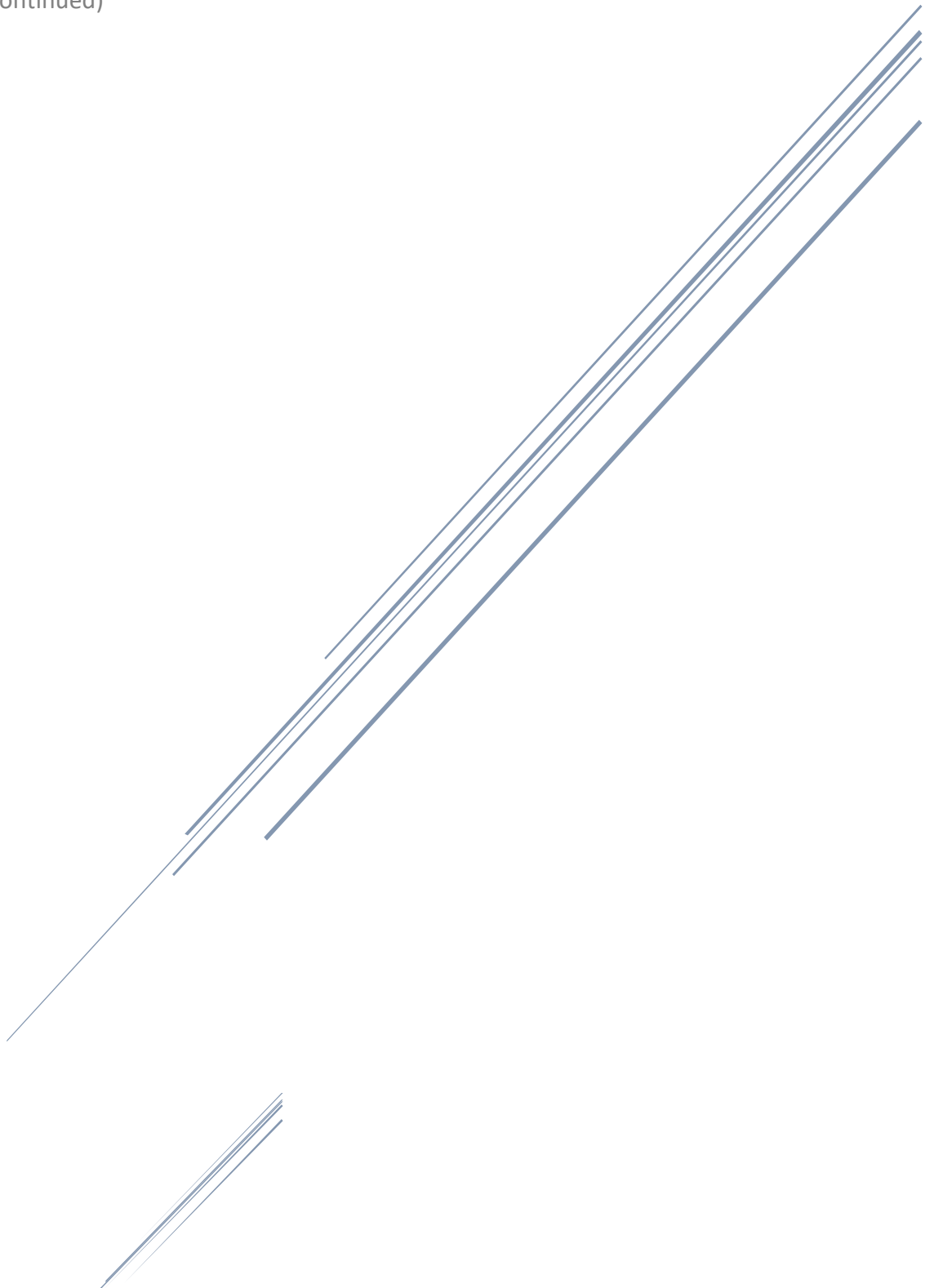


LOOKING BACK

SESSION 2

TOPICS

- Discussing biographical information
- Discussing things that happened
- Discussing things that happened
(continued)



Topic 1: Discussing biographical information

Functions	Referring to past events
Target language	Past Simple with was(n't)/were(n't) Past time markers: yesterday, last (Monday) I was born Sentence stress
Theme	My past
Inputs	Input 2.1A: Practice with present and past tenses Input 2.1B: Language summary

Step 1: Whole class: Elicit and practice

Review days of the week. Emphasise the right pronunciation of the words.

