after class?

B. I usually go to work after class.

A. Where do you work?

B. I work at a library.

A. Why do you go to work?

B. I go to work because I want to buy a new car!

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, 'I go to work at a restaurant because I want to buy a new car!'