

on the board as a prompt. Encourage the students to ask questions to help their partners expand on their stories.

- This could also be treated as a diagnostic exercise to see how well students use narrative tenses, which are covered in the next lesson.

Exercise 7 page 14

- Make sure students write notes, not full sentences. Go round helping students with ideas.

Exercise 8 page 14

- Again, encourage follow-up questions if there is time. Circulate and note down any important mistakes to be used for a brief feedback at the end. Remember to include some positive feedback as well.
- Ask a few students to report back on their partners.

For practice of Noun formation, go to:

Vocabulary Builder 2.1: Student's Book page 129

KEY

- 1 -ment: disappointment, embarrassment, excitement
 -ion: confusion, frustration, irritation
 -ness: homesickness, nervousness, sadness
- | | |
|-------------------|----------------|
| 2 1 embarrassment | 4 excitement |
| 2 disappointment | 5 homesickness |
| 3 confusion | 6 sadness |

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now? Elicit: I can talk about different feelings. Ask: What useful words and phrases have you learned?*

2 B GRAMMAR Past tense contrast

LESSON SUMMARY ●●●●●

Grammar: contrast: past simple, past continuous, past perfect

Reading: stories about early memories

Speaking: talking about your earliest memory

SHORTCUT To do the lesson in 30 minutes, do exercises 5 and 6 as a class and set the Grammar Builder as homework.

➔ Lead-in 3 minutes

- Write the heading *childhood memories* on the board, followed by this list of important 'firsts':
your first English lesson your first CD your first best friend your first bedroom your first ...
- Ask students to think of more important firsts and add them to the list (first day at primary school, first exam, first trip abroad, first date, first mobile phone ...). Students take it in turns to tell each other what they can remember about these firsts. Encourage them to use the feelings adjectives from the previous lesson.

Exercise 1 page 15

- Focus on the photo. Ask students to describe what they can see and what might have happened. Elicit their ideas. You may need to teach *windscreen*.

- Focus on the instructions, get students to read the text and then ask the class to say how the three people might have reacted. You might need to explain *bounce* and *stare*.

KEY

Possible answers: a scared b irritated c embarrassed

Exercise 2 page 15

- Focus on the blue words in the text. Elicit that *had come* is past perfect, *were chatting* is past continuous and *went* is past simple. Then get students to write p.s., p.c. and p.p. next to the other verbs. Ask students to tell you which of the verbs are irregular (go, sit, throw, come, do).

KEY

past simple: went sat threw bounced landed smashed

past perfect: had come had done

past continuous: were chatting was raining was staring

Exercise 3 page 15

- Give students a few minutes to look at the *Learn this!* box and complete it individually, then read it as a class.

KEY

- 1 past continuous *It was raining and the sky was grey.*
 2 past simple *I threw a stone, it bounced off a tree, landed on ...*
 3 past simple; past continuous *When my aunt came outside I was staring at the broken windscreen.*
 4 past perfect *I couldn't believe what I had done.*

For further practice of Past tenses, go to:

Grammar Builder 2.1: Student's Book page 110

KEY

- 1 1 broke, was playing
 2 as shining, decided
 3 had, got
 4 was waiting, saw
 5 was listening, didn't hear
 6 was getting
- 2 2 Kate had a shower after she had played football.
 3 The plants died because we had forgotten to water them.
 4 We went out after we had done our homework.
 5 I bought a new mobile phone because I had lost my old one.
 6 Their car stopped because they hadn't bought any petrol.
 7 I locked the door after I had left the house.

Exercise 4 page 15

- Students discuss the difference between the sentences in pairs. Go through the answers as a class.
- In a **weaker class** students may find it difficult to formulate sentences explaining the differences. Ask concept questions instead. E.g. *In number one, did Kim open the present before I got to the party?* (No.) *After?* (Yes.)

KEY

- 1 Kim opened his presents after I arrived.
 2 Kim was in the middle of opening his presents when I arrived.
 3 Kim opened his presents before I arrived.

Exercise 5 page 15

- Students can do this exercise in pairs. When you go through the answers ask them to explain why the wrong answers are wrong (in the students' own language if necessary).

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Marcel A. Müller



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