In separate steps, (1. sentences only, 2. Wh questions, 3. yes/no questions) elicit and practice:

Was, Were, Wasn't Weren't

Yesterday **was** Tuesday.

Yesterday **wasn't** Wednesday.

I **was** at work yesterday.

What day **was** it yesterday? It **was** ...

Was it Tuesday yesterday? Yes/No ...

Where **were** you yesterday? I **was** ...

etc.

Encourage the use of contractions in spoken English.

Step 2: Small group work: Practice

Get students to practice asking questions and giving answers, with 2-3 students sitting next to them, using:

yesterday / at 11:00 / on Friday / in June / at college / work / home / the cinema / in bed / the car / town / London / last month / last year / last week

Tell students that they should practice with I/you/we/they.

Encourage the use of contractions in spoken English.

Step 3. Whole class: Introduce vocabulary

Show appropriate pictures to elicit '**born**'.

Elicit and practice past-tense questions with **was born** and **were born**.

When was Gandhi ji **born**?

When was your father/mother **born**?

Where were you **born**?

Where/When were/was ... **born**?

I/He/She was born in

Who was born in ...?

Once students are comfortable, introduce them to the idea of **sentence stress** (are all words important in a sentence? **No**, some give meaning, and some are only for grammar etc.).

Demonstrate how meaning words should be said loudly and clear, but grammar words are said without emphasis and with contractions.

Demonstrate and choral repeat some of the sentences practiced before.

When was Gandhiji born? He was **born** on **2nd October 1869** etc.

Step 4: Small group work: Practice

Get students to practice in groups of 3-4 students. Tell them to:

- ask and answer questions using **was/were born**
- practice with names of relatives, friends/you/I/we/ they
- stress important words only

Monitor all groups and correct immediately using appropriate error correction techniques.

Distribute **Input 2.1A**: Practice with present and past tenses.

Give instructions. Students should:

- Read the sentence out loud and fill the gap with the right word.
- They should read the sentence out loud again with stress on the correct words.

Demonstrate with one example and hand over one Input sheet per group.

Check or display answers.

Step 5: Small group work

Arrange students in groups of 5-6 and give instructions.

Students in each group should:

- Select one person to sit in the centre “hot seat”.
- Have the others ask him/her questions as quickly as possible.
 - When were you born?
 - Where were you born?
 - Where were you last (week/Saturday/month)?
 - Who were you with?
 - What time were you there?
 - How long were you there?
 - Why were you there?
- At the end one student should report back on the answers given. - He was born in ...
- The other students should check if the answers are right.

Set an activity time limit and monitor closely. Avoid interrupting, but note down feedback (use of structures, contractions, sentence stress).

Step 6: Feedback

Encourage students to give feedback about how they did as a group.

You should go through 1-2 main feedback points per group.

Step 7:

Display **Input 2.1B**: Language Summary and distribute as handouts.

Input 2.1A**Practice with present and past tenses**

Fill in the gaps with 'is, are, was, were'.

1. I _____ late today.
2. I _____ not late yesterday.
3. I _____ angry because they _____ late yesterday.
4. My boss _____ in Madurai these days.
5. I _____ studying in the library now. Rohan and Vandana _____ with me.
6. Mohan watched a movie last night. It _____ very good, he said.
7. When he was in school, Ajay _____ a very good cricketer.
8. You _____ in Goa last week. Where _____ you this week?
9. We _____ so tired after the party last night.
10. No! Sarah _____ born in India, she was not born in the USA.

Input 2.1B**Language summary**

Do the pairs of phrases have the same or a different meaning? What do they mean?

The 2021 Summer Olympic **Games were** in Japan.

Virat **Kohli was** the Indian cricket team captain.

Nelson **Mandela was** the Nobel Peace Prize winner **in 1993**.

I was born in India. **You were born** in Sri Lanka.

I was in New Delhi last year.

