

ANSWER KEY

3A I remember ...

3A I remember ...

Goal | narrate a childhood memory

Grammar | past perfect simple and continuous

Vocabulary | memory

GSE learning objective

Can narrate a story in detail, giving relevant information about feelings and reactions

Introduction

The goal of this lesson is for students to narrate a childhood memory. To help them achieve this, they will revise past perfect simple and continuous in the context of memories.

Warm-up

Before the class starts, show Ss 8–10 different items on a tray, or display a picture of them. Choose everyday items that Ss will definitely know (keys, phone, pencil, etc). Show the items for 30 seconds to one minute. Cover or remove them and ask Ss to work alone, then in pairs, to make a list of the items. Find out who can remember the most. Ask Ss what they are testing (memory) and tell them that this is today's topic.

Reading

1 Ask Ss to complete the memory quiz alone, then compare scores in pairs. Find out who got the highest score.

Optional extra activity

Ask Ss if they think having a good memory is something that is natural or whether you can work on it. Ss may be aware of memory games or techniques. Discuss what strategies they have for remembering English and any aids such as vocabulary apps that can help them.

2a Tell Ss they are going to read about someone's memory. Allow a few minutes for Ss to look at the picture and read the text. When they finish, check the answer, pointing out that *superior* means very good or above average.

Answer:

She has HSAM (Highly Superior Autobiographical Memory) and can recall childhood events from very early in life.

b Ask Ss to discuss the question in pairs. When they finish, have whole-class feedback.

Possible answers:

Advantages: you will have no problem with exams, you can perform well in card games or other activities requiring memory

Disadvantages: your mind is always busy, you are different from other people, it can be overwhelming and confusing

Optional extra activity

Ss roleplay Rebecca and a journalist. This is a fun way to quickly refresh past tenses while enabling speaking practice. **Stronger classes** can do this without looking at the text, while **weaker classes** may need to have a list of key words to help them recall the events. If Ss struggle with past simple, you may need to revise this before moving on to past perfect.

Grammar

Past perfect simple and continuous

3a Ask Ss to decide what the main events of the birthday story were (the family visit, Rebecca being put in her cot, etc). Look at the list of events and decide which happened before the main events. Ask Ss to work alone and then in pairs. When they finish, elicit feedback.

Answers: 2, 5

Optional alternative activity

Enlarge and photocopy the events in Ex 3a and cut them into strips. Give each small group of Ss a set of sentences and ask them to put them in the order they happened. After this, discuss what the main events of the story were and what went before them. Discuss the tenses used and why they are used. This approach may suit a class who like to explore grammar.

b Ask Ss to work alone to identify the tenses in all the events in Ex 3a. Allow a few minutes, then ask Ss to check together. Don't confirm answers yet.

c Refer Ss to the grammar box to check their answers, then have whole-class feedback discussing any questions and giving further clarification as needed. It could be helpful to build up a timeline showing the interaction of the tenses.

Answers: **1** past simple **2** past perfect continuous
3 past simple **4** past continuous **5** past perfect simple
6 past simple

Grammar checkpoint

The past perfect is not usually used alone – it is most often used alongside the past simple. Both tenses are used to talk about past actions or events but the past perfect usually indicates which happened first. Point out that *by the time* is often used with two clauses, one with past simple and the other with past perfect. It is also possible to use *by the time* with both clauses in the past perfect. Use of the past perfect is sometimes essential for accurate meaning – as in Ex 4, items 2 and 4. The use of adverbials such as *already* and *just* can further specify how two events are related.

4 Ask Ss to look at each pair of sentences and discuss the difference in meaning, if any. Emphasise that both sentences are correct and there will be two pairs where there is no difference. Allow plenty of time for this discussion, monitoring to see how well Ss understand the differences. When they finish, call on pairs to answer and explain the differences where relevant. Use timelines to further check understanding.

Answers:

- 1 no difference
 2 **a** = I wasn't running anymore. **b** = I was still running.
 3 no difference
 4 **a** = she started when/after I got home
b = she finished before I got home

5a 3.1 Explain that Ss should listen and complete the text, using the verbs in brackets in either the past simple or past perfect simple. Give Ss a minute to read through first, then play the recording. Pairs can compare answers and listen again as needed before going through as a class.

