

Activity 1: A trip in the past (CEFR B1)

Level:
CEFR B1

Time:
90 minutes

Resources:

- ✓ Listening/reading text
- ✓ Table handout – Focus on tenses in a narrative
- ✓ Used to handout
- ✓ Visuals – seaside picture support for *used to*

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 3
- ✓ To explore vocabulary connected to Entry 3 topics
- ✓ To practise narrative tenses
- ✓ To clarify use of had as a main and aux verb
- ✓ To practise listening for information

Exam task focus: Component 1 Tasks 1 & 2

Procedure

1. Introducing the topic

- Tell students (SS) that today we are going to talk about trips.
- Elicit some examples of trips (could be for work or for leisure).

2. Pre-listening

- Ask students *Have you or any of your friends and family been to the seaside?* (Have a picture of a seaside resort they are likely to know – to screenshare).
- Ask *What can you do at the seaside?*
- Elicit some vocabulary and write up any new vocabulary (eg pier, promenade) on platform’s whiteboard.

3. Listening

- Board or ask gist questions for first listening.
- **Where** did I go? **Who** did I go with? **What** did I do?
- Read once and then take responses.
- Board or ask second listening questions.
- What did the **boys** do? What did **Anita** do? What did **Sara** do?

Materials

Visual of seaside

Listening/reading text

4. Group work focus on tenses in a narrative

- Put students in groups of three or four with one fluent reader at least per breakout room (BOR).
- Ask them to put the events listed on the board in the correct order, as below. You can put this in the chatbox.

Put these events in order.

- Agree to go by bus
- Leave London
- Arrive at bus station
- Go to the beach
- Have lunch

- They can do this in their BOR groups while you put up a time line on the board (see table handout).
- Elicit to put the headings in the correct order and down the side put the names.
- Now share the table handout via chatbox.

• **In groups and feedback**

- Let your fluent readers take it in turns to read from the master text (don't give it out at this stage or it will not keep the focus on speaking) while the other students in the group try and complete the table. Give them time to complete collaboratively if necessary.
- Return to main room to feedback and elicit the target language of the past perfect.
- Eg Point (using arrow/pointer) and elicit **She bought some** jewellery, then point to previous column **After she'd had lunch, she went shopping and bought some jewellery.**
- Say *Me and Anita. What did we do after we'd had lunch?* Students should respond *After you'd had lunch, you....* Encourage them to use the contracted forms, 'd.

• **Further tenses focus**

- You could also use the table to focus on **past continuous +**to describe two activities going on at the same time. Eg While we were chatting on the way home the boys were sleeping. Again, make sure they use the unstressed form of the auxiliaries with the schwa.

- There is also the possibility of extending to a focus on '**Used to**'. Use the additional handout.

• **Focus on grammar- had**

- Now give out the text and ask them to underline examples of the past perfect using had or the contracted form 'd.
- Go through the text at feedback linking it to the timeline on the board.
- If It has not come up already as a mistake, now ask them (if possible using a different colour!) to highlight some other examples of **had**.
- This should be revision so encourage them to come up with some examples (eg had as obligation ..things children have to do at school, ie. wear uniform/switch off mobile phones in class etc)
- For had as a main verb, focus on daily routine, ie. I had breakfast, had a difficult journey etc.

Board list ready

Via chatbox share table handout
Focus on tenses in a narrative

Share listening/reading text only with one person per group via chatbox

Share Used to handout via chatbox

Share listening/reading text only with all via chatbox

Had handout to be shared via chatbox

- Students do exercise 1 on the handout alone, then compare answers in BOR pairs before checking answers whole class as you write up back in the MR.

5. Mind mapping for talking about a trip

- Ask students to think of a trip or an enjoyable day out they have had. If you have ever done a class outing you could use that as the focus
- Remind students of: Where, Who, What, When, How.
- In BOR pairs first one student is the examiner and the other the candidate. Give students 7 minutes each then they switch roles.
- Bring the activity to a close back in the main room by inviting a couple of pairs to perform in front of the whole class.

6. Review learning

- For homework they could make a time line for their trip and write some sentences

Listening / Reading Text

A trip to the seaside.

My friends and I had decided to go to the seaside on the next Bank holiday. We chose Brighton as you could get there easily from London. I'd already been there but the others were keen to go because, as well as going on the beach, there are many other things to do in Brighton.

We'd agreed to go by bus as it was cheaper than the train but we had not realised that the bus station is a very long way from the beach. One of our group Anita had hurt her ankle in a fall a week before. Because of that we had to walk very slowly so it took us a long time to get to the beach.

Once we got to the beach we found a place where we could sit. I'd forgotten how strong the wind can be near the sea. Although the sun was shining you still had to wear a jacket or a jersey but I hadn't taken anything warm with me. Luckily my friend Sara had two jerseys with her so I borrowed one of hers. The two boys had brought their swimming costumes and they went into the sea. They told us it was warmer in the water than out of it but I am not sure they were telling the truth. I think they had to swim very fast to stay warm.

Of course, we had fish and chips for lunch but after that everyone wanted to do different things.

