It was three years ago...

In this lesson: Talk about the first and last times you did things.

**Core activities: 2-3, 5-6**

**Grammar:** Past time expressions: ago, last, when, the first time, the last time.

**Examples:**
- The first time I slept in a tent was when I was eight.
- The first time I went to Italy was last year.
- The last time I saw her was three days ago.

See ‘Language reference’ (Teacher’s book page 96).

### Introduction

1a.
- Go over the instructions and an example with learners to check understanding.
- In pairs, learners match the verbs on the left with the words on the right. Monitor and assist as necessary.
- Feedback as a class.

1b.
- In pairs, learners write the past simple form of the verbs above in the column in the middle. You may like to direct learners to the list of irregular verbs on page 113 of the Student book. Monitor and assist as necessary.
- Feedback as a class.

1a answers
- See 1b answers.

1b answers
- drive drove a car
- give gave someone a kiss
- go went on holiday
- ride rode a bicycle
- sail sailed on a boat
- sleep slept in a tent
- drink drank red wine
- eat ate Indian food

### Listening

2a.
- Direct attention to the holiday pictures on the page. Explain that they are all of the same woman, Sue. Explain that learners will listen to Sue talk about the pictures with her friend, Colin. Go over instructions and check understanding.

2b.
- Learners listen again and complete the sentences with the words from the box.
- Feedback in pairs and then as a class.

2b answer
- 1) The first time she slept in a tent was six years ago.
- 2) The first time she rode a camel was last year.
- 3) The first time she visited Italy was when she was 18.

2c.
- As a rounding off activity, ask learners if they think Sue enjoyed her holidays? Why?
Language focus
Go over the explanations and examples with learners. Draw attention to the example of this language in activity 2b.

Practice
3a
Draw attention to the story and the picture of the boy with the broken arm. Elicit some ideas about what the story may be about.

In pairs, learners read the story and put the verbs in brackets into the past simple. Make sure that learners understand that they should ignore the white gaps and the words in the box at this stage. Monitor and assist as necessary.

Feedback as a group. Were learners’ predictions about the story correct?

3a answers
See CDS script 31.

3b
Direct attention to the words in the box. In pairs, learners put the words from the box into the white spaces to complete the story.

3b answers
See CDS script 31.

3c
Feedback. Learners listen to check their answers.

CDS - script 31 (page 88, Student book) 0:36
The first time I went to hospital was twenty years ago. I fell off my bicycle when I was ten and broke my arm. It really hurt. My mother took me to the doctor and she put my arm in a sling. I couldn’t get dressed or do homework for three months. It was great! I broke my arm again last week. I fell off my bicycle.

Sounding natural
4a
Draw attention to the underlined words in the sentences.

CO 4.12 Learners listen for how we pronounce ‘was’ in connected speech.

4a answers
We generally use the weak form: /waz/

CDS - script 32 (page 88, Student book) 0:24
1) It was last summer.
2) It was a year ago.
3) It was when I was twenty.

Time to talk
5a
Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

5b
Learners write four more questions about first and last times and add them to the list of questions in activity 5a.

You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

4b
CO 4.32 Play CD again, pausing between each sentence for learners to repeat. Remodel and drill as necessary.

Time to talk
5a
Read through the questions and check understanding. You may like to make notes of your own answers to the questions as a model, and to illustrate how to make notes in English. Allow learners time to think and make a note of their own answers. Monitor and assist as necessary.

5b
Learners write four more questions about first and last times and add them to the list of questions in activity 5a.

You may like to first elicit some possible questions from the class as a whole. Allow learners time to think and write. Monitor and assist as necessary.

6a
In pairs, learners ask and answer the questions on their lists. Highlight the example and encourage learners to ask for and give additional information when speaking. Monitor, but stay in the background as much as possible in this activity.

6b
Feedback. Learners tell the class about their partner.

Highlight good use of vocabulary and language. Elicit correction of errors/mistakes.

Homework
Highlight the homework reference at the bottom right of page 67 of the Student book. Ask learners to turn to page 101.

Set lesson 16 activities 1 and 2 for homework. Go over the example for activity 1 as a class. Make sure learners understand what to do for activity 2 (you may like to elicit some learners’ answers for the example question in activity 1).