

Stage:	Discussion	Format:	Ss-Ss	Time:	11-12
Procedure:	Ask Ss to discuss in pairs the question “Are older drivers safer than younger drivers?” then ask each pair their conclusion.				
Aim:	Prepping the next exercise				
Anticipated Problems:	None				

Stage:	Presenting Grammar i	Format:	Ss-Text	Time:	13-16
Procedure:	<p>Give Ss Exercise Three and ask them to complete it – they can then check with a partner if they are correct</p> <p>A motorist sped past a carload of policeman at 160 km/hr while he was shaving with an electric razor. The 22-year-old salesman came up behind the officers on the M40 motorway as they were traveling to a conference. The salesman flashed his lights at the unmarked car, and the overtook it on the inside lane. As he shot past, one of the officers showed him his identity card through the window so the young man took the next exit from the motorway. However, he was caught, banned from driving for seven months, and fined €600.</p> <p><u>A Past Simple:</u> stopped, shouted, charged, banned</p> <p><u>A Past Continuous:</u> were sitting, were following</p> <p><u>B Past Simple:</u> Sped, flashed, overtook, shot, showed, took, caught, banned, fined</p> <p><u>B Past Continuous:</u> was shaving, were traveling</p>				
Aim:	Present and practice identifying different tenses				
Anticipated Problems:	None				

Stage:	Presenting Grammar ii	Format:	T-Ss	Time:	17-18
Procedure:	<p>T is to ask Ss when do we use the past continuous (Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.) and the past simple tense (Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.)</p>				
Aim:	Get Ss appreciating the application of the different past tenses				
Anticipated Problems:	Fine point may be lost				

Stage:	Practice	Format:	Ss-Text	Time:	19-21
Procedure:	Give Ss Exercise Four – in pairs they are to imagine and talk about a story the pictures could represent. Maybe ask one or two S for their story.				
Aim:	Practicing different tenses eg “he was driving his car when”				
Anticipated Problems:	Actually using the difference tenses and not just resorting to past simple all the time				