Answers: 1'd had 2'd practised 3'd even saved
 4 bumped 5 failed 6 waited 7 tried 8 failed

Pronunciation checkpoint

Point out that the contracted 'd can be hard to hear. It's easier to hear when the following word starts with a vowel sound, since the two sounds link together, as in example 3: *I'd even saved*. Remind Ss that they can choose not to use contracted forms if they prefer when speaking but they still need to be able to recognise them when listening.

b 3.2 Tell Ss they'll now listen again and repeat each sentence after the recording. Play the recording and drill chorally and individually as needed.

6a Ask Ss to read the text and complete with the correct form of the verbs provided. Point out that sometimes more than one option is possible. With **weaker classes**, you may prefer to go through the first few as a class. Then ask Ss to work alone, discuss in pairs, then check with the whole class. Refer Ss to the grammar box as needed.

Answers: 1 hadn't planned/hadn't been planning 2 opened
 3 found 4 had organised 5 had tidied 6 (had) decorated
 7 had been cooking 8 started 9 gave 10 had bought
 11 had been learning 12 felt

Optional alternative activity

When Ss are giving the answers, ask them concept-checking questions to help them confirm their understanding. For example: *Did they put up the balloons before she came into the room?* (Yes) – *so we need past perfect. Is learning the guitar a single event?* (No) – *so we need a continuous form.*

b This exercise enables Ss to use the forms studied. Look at the first sentence starter as a class and discuss continuations. Point out that it does not need to be a real occasion – Ss can invent one. Ss continue alone. Finally, put Ss in pairs to tell their partner.

LANGUAGE BANK 3A pp.140–141

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 1 [2] [1] 2 [2] [1] 3 [1] [2] 4 [2] [1]
 5 [1] [2] 6 [1] [2]
 2 1 held
 2 had never had
 3 had never been
 4 involved
 5 had been working (*had worked* also possible but less likely because of the focus on duration)
 6 had won
 7 gave
 8 had read
 9 realised (*had realised* also possible, but we would probably drop *had* here)
 10 had been trying

Further practice

Photocopiable activities: 3A Grammar 1, p185;
 3A Grammar 2, p186

App: 3A Grammar practice 1 and 2

Vocabulary**Memory**

7a Ask Ss to work in pairs and match the phrases in bold with their meanings, writing the letters a–h beside the sentences. Ss should ignore the underlined words for the moment. Go through the answers as a class and drill the phrases.

Answers: 1 c 2 e 3 h 4 b 5 f 6 d 7 a 8 g

Vocabulary checkpoint

Ss should be encouraged to notice all parts of lexical chunks, including dependent prepositions and verb patterns, so that they can use them with accuracy. Point these out as you go through the answers, for example: *have a good memory for*, *have no memory of*, *remind someone of + noun/ -ing*, *bear in mind the fact that*.

b Ss practise using the vocabulary alone by replacing the underlined parts with their own ideas. Monitor to check they are making correct sentences. When they finish, ask them to tell each other in pairs and try to extend the conversation by asking follow-up questions. There's no need for feedback, but when they finish, ask a few individuals to share something they learnt from their partner.

VOCABULARY BANK 3A p158**'Memory' idioms**

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Put Ss in pairs to match the phrases in bold with the meanings, using dictionaries, guesswork or their devices. Go through the answers.

Answers: 1 b 2 g 3 a 4 h 5 f 6 c 7 e 8 d

2a Ask Ss to complete the sentences using a form of the expressions from Ex 1. Allow plenty of time for this. Go through the answers.

Answers: 1 have a bad memory for 2 childhood memory
3 refresh your memory 4 slip your mind
5 serve as a reminder 6 in living memory

b Ask pairs to discuss their opinions about the statements in Ex 2a. There are no fixed answers. At the end, have a show of hands to see which opinions are most popular.


Further practice

Photocopiable activities: 3A Vocabulary, p187

App: 3A Vocabulary practice 1 and 2

Speaking

Prepare

8a  3.3 Tell Ss they are going to talk about a childhood memory but first they will hear two people doing the same. Refer them to the instruction to make notes, then play the recording.

b Ask Ss to compare notes in pairs, then play the recording again before dealing with any questions. You may need to explain the term *to help yourself* = to take without asking or needing to ask. Ask Ss which of the memories they found most interesting or familiar.

