



Chapter 8

Expressing Past Time, Part 1

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to use the simple past tense to describe past actions. They are given clear charts to help them become comfortable using *be*, regular verbs, and irregular verbs in statements, negative statements, and questions in the simple past. They also learn to recognize and use the adverbs that accompany the simple past tense so that they can autonomously move from tense to tense.

APPROACH: The chapter introduces the simple past tense of *be* and provides ample opportunities for students to transform the simple present of this verb into the simple past. These exercises highlight additional changes that are made (adverbs of time), and the book follows with negative forms and questions. Regular verbs are presented, and then irregular verbs that share the same patterns in the past tense are introduced one by one. Students are given both highly controlled written exercises to allow them to become confident with the target grammar and freer oral exercises, which require them to use the grammar intuitively.

TERMINOLOGY: The chapter does not focus much of students' attention on grammar terms. Most grammar texts present the base form, the simple past form, and the past participle of irregular verbs all at once, which can be overwhelming. This book departs from that established pattern and simply presents the base form and the simple past form of irregular verbs as simple tense and past tense. By relating the name of the actual tense to the part of the verb, students are better able to use and remember tenses correctly.

□ EXERCISE 1. Warm-up. Page 224

Time: 5–10 minutes

Beginners are probably familiar with many simple past verbs. As much as possible, engage students by using any language they generate for board work.

- Have one student read the direction line aloud.
- Have students respond to each item as seatwork.
- Write all four items on the board and have students share their yes / no responses.
- Ask students to tell you *what time it was two hours ago* and write this time next to the appropriate item on the board.
- Ask students to tell you *what day it was yesterday* and write the day next to the appropriate item.

- Tell students where you were yesterday and write your sentence on the board. For example:

Yesterday, I was at home.

- Ask students to contribute where they were yesterday and write their sentences on the board.

Mei-Wei was at the cinema yesterday.

Bengt was at the mall yesterday.

CHART 8-1. Using *Be*: Past Time. Page 224 Time: 10–15 minutes

Emphasize that there are only two forms of *be* in the simple past—*was* and *were*. As it is very easy for beginners to perpetuate fossilized errors, correct students quickly and overtly. Tell them that you are doing so to help them be well understood by speakers beyond the classroom setting.

Use the context of the class to generate example sentences that “star” students and help engage all class members. Remember, students usually like seeing their names on the board so always try to incorporate actual students into board work examples.

- Write the chart title on the board.
- Write two column headings:

Present Time

Past Time

- Have students read example sentences (a) and (b) aloud to the class and write the sentences under the correct columns.

Present Time

Past Time

a) I **am** in class **today**.

b) Alison **is** sick **today**.

- Discuss the importance of the words that are boldface. They tell us *when* and indicate present time (*am, is*).
- Continue having students read example sentences (c) and (d) aloud, and write each one under the correct heading above.
- Discuss the boldface words. They tell us *when* and indicate present time (*are*) and past time (*was*).
- Finally, have students read example sentences (e) and (f) aloud while you write each one under the correct heading above.
- As a class, come up with a new sentence featuring *be* in the simple present tense and write it on the board.

Mehmet is a grammar genius!

- Have your students conjugate *be* in the present tense and then change it to the simple past.
- Write the conjugation on the board, with appropriate headings.

Present Tense

Today, I am a grammar genius.

Today, you are a grammar genius.

Today, he / she is a grammar genius.

Today, we are grammar geniuses.

Today, you are grammar geniuses.

Today, they are grammar geniuses.

Past Tense

Yesterday, I was a grammar genius.

Yesterday, you were a grammar genius.

Yesterday, he / she was a grammar genius.

Yesterday, we were grammar geniuses.

Yesterday, you were grammar geniuses.

Yesterday, they were grammar geniuses.

- Collect these cards and read them aloud but replace the students' actual names with *This student . . .*
- Based on the sentence, the class has to guess whom the card describes. For example:

This student was shy and quiet but also very curious.

EXPANSION: Invite students to think of extra words and phrases to describe children and / or themselves as small children.

Additional nouns and adjectives could include:

<i>a daredevil</i>	<i>grumpy</i>
<i>an early / late walker</i>	<i>fearless</i>
<i>an early / late talker</i>	<i>peaceful</i>
<i>a handful</i>	<i>physical</i>
<i>a poor sleeper</i>	<i>serious</i>
<i>active (hyperactive)</i>	<i>wild</i>
<i>angry</i>	<i>willful</i>
<i>calm</i>	

Optional Vocabulary

tired
absent
shy
curious
a troublemaker

EXERCISE 2. Looking at grammar.

