

Activities: Past Simple (active)

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| <p>First steps to narrative writing Creative writing Frank and Rinvolucri page 25</p> | <p>Use cards: historical, economic, geographical, moral, legal, medical, political (and possibly financial/ Third World) as prompts when brainstorming around a topic.</p> |
| <p>Hands Creative writing page 41</p> | <p>Draw round your hand. Put a past event on each finger and thumb. Elaborate verbally- use as a frame for writing. Could develop into a Day in the Life of my Partner's Hands.</p> |
| <p>Drawing a news story Creative writing page 36</p> | <p>Draw the sequence of a news story and then swap with another story.</p> |
| <p>Reality Changed from Photos Creative writing page 45</p> | <p>S/S bring in a photo of a family member or friend (might be advisable to use a friend). Photos are put on the table S/S select –imagine this is a person they know-and talk about this person. Could do this only referring to the past. e.g. as a teenager.</p> |
| <p>Sandwich Story Technique Creative writing page 46</p> | <p>This is a fascinating activity combining dictation with free r writing. T dictates some of story. Stops and asks S/S to add 3 sentences answering questions eg. <i>What did the boy ask his mother?</i></p> |
| <p>An Extra Character Creative writing</p> | <p>Use either a traditional story or a news story. S/S have to write a new version eg. Red Riding Hood's twin....</p> |
| <p>I remember Creative writing page 100</p> | <p>Refer to periods of your life. What do you remember clearly, half remember and have an abstract notion of but without any concrete details?</p> |
| <p>Same event –different points of view Creative writing page 68</p> | <p>T. writes 8 roles on the board having given a description of an accident. Would work well with realia! Write in first person giving their version of the event.</p> |
| <p>The whole to the parts Creative writing page 70</p> | <p>Car to the steering wheel to the brakes...each 'part' writes half a page of a letter---could link to the accident above.</p> |
| <p>Alien Hadfield int. Activity 8</p> | <p>Role cards. Uses both Past Continuous and Past simple. Also has a questionnaire to follow role play up. S/s need to collaborate to find out where the aliens came from.</p> |

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| <p>Fairy tale / writing Hadfield 19</p> | <p>S/S take traditional/ or modern ingredients for a fairy tale out of a bag and construct the story. e.g. a feminist princess, a Swiss army knife with magic powers to get you out of difficult situations Can also be generated with buttons, Cuisenaire rods</p> |
| <p>Freaky Fables Hadfield writing 27. Uses Roald Dahl's Red Riding Hood as an example.</p> | <p>Uses traditional fairy tales but gets S/s to rewrite the end with a twist e.g. Sleeping Beauty doesn't marry the Prince but goes on a lecture tour promoting her book (My 100 Years of Sleep)</p> |
| <p>Combining questionnaire with narrative text TGC.2.12</p> | <p>S/S interview partner-6 questions about a specific date in the past BUT questions are written. Each group writes one question (different colored paper)- questions gathered, corrected-accounts then elicited and written.</p> |
| <p>In and Out John Potts ETP March 2006</p> | <p>Brainstorm contemporary pop stars, film directors, actors. Use the Past Simple for those who are 'out' and use Pers. Perfect for those who are 'in'.</p> |
| <p>Damaged property e.g. YouTube UFO damages wind farm in NE England</p> | <p>Show visuals of objects and S/s say how they damaged it. e.g. <i>I crashed into it</i>. Alternatively practice the Past Simple Passive e.g. <i>it was blown off by the wind. A UFO crashed into it.</i></p> |
| <p>A teacher I disliked</p> | <p>Well, here's some student offloading time!! Could be tied in with character adjectives etc.</p> |
| <p>Story behind the photo</p> | <p>Narrative, sequencing. Could use a holiday snap shot S/s bring in to lesson</p> |
| <p>The photo of the door</p> | <p>What happened behind this door yesterday?</p> |
| <p>Sounds interesting</p> | <p>Use sounds to generate a story!!! Use of Past Simple for narratives etc.</p> |
| <p>It was a dark and stormy night.... New English File T's book page 188</p> | <p>Could be used for Past Simple with Past Continuous. Scary story of the murderer driving behind Vanessa's care!</p> |
| <p>Make your own quiz New English File Pre- Int. T's book Page 189</p> | <p>Question prompts / also Past Simple Passive Who won the battle of / Who discovered etc.</p> |
| <p>Finish the sentence New English File T's book page 190</p> | <p><i>I was really tired so/ because/but/although</i></p> |

