

# 14 She Took a Lot of Photographs

## Past Simple 2

Target patterns: Past simple (irregular form)  
What/Where/When did . . . ?

Communication skills: Asking/Talking about past vacations

Language sets: Past forms of verbs  
Vacation words

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### Warm Up

#### Asking About Trips

Ask students about their recent or past vacations or short trips they have taken. Ask follow-up questions that elicit the irregular past forms of verbs (for example: “*What did you drink?*” Then, in pairs or groups, the students ask each other about vacations or trips.

### She Visited Westminster Abbey

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What places did she visit in London?  
What did she watch at Wembley Stadium?

#### Follow-up questions

How long did she stay in Nice?  
How long did you sleep last night?

Where did she go shopping?  
Where did you go shopping last week?

What did she buy?  
What did you buy last week?

#### Comprehension – personalization

T: *Sachiko stayed in London for three years.*

All students:

*No! She stayed in London for three days!*

T: *How long did you (stay in . . . , sleep last night, work today . . . )*

S1: *I . . .*

*How long did you . . . ?*

S2: *I . . .*

T: *In London, she took a lot of exams.*

All students:

*No! She took a lot of photographs!*

T: *Did you take any nice photographs last week?*

S1: *(Yes, I took a nice photograph of my dog.)*

S2: *(Not last week, but yesterday I took a great photograph of the sunset.)*

T: *She bought a lot of sausages.*

All students:

*No! She bought a lot of clothes!*

T: *What did you buy last week?*

S1: *I bought an interesting magazine.*

S2: *I bought a new bicycle.*

### Personalization

In pairs, groups, or as a class, students talk about places they have visited and what they did there. The other students ask them questions.

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### Warm Up

#### Continue the Story

Start telling an imaginary story about one of the class or somebody the students know, using the pattern “. . . *went to . . .*”. The students take turns adding a sentence to the story. No main verb should be repeated. The students then do the activity in pairs or groups. Encourage them to keep their stories going for as long as possible without repeating a main verb.

### She Went Waterskiing

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

Where did she lie?  
What did she drink?

#### Follow-up questions

Did she go for a long walk?  
When did you go for a long walk?

Who did she meet?  
Who did you meet last week?

What did she eat?  
What did you eat yesterday?

#### Comprehension – personalization

T: *She sang on the beach.*  
All students:  
*No! She lay on the beach!*

T: *She got very green.*  
All students:  
*No! She got very brown!*

T: *She went fishing and shopping.*  
All students:  
*No! She went waterskiing and windsurfing.*

T: *She went for a long drink.*  
All students:  
*No! She went for a long walk*

T: *She punched some French college students.*  
All students:  
*No! She met some French college students.*

T: *They went to Hawaii together.*  
All students:  
*No! They went to a restaurant together.*

T: *She drank a lot of delicious food and ate a lot of mineral water.*  
All students:  
*No! She ate a lot of delicious French food, and she drank a lot of mineral water.*

T: *Tell me about your last vacation.*  
S1: *I went . . . , I met . . . , I ate . . . , I drank . . . , Etc.*  
S2: *I went . . . , I met . . . , I ate . . . , I drank . . . , Etc.*

## Personalization

Write a list of verbs that have an irregular past form on the board. If possible, the verbs should be in their basic infinitive form. If this is too difficult for the students, the verbs can be in their irregular past form. Then, in pairs, groups or as a class, the students tell real or imaginary stories about the past and try to include as many of the verbs as possible.

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## Word Building

### Irregular Past

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*I met a famous soccer player last week.*  
*I wrote a long e-mail to my friend.*  
*I bought a new car last month.*

## Controlled Practice

### Last Summer

The students make two sentences about each picture.

#### Sample answers

2. *She met some interesting people.*
3. *She ate a lot of Italian food.*
4. *She wrote letters to her parents.*
5. *She spoke fluent Italian.*
6. *She saw the Leaning Tower of Pisa.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*I went to Brazil last year.*  
*I ate paella yesterday.*  
*I spoke English all day today.*

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## Warm Up

### Follow-Up Questions

Ask the students where they went last year or at some other time in the past. Ask natural follow-up questions and include the pattern “*What was . . . like?*” as often as possible. The students then do the activity in pairs. Encourage them to ask many follow-up questions.

## What Was the USA Like?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

Where did Columbus go?  
Where would he like to go next?

#### Follow-up questions

What was the weather like in the USA?  
What was the weather like yesterday?

What did he do in the USA?  
What did you do yesterday?

What should he do?  
What should you do?

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out

the dialog. Half the class can be one character, and the other half of the class can be the other character

## Personalization

In pairs, one student is a travel agent and the other student is himself/herself or a famous person. The travel agent asks about the vacation the other student has just taken and then recommends a new vacation. They can take turns being the travel agent.

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## Communication Activities

### A. Where Was My Vacation?

In pairs, one student thinks of a place he/she went to on vacation (real or imaginary). The other asks *yes/no* questions to find out where the vacation was. He/she can sometimes make a guess (e.g. every 5 questions).

### B. Chain Story

One student starts a story with “(A person the students know) went to ...” The other students take turns to add sentences to the story. Each main verb can only be used once.

### C. Picture Story

The students tell stories from pictures. There are two picture strips on the website, but almost any comic strip can be used. When using a comic strip, it is usually best to remove the words and let the students use their imagination. Another way is to leave the dialog in the comic strip and have the students put it into the past tense.

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It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

## Sample answers

### Mixed questions

*I go swimming about once a month.*

*I usually have to cook dinner.*

*Pandas are black and white and often very big.*

*My dog runs faster than me.*

*Leonardo da Vinci painted the Mona Lisa.*

### Puzzle sentences

*She's going to take an important exam in September.*

*I'm leaving for Europe tomorrow morning.*

*He's much better looking than you.*

*London is bigger and more exciting than Nice.*

*What subjects did you like at school?*

### You

*I always have coffee for breakfast.*

*Next month, I'm going to lose weight.*

*I'm shorter than my father.*

*I didn't go to work yesterday.*

*I studied English hard today.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.