You were very busy on Monday.

She wasn't at home yesterday.

They weren't in front of the supermarket.

Northeast **is** the direction halfway between north and east.

Look at me **now**. **I'm** so happy.

Topic 2: Discussing things that happened

Functions	Referring to things that happened in the past (using regular verbs)
Target language	Past Simple regular verbs
Theme	Last year
Inputs	Input 2.2A: Last weekend Input 2.2B: Vacation in Moscow Input 2.2C: Language summary

Step 1: Whole class: elicit past tense with *_ed*

Elicit past tense action words, e.g., Every Sunday I walk to the mall. Yesterday was Sunday. So, I...? (elicit: **walked**).

Ask a strong student: Can you tell us some things you did yesterday?

Elicit a few examples with **regular verbs**: **watched**, **listened**, **played**, **cleaned**, **walked**, **emailed**, **cycled**, **visited**, **started**, **finished**.

Point out that these words end with **-ed**.

Step 2: Pair work: writing exercise

Display **Input 2.2A**: Last weekend. Tell students to:

- Work in pairs.
- Look at the words in the box and practice with their partner.
- Write down sentences (an example has been done).

Monitor and make corrections immediately.

Step 3: Whole class: elicit

Elicit the question forms **Did and Didn't**.

Demonstrate different questions forms with a few students.

Did ... on Friday? Yes, ... **did**. / No, ... **didn't**.

Did ... or ... last night?

What did ... yesterday evening?

Who ...?

Where ...?

Why ...?

What time ...?

To whom...?

Step 4: Pair work: writing exercise

Display **Input 2.2B**: Vacation in Manali. Tell students to:

- Work in pairs.
- Look at the sentences and practice question and answering with their partner.
- Write down questions (an example has been done).
- Check answers with another pair.

(Answers: 1 When did you go to Manali? 2 Where did Madhav arrive? 3 Why did they like Manali? 4 Where did you go after Manali? 5 Where did you stay? 6 What did Madhav paint? 7 What did he borrow? 8 Who did Reena call? 9 How long did they stay? 10 How did he arrive in Manali?)

Step 5: Small groups

Ask students to:

- Form groups of 4-5.
- Ask and answer questions about a place they visited last year.

After this, ask students to:

- Change groups.
- Ask and answer questions about what they did yesterday.
- Compare what they did that is the same and different.

Prompt with examples if needed. (e.g., Rohan and I studied at the library yesterday; He washed his clothes yesterday, I didn't wash my clothes yesterday.)

Step 6: Feedback

Encourage students to give feedback about how they did as a group.
You should go through 1-2 main feedback points per group.

Step 7: Language summary

Display **Input 2.2C**: Language summary or distribute as handouts.

Input 2.2A**Last weekend**

What did you do last weekend? Choose seven verbs from the list below and write sentences. The first one is done for you.

arrive	ask	clean	cook	dance	drop	finish	go
hate	help	laugh	lie	like	lock	look	return
stay	take	type	walk	wash	watch	work	

1. Last weekend, I worked on my project.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Input 2.2B**Vacation in Manali**

These sentences are about Madhav and Reena's vacation in Manali.

Write questions. The first one is done for you.

1. I went to Manali last month.

When did you go to Manali?

2. Madhav arrived in Manali.

3. They liked Manali because it's very historical.

4. We travelled to Shimla after Manali.

5. I stayed in a nice hotel.

6. Madhav painted pictures of the mountains.

7. He borrowed some money.

8. Reena called her friends back home.

9. They stayed for three weeks.

10. He arrived in Manali by bus.

Input 2.2C**Language summary**

I **received** an invitation to a party and **decided** to go.

I **danced** all night.

We **booked** some rooms in the hotel.

We **made** reservations.

We **arrived** at six o'clock and **checked in**.

The party **started** at seven, and the music **stopped** at four in the morning.

We **borrowed** some playing cards.

We **asked** Lucy for them, and we **returned** them to her afterwards.

They **laughed** all through the film. It **was** a comedy.

I **didn't** tell the truth. I **lied**.