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| <p>Who killed Robin Koch? Hadfield Advanced 2</p> | <p>Also uses wh-questions Role cards and questions to fill in. <i>What was his mistress called, what colour was his Porsche etc.</i></p> |
| <p>Scoop Hadfield Advanced 11 (10-20 students)</p> | <p>Talking about past events. S/S get role cards. Object of the game is to obtain as much info about everyone else while guarding your own guilty secrets!</p> |
| <p>Find your former self (8-16 students) Hadfield Advanced 15</p> | <p>Present self and a card from 1970. One student gets the 'old you' the other the 'new you'. S/S have to find out which cards matches but don't reveal their names until they are sure- then sit together and talk about the changes. e.g 1970's wild life, plenty of girlfriends, unemployed. Present life, married with 3 children...you used to watch football etc.</p> |
| <p>Me before Grammar in Action again page 54</p> | <p>Write 5 things they did in the past. T. collects and redistributes. S/S mill and have to find out who it is- conversation then continues once they have found the 'correct' partner.</p> |
| <p>Dream sequences Hadfield Advanced 40</p> | <p>Select images described by a partner and build up a co-operative dream, e.g. cellar, rainbow, ladder, owl.</p> |
| <p>Albert Einstein Inside Out Resources Upper int. 10A</p> | <p>Gap fill text with info provided Worksheets A / B <i>Where did he work?</i></p> |
| <p>Block Buster Inside Out Intermediate 2A</p> | <p>Gives prompts for location, character, props, events. Combines this with film genre. S/s build up plot</p> |
| <p>Battleships Inside Out Int. 3B</p> | <p>Battleships done with irregular past simple and past participles. Worksheet with grids prepared. (NB. words are also written 'backwards' could be tricky for some learners but great idea).</p> |
| <p>Moments in American history Inside Out Int. 4A</p> | <p>Info gap with 2 worksheets. e.g. <i>What was Ms. Walton doing when President Kennedy was assassinated?</i></p> |
| <p>A true crime story Inside Out Int. 6B</p> | <p>2 worksheets with story on. S/S have to retell their version then decide which one they think is true. <i>He went on holiday to Brazil...to America.</i> Not quite as easy as it looks on first sight!</p> |

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| <p>Making news</p> <p>Inside Out Int. 6b</p> | <p>Worksheet has people, places, common objects, food and drink, clothes on. S/S select and create a story.</p> |
| <p>Writing as another</p> <p>Grammar in Action again page 54</p> | <p>Student writes a sentence about something they did on holiday in the past. Paper goes to another student who writes a list of questions about it <i>When did you go Who did you go with?</i></p> |
| <p>Demonstrations</p> <p>Grammar in Action again page 55</p> | <p>When Where How</p> <p>This activity can be easily adapted to suit any other event e.g meeting a celebrity, attending a national festival</p> |
| <p>Accidental writing</p> <p>Grammar in Action again page 56</p> | <p>Write about an accident you had as a child- but only note down 10 key words. Can be written in the first person.</p> |
| <p>Running away</p> <p>Grammar in action again page 59</p> | <p>T. writes running away from home on the board. S/s come up with associations. Builds up as a visual on board- base of narrative</p> |
| <p>Sitting in a group</p> <p>Grammar in Action again page 66</p> | <p>Task for Elementary learners. Describing where they liked to sit in a classroom as a child. Could be used for the previous lesson if T has moved the class. Combines Past Simple with prepositions of place.</p> |
| <p>Things they did</p> <p>Grammar in action again page 69</p> | <p>Put 2 'circles' of verbs on the board. e.g. steal ,catch ,pull swear, eat, pinch, pull, slap etc. Could use the verbs in ne circle and adapt them to the partner. Could recall a child at school. Could be use as prompts</p> |
| <p>Dates</p> | <p>Draw circles and put important dates down e.g. 26.3.85 Students ask and answer: <i>my son was born. I got my first Mini</i> etc</p> |
| <p>Sentence from a picture</p> <p>Creative writing Frank/ Rinvolucri page 19</p> | <p>Get a student to draw a picture on the board. Elicit what comes to mind. Build up narrative</p> |
| <p>Picasso</p> | <p>Put a picture on board- think what the character did etc.</p> |
| <p>Did this really happen to you?</p> <p>New English File Upper Int. 2B</p> | <p>Worksheet of prompts e.g. A family holiday you didn't enjoy. 4 questions to answer before communicative activity</p> |