Audioscript 3.3

1
Anyway, I'll never forget the time my brother tricked me. I was about 12 and I'd been studying for a science exam and my brother said to me, 'Do you want to know the secret of doing well in an exam? You have to sleep with the book under your pillow!'

Now for some reason, I believed him. I thought this would help me recall the information during the exam. So, that night, I put the science book under my pillow. But then I thought, 'Why not put all my school books under my pillow and then I'll learn everything in one night?'. So, I did. And when my mum woke me up the next morning, she found this big pile of books under my pillow and I hadn't slept much because it was so uncomfortable. So of course, I did worse than usual in the exam because I was so tired. Anyway, my brother thought this was all hilarious, but my mum didn't and he got punished for it!

2
My first train journey was very memorable because it was also the first time I got told off by my father. I was about seven and I was travelling by train with my whole family in India. I don't know if you've seen Indian trains, but they're huge and some of them have bunk beds for sleeping in – three beds stacked on top of each other. So, I'd been sleeping on the top bunk and, when I woke up, I felt rather hungry and I saw a boy passing through the carriage with a basket on his head. He was selling chocolate. So, I thought, 'I can just take one bar!' because I was above him, on the bunk bed. So as he walked past, I did. I helped myself to a chocolate bar from the basket on his head.

A bit later, I got down from the bed and the chocolate wrapper fell to the floor. My father said, 'Where did you get this?' I didn't say anything – he understood and suddenly I felt totally ashamed. I realised then what I'd done. So, my father took me by the hand to find the boy and he made me explain what I'd done and apologise and then he paid the boy for the chocolate that I'd stolen. Now, whenever I eat chocolate, it reminds me of that incident.

Optional alternative activity

Before Ss listen, ask them to predict the stories using these prompts: 1) *science exam, pillow, book, tired*; 2) *chocolate, train, bunk bed, chocolate wrapper, apologise*. Ss then listen and compare their predictions with the stories they hear. This is a nice additional listening task for groups that would benefit from an extra exposure to the recording.

Optional extra activity

Ss work in pairs and retell the stories they heard on the recording, using their notes to help them. If they have access to the audioscript, **weaker classes** can retell using it first, then try without it.

9 Ask Ss to choose a childhood memory and make notes. Emphasise that they should not write sentences, just key words. Allow time for this. If they can't think of one, they can make up a memory or retell the ones from the recording.

Optional extra activity

Add prompts to the board to help Ss structure their notes. This may help **weaker classes**.

When did it happen?

Where were you?

Who else was there?

What were the key events?

Were there any memorable details?

Speak

10 Put Ss in pairs to narrate and compare their memories. Refer them to the Useful phrases and encourage them to develop the conversation. When they finish, ask Ss to share any fun or interesting stories they heard.

Reflection on learning

Write the following questions on the board:

What did you do well in this lesson?

How will you memorise some of the words and phrases from this lesson?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10: Ss write a paragraph about a childhood memory.

Language bank: 3A Ex 1–2, pp.140–141

Workbook: Ex 1–4, p20

App: vocabulary and pronunciation practice

Fast route: continue to Lesson 3B

Extended route: go to p120 for Develop your writing

3A

WORKBOOK ANSWER KEY

1

1 'd stopped 2 bought 3 been watching 4 had been shining
5 'd never 6 'd been 7 ordered 8 had been working

2

1 had bought 2 had been raining 3 had been riding/had ridden
4 'd/had just made 5 'd/had been baking 6 had made 7 had sent
8 had already moved 9 had never met 10 had been

3

1 memory 2 reminds 3 memorise 4 recall 5 memory 6 memorable
7 mind 8 forget

4

1 Can/Do you recall the name
2 Does this music remind you of anything?
3 that meeting was memorable
4 I've always had a good memory for numbers 5 I'll never forget the time
6 I have/ve got no memory of it at all
7 None of us need to memorise history dates



Photocopiable notes and answer key

1A

Grammar 1 Question forms

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, check Ss understand that they need to re-order the words to form direct or indirect questions. Demonstrate with the first question if necessary. When Ss have finished, encourage them to compare their answers in pairs, then check answers as a class.