Topic 3: Discussing things that happened (continued)

Functions	Referring to things that happened in the past (using irregular verbs
Target language	Common irregular verbs in the Past Simple Revision Past simple regular verbs
Theme	A past week
Inputs	Input 2.3A: What a day! Input 2.3B: Language summary

Step 1: Whole class: Eliciting irregular verbs

If needed, review a few regular past tense verbs and concept check that all the action words ended with -ed.

Introduce irregular verbs by asking 'Did' questions.

went / woke up / got up / got dressed / left / saw / spoke / had have

Did you go to the mall yesterday? Yes, I **went**.../ No, I **didn't** go....

Step 2: Small group: speaking practice

Display (or print on slips of papers): wake up, get up, take/have a bath/shower, get dressed, have breakfast, see, speak, to leave home, run for the bus.

Demonstrate with a few strong students the use of these words in 1st, 2nd and 3rd person.

S1 to S2: Did you **wake up** before or after (another student in group's name: S3)?

S2: I don't know. S3, what time did you **wake up**?

S3: I **woke up** at 7:00.

S2 to S1: I **woke up** at 8:00 am, so S3 **woke up** before me.

Arrange students into groups of 3-4 and get them to practice similarly using the words on the paper. Monitor and correct language errors immediately.

Step 3: Whole class mingle: speaking practice

After they are confident, get students to:

- Walk around the class and ask and answer these questions without the paper.
- Use more words (**ate / drank / read / cut / made**).
- Stress the important words and de-stress the grammar words in the sentence.

Monitor students and note down encouraging feedback and any points of concern.

Step 4: Group work: writing and jigsaw reading

Cut up copies **Input 2.3A: What a day!**

Display a full copy of the input and give instructions to get students to:

- Work in pairs and fill in the blanks.
- Read aloud their sentences and listen to what the others read.
- Put the story together in the right order.
- Take turns to read the full story and check that it makes sense.

Handover cut up copies of the text **Input 2.3A: What a day!**

Now tell students to:

- Tell their group a story about a difficult day they had.
- Ask questions to get more details when another student finishes speaking.

Give some preparation time, monitor, and note down feedback.

Step 5: Pair work: writing

Arrange students in pairs and get students to:

- Discuss and write about one interesting story they heard in the group.
- Check their own work first and get another pair to correct it.

Monitor and help in corrections where possible.

Step 6: Language summary

Display **Input 2.3B**: Language summary or distribute as handouts.

Step 6: Assign homework

Reading: [Speaking to the world | Learning English | Cambridge English](#)

Input 2.3A**What a day**

Fill in the blanks with the correct form of the words in brackets.

Normally, Sundays are good days, but last Sunday **A** _____ (be) a terrible one. I **B** _____ (get) up early to go vegetable shopping. I **C** _____ (leave) the apartment and **D** _____ (notice) the "Out of Order" sign on the elevator.

I live on the 14th floor. So, I **E** _____ (take) the stairs. When I **F** _____ (reach) the ground floor, I realized I **G** _____ (not / have) my shopping list.

I still **H** _____ (go) to the supermarket, but I just **I** _____ (buy) vegetable puffs for my friend and then waited for the bus to take me to her house.

I **J** _____ (catch) the bus, but it was an hour late. Then the bus driver **K** _____ (shout) at me because I took too much time to get on.

Then there was no place to sit on the bus. So, I **L** _____ (stand) and hoped someone would offer me a seat. On the way back home, the bus **M** _____ (break) down. So, I **N** _____ (walk) home.

Then it started to rain. I **O** _____ (not / have) my umbrella, so I was very wet. I also noticed I didn't have my purse. Where did I leave my purse? How could I enter the apartment without my keys?

There I stood angry, wet and cold until I **P** _____ (remember) the security guard had a master key. What a day!

Input 2.3B**Language summary**

We **went** to Manali to escape the stress of work.

We **left** Friday afternoon and **came back** on Sunday.

We **bought** a lot of souvenirs.

We **ate** fresh mountain food.

He **went** to the drive-in movie theatre.

I **woke up** half an hour ago.

Did you **see** the shopping list I left for you on the kitchen table? – Yes, I **saw** it.

I did the shopping but **forgot** to go to the tailor.

Did you **forget** to buy a ticket?

I **cut** the plants, **made** the beds and had a lot of other things to do.