

What did you do? What were you doing?

Answer some questions about the past; then interview two other people and write down their answers.

QUESTIONS	YOU	1	2
When did you come to live in Dublin?			
Where were you living or working or studying this time two years ago?			
Who was the first person you talked to today?			
What were you doing when you stopped to talk to that person this morning?			
What did you watch on TV at the weekend?			
What were you doing while you were watching TV?			
When did you first get a mobile phone?			
Who did you talk to/text the last time you used your phone?			
What were you reading/writing when I (teacher) walked into the classroom?			
Were you studying English and watching TV/eating dinner at the same time last night?			

Past Tense Questionnaire

MODULE: Adaptable to all modules/Structure

LEVEL: R2L

Time: 45 minutes	Focus: Contrast Past Simple/Continuous by talking about events in the past using the two different verb forms
Class organisation: Individual/Pairs	Type of activity: Writing/Speaking
Can be adapted to: Different modules + telling stories/talking about the weekend etc.	Prerequisites: Some knowledge of the past tense and how it's used
FETAC:	
ELP: B1 Spoken interaction – I can confidently ask questions about things that are not familiar. Spoken production – I can describe an event or happening fluently and in sequence.	

For this activity you need...

Speaking partners and a pen.

N.B.

In Class Procedure at a Glance

Pre-teach/give some examples of the past tense forms (simple and continuous). This can be done in a previous class through reading stories, telling anecdotes etc.

Distribute worksheets – one page per student

Individually, students fill in the first column about their own experiences.

Students then interview two more students and note down their answers in the second and third columns.

Discuss findings with the class by asking individuals different questions.

This can be followed up with an exercise on the two different forms; e.g. give students a story to read which uses past simple and continuous and ask them to answer questions about the story. They can then write their own stories individually or in pairs or expand their notes from the questionnaire.