For Ex 2, ask Ss to identify which questions are direct and indirect. Put Ss in pairs to practise asking and answering the questions, but make it clear that any direct questions need to be asked as indirect ones, as if it is the first class and they are being as polite as possible to unknown classmates. Model question 2 indirectly as an example. Monitor, listen to the indirect questions, and check for the correct word order. Encourage Ss to self/peer correct their question forms.

Answer key:

1

- 1 Could you tell me if I'm in the right place *indirect*
- 2 Where have you studied English *direct*
- 3 How did you find out about *direct*
- 4 Can I ask whether you have studied abroad *indirect*
- 5 What are you hoping to improve most *direct*
- 6 Who was your teacher *direct*
- 7 When did you decide to take *direct*
- 8 May I ask where you got your coursebook *indirect*
- 9 What time will we finish *direct*
- 10 Who does this pen belong *direct*
- 11 Do you know where the library *indirect*
- 12 I wonder what we'll have to do *indirect*

Indirect questions: 1, 4, 8, 11, 12

Direct questions: 2, 3, 5, 6, 7, 9, 10

2

Suggested answers:

- 2 May I ask where you have studied English previously?
- 3 Can I ask how you found out about this class?
- 5 Could you tell me what you're hoping to improve most in this class?
- 6 Could I ask who your teacher was last year?
- 7 May I ask when you decided to take this course?
- 9 Do you know what time we'll finish here today?
- 10 I wonder who this pen belongs to.

Grammar 2 Question forms

Materials: One card per student

Instructions:

Tell Ss that they are going to practise forming questions that they might ask when meeting strangers in a travel situation. Elicit what a hostel is then tell Ss to imagine they are staying in a hostel in London. Read the following questions and get Ss to think about an imaginary answer. *Where are you from? Why did you travel to London? When did you arrive? How did you get there? What have you been doing today?*

Give each student in your class a card. If you have more than 15 Ss in your class, you can use some cards more than once. If you have fewer than 15 Ss, use the number of cards for the number of Ss you have.

Ask Ss to think of an appropriate question using the prompt on the card. To assist, you could write some phrases to start indirect questions on the board: *Do you know ...; May I Can I Could I ask ...; I wonder ...*. Give Ss a few minutes to check their question form with the person next to them. Monitor and help if necessary. Have a class mingle. Ss take turns to ask and answer their questions with another student, then swap cards. Encourage Ss to use indirect questions as appropriate and to ask follow-up questions to extend each conversation. Ss then find a new partner and ask the new question. If a student gets a card they have already seen, they could ask the question using a different starter. When they have finished, elicit answers from the class and correct if necessary.

Answer key:

Suggested answers:

- 1 Do you know where there's a supermarket?
- 2 May I ask when you checked in to the hostel?
- 3 Can you tell me where you've been today?
- 4 May I ask who you're travelling with?
- 5 I've heard that there is a free walking tour that leaves from the hostel. Do you know what time it starts?
- 6 Can I ask where you're from?
- 7 Do you have any idea what the forecast is for tomorrow?
- 8 Could I ask where you got your backpack from?
- 9 Could you tell me how you travelled to London? May I ask how long it took?
- 10 Can I ask if you are reading anything at the moment?
- 11 Do you know what the wifi password for the hostel is?
- 12 How are you enjoying your travels so far?
- 13 I wonder who owns that guitar in the corner.
- 14 Can I ask how long you're staying in London for?
- 15 May I ask what you are doing to do tomorrow?

Vocabulary Verbs with dependent prepositions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, Ss complete sentences 1–10 with the correct preposition. Check answers as a class and elicit the meaning of *FOMO*. Explain that *FOMO* stands for *Fear of missing out*. It means a feeling of anxiety, or unhappiness, you have because you think that other people are doing more exciting things than you are.

For Ex 2, Ss decide whether each statement is true for them or not. Ss tick the sentences that are true for them in the *Me* column and think about reasons for their answers in preparation for the discussion phase.

For Ex 3, put Ss in pairs. Tell Ss to discuss their answers for each sentence and to make notes in the *Classmate* column. Encourage Ss to use the verb + preposition in their discussion rather than sentence 1, etc.