Because I was wearing Sara's jersey I was warm enough, so Anita and I decided to go back to the beach. As it was the afternoon the wind was less strong and it was a beautiful sunny day. We had a really good time. We enjoyed chatting and watching the other people on the beach while our friends went shopping or to see the sights.

We all met up again at the bus station. The two boys had gone to the famous Pavilion. A very rich Prince used to live there and inside you can still see the decoration and the furniture he had chosen for his wonderful seaside house.

Sara and Rita had gone to the shops. They had to be careful with their money. There were so many lovely things to buy that you could easily go mad and spend a fortune. Sara had bought a bracelet and Rita had bought a wooden toy horse for her son.

We had all had a good day and we had lots to talk about while we were travelling home on the bus. The boys were very tired and they slept the whole way back.

Seaside Visual



Image: www.unsplash.com

Handout

Talking about a trip: Focus on tenses in a narrative

Who did what?	Travel to Brighton and walk to the beach	On the beach	Lunch	After lunch	Meet at the bus station	Travel back to London.
Whole group	Everyone		Eat		Everyone	
Me		Sun	Eat	Sun	Me	Talk
Anita						
Sara						
The boys						

Complete the table by writing the words in bold in the correct place.

- Buy a piece of **jewellery**
- Go **swimming**
- Sleep**
- Eat** fish and chips
- Sit in the **sun**.
- Buy a **toy**
- Talk** about the day
- Visit a **famous building**.

Make some sentences of your own using the past perfect and the information in the table

Eg After I had sat on the beach with my friends we all ate some fish and chips.

After they lunch the boys went to the Pavillion.

We met up at the bus station. The boys had been to the Pavillion but Anita and I _____ in the sun on the beach. The other girls had _____.

Handout - Had

Activity 1 Grammar focus work

HAD. This can be used.....

as a main verb as an auxiliary verb as a modal verb to express obligation

Look at how the verb HAD is used in these examples and join them to the correct box

<p>My friends and I had decided to go.</p> <p>I'd already been there.</p> <p>We had a really good time.</p> <p>Sara and Rita had gone.</p> <p>We'd agreed to.</p> <p>We had fish and chips.</p> <p>I'd forgotten.</p> <p>We had not realised.</p> <p>They had to swim very fast.</p> <p>We had to walk very slowly.</p> <p>She had two jerseys with her.</p> <p>The two boys had brought their</p> <p>I hadn't taken anything warm</p> <p>We had lots to talk about.</p> <p>We had all had a good day.</p>	<p>Had as a main verb</p> <hr/> <p>Had as an auxiliary verb</p> <hr/> <p>Had as a modal verb to express obligation</p>
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Handout – Used to

Activity 2 Optional additional activity on Used to

Go to brightonmuseums.org.uk and click on Royal Pavilion then What to see

The Prince Regent lived a long time ago. How did rich people live in those days?

Match the activities to the pictures. Careful!! One activity has not got a picture.

He used to invite many people to his dinner parties.

He used to swim in the sea because it was good for his health.

His lady friend used to meet him in Brighton.

His servants used to cook very elaborate meals.

He used to listen to music.

He used to walk in his beautiful gardens.

He used to show his guests his pictures.

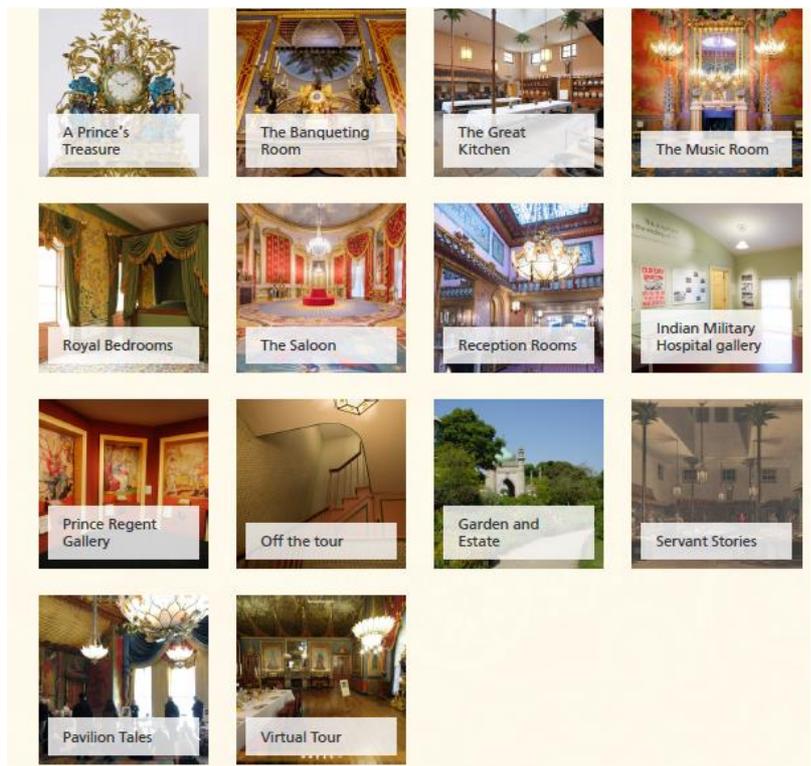


Image: Screen capture taken from <https://brightonmuseums.org.uk/royalpavilion/whattosee/>