

8B Teacher's notes Pete's life

Activity: Pairwork; telling a story from pictures

Language point: Past simple regular and irregular verbs (Unit 8, Section B)

Time: 20–25 minutes

Materials: Copy and cut up one sheet for each pair of students in the class. For the non-cut alternative activity, copy one sheet for each pair of students in the class.

Procedure:

- Review the rules for forming past simple regular verbs (see Student's Book, page 98). Make sure these verbs are covered, checking/reviewing the meaning if necessary:
move → moved, retire → retired, study → studied
Remind students they need to learn the forms of past simple irregular verbs (see Student's Book, page 99). Make sure these verbs are covered:
be → was/were, buy → bought, get → got, have → had, leave → left, meet → met, go → went
- Tell students they are going to use pictures to tell the story of the life of a man called Pete.

CUT-UP VERSION

- Divide the students into A/B pairs. Give each pair a set of cards and a copy of the words in the box.
- Tell students to order the pictures and describe the events in Pete's life using the words in the box. Remind students to use the past form of the verbs.
- Go through the pictures as a class and decide on the correct order and the present and past form of the verb for each picture.
- Tell students to work with their partner again and take turns to retell Pete's story. Student A looks at the pictures and Student B tells Pete's story from memory. Student A can help Student B if they get stuck. They then swap roles.
- Option: Stronger pairs can add extra information to the stories each time they tell it. For example:
Pete was born in hospital on 1st January 1944. He went to school when he was 5. He liked going to school and he had a lot of friends there.

NON-CUT ALTERNATIVE

- Put the students into pairs and give each pair a copy of the sheet. Students reorder the story by numbering the cards 1–12, and then use the words in the box to describe the events in Pete's life. They then take turns to retell the story by looking at the pictures, but not the words in the box.
- Option: Put students into pairs to tell Anna's life story, using their imagination. Encourage them to finish these sentences:
At university, Anna studied ...
Anna got a job. She was a ...
- To close the activity, write these questions on the board:
Would you like to ...? Why / why not?
get married
study engineering
live in another country
- Put students into pairs to discuss them for a few minutes, then elicit some answers from the whole class.

KEY:

Suggested order of pictures:

- E** (be / was born)
- L** (go / went to school)
- I** (go / went to university)
- K** (study / studied engineering)
- A** (leave / left university)
- F** (get / got a job)
- H** (meet / met Anna)
- B** (get / got married)
- D** (buy / bought a house)
- J** (have / had a baby)
- G** (retire / retired)
- C** (move / moved to Spain)