For Ex 4, put Ss in new pairs. Ss compare the information from their first discussion. Ask a few Ss to share with the class.



3A

Grammar 1 Past perfect simple and continuous

Materials: One worksheet per student

Instructions:

For Ex 1, ask Ss to quickly read the blog post to find the answers to the questions without focusing on the verb forms yet. Elicit the answers.

For Ex 2, ask Ss to re-read the blog carefully and select the appropriate verb forms. Put Ss in pairs to compare their answers, then check as a class. Point out that the main events in the story are still told in the past simple. As an optional extension, ask Ss to work in pairs to retell the story in their own words.

For Ex 3, ask Ss, working individually, to write real, or imaginary, stories about something that went wrong. Ask Ss to include some background using the past perfect simple and continuous. Ss then share their stories with another student and check their partner has used appropriate verb forms.

Answer key:

1

The writer had forgotten to set an alarm so they were going to be late for a presentation. However, he/she had an accident on the way to class so they missed the presentation anyway.

2

1 'd been preparing 2 had told 3 'd forgotten

4 'd been getting 5 'd arranged 6 hadn't arrived

7 called (Although *hadn't called* is possible, it is common to leave out the *had/hadn't* in the second verb in the sentence.)

8 both forms are possible 9 'd never broken 10 'd done

11 'd received 12 'd been wondering 13 had happened

14 'd continued 15 'd missed

Grammar 2 Past perfect simple and continuous

Materials: One worksheet per student

Instructions:

Tell Ss that they are going to play a mystery roleplay game called *A dinner for heroes* to practise the past perfect simple and continuous. Elicit the meanings of *hero* (someone who is admired for doing something extremely brave or good) and *imposter* (someone who pretends to be someone else in order to trick people).

Set the scene: You are at a special exclusive dinner for ordinary people who are heroes. Invitations have been sent to people who have done something very brave or good. There is a special celebrity guest speaker (here you could give the name of a major celebrity who you think will resonate with your class, e.g. a pop star or sports star). However, someone attending the dinner is an imposter, who is only pretending to be a hero to meet the celebrity.

Give each student one of the role cards. They must not reveal what their card says to anyone else. With larger classes, you can allocate Ss sitting together the same card, so they can discuss the scenario together. Tell Ss to read the card. Monitor and help with vocabulary if necessary. Allocate the imposter role to a confident student, or take on the role yourself.

Give each student a copy of the *Find someone who ...* worksheet. Tell Ss to complete the items on the worksheet with the correct form of the verb. Elicit the answers. Then, give Ss about ten minutes to mingle and ask each other questions about their heroic deeds to work out who did what, and who the imposter is (add Ss name to the 'name' column). Elicit the answers.

As an optional follow-up, have a discussion and class vote on who the greatest hero is.

Answer key:

1 had left 2 had been keeping 3 had treated

4 had been sleeping 5 had got 6 had collapsed

7 had been saving 8 had occurred 9 had been lying

10 had heard

Vocabulary Memory

Materials: One worksheet for the class, or several copies if you have a large class

Instructions:

Before the activity, pin the worksheet(s) to the board, or tape them to a table at the front of the room. Ss should not be able to read the worksheet(s) from where they are sitting.

Put Ss in groups of three (A/B/C) and explain that they are going to do a running dictation. Student A is the first writer and needs a pen and paper. Ss B and C start as the runners. They run to the worksheet, read as much as they can remember then return and repeat it to A, who must write it down. The runners are not allowed to write anything down.

Every few minutes (or after a few sentences have been dictated), call out 'change' and the groups must rotate who is writing. This continues until Ss have written down the whole text. The first group to finish gets 10 points, the second 9 points and so on. Ss get an additional point for every sentence which is completely correct. The group with the most points wins.

As a final challenge, with books closed, ask Ss to try to remember which words and phrases are target vocabulary from the lesson activity, and underline them in their copy of the text. Check answers as a class.

As an optional follow-up, put Ss in pairs to discuss any tips they use to remember people's names or other information, then ask them to share some of their ideas.

Answer key:

Answers for final challenge:

a good memory for, memorable, bear in mind, no memory of, memorise, reminds you of, 'I'll never forget, recall