Page 224

Time: 5–10 minutes

- Read the direction line and completed example to your students.
- Give students time to complete all the items as seatwork.
- Have students take turns reading their completed sentences aloud.
- Provide clear and immediate correction, and write items on the board, as needed.

EXERCISE 3. Looking at grammar.

Page 225.

Time: 10 minutes

- Review the direction line and example sentences with students.
- Give the students time to write the new past-time sentences.
- Ask students to go to the board, as they finish, and take turns writing the new sentences on the board.
- Review as a class, asking students who didn't write sentences to correct the work of those who did.

EXERCISE 4. Let's talk. Page 225

Time: 10 minutes

Part I

- Have a student read the direction line aloud.
- Ask students to check all the words that applied to them as children and also to include additional adjectives that could also describe them as three-year-olds.

Part II

- Put students into pairs.
- Explain the direction line and instruct students to begin with the boldface clause.
- After students have met with one another, have partners describe each other to the group. As an alternative, students can write one sentence about each class member on an index card.

EXERCISE 5. Warm-up. Page 226

Time: 5–10 minutes

Whenever students disagree on actual facts or subjective impressions (as is possible with weather), a teachable moment occurs. If your students disagree about whether the weather was nice last month, get details from them and have them give examples. For example:

No, it was not nice. It was too hot, and there were many thunderstorms.

One of the most important tasks for a teacher in a language class is to allow actual spontaneous conversation to flourish. Therefore, teachers should never shut down an opportunity for a friendly disagreement, but rather, use it as a chance for engaged conversation.

- Read the direction line to students.
- Have students choose the correct verb (affirmative or negative).
- Have students take turns reading the completed items aloud.

CHART 8-2. Simple Past Tense of *Be*:

Negative. Page 226

Time: 10–15 minutes

Remind students that they have already learned how to make negative contractions with the present of *be* and that using the past will be even easier, as the past of *be* has only two forms.

- Write the chart title on the board.
- Ask students where they were yesterday and write their answers on the board. For example:

Marco was at home.

Emma was at her brother's house.

Fei Fei and Sandra were at the beach.

- Ask students to dictate negative versions to you as you write them on the board. For example:

Marco wasn't at school.

Emma wasn't at the mall.

Fei Fei and Sandra weren't at school.

- Have students read example sentences (a) and (b) aloud.
- Correct students' pronunciations of the contracted and noncontracted versions.
- Have other students read example sentences (c) and (d) aloud.
- Correct students' pronunciations of the contracted and noncontracted versions.

□ EXERCISE 6. Looking at grammar.

Page 226

Time: 5–10 minutes

- Read the direction line to students.
- Have a student read the sentence about Joe and JoAnn aloud and review the completed example.
- Give students time to complete the items as seatwork.
- Correct by having students take turns reading the completed items aloud.

□ EXERCISE 7. Grammar and speaking.

Page 226

Time: 10 minutes

- Explain the direction line to the class and be sure they understand that each sentence should refer back to *Yesterday at noon, I was / wasn't . . .*
- Give students time to make sentences.
- Have students take turns writing their sentences on the board and have those who are seated review the board work and offer corrections.

□ EXERCISE 8. Listening. Page 227

Time: 10 minutes

- Have the CD player and track ready.
- Review the example with your students and make sure they understand the task before you begin.
- After students have chosen *was* or *wasn't*, review and correct with the script as necessary.

Optional Vocabulary

expensive
crowded
outdoors

□ EXERCISE 9. Warm-up: pairwork.

Page 227

Time: 5 minutes

Expansion exercises allow students who work at different paces to continue to do so. Monitor students' progress whether they are working individually or in pairs so that you can offer those who finish first a few more practice questions.

- Put students into pairs and read the direction line aloud.
- Have students ask each other the questions.
- Have them take notes on each other's responses and share their partner's responses with the class.

Expansion: Expand the Warm-up questions so that students can gain additional practice. Write the following questions on the board:

This morning at 7:30 A.M.,

1. *awake* *Were you*

2. *hungry* *Were you*

3. *on your way to school* *Was it crowded / easy / normal*

4. *in your pajamas* *Were you*

Have students ask and answer these questions. Then have students ask questions that they create, with other students answering in long or short answers.

CHART 8-3. Past of *Be*: Questions. Page 227

Time: 10–15 minutes

Remind students that they already know how to form questions with *be* in the present, and that forming them with the past will be easier because the past of *be* has only two forms. Also, ask students to remind you of the expected short answers to yes / no questions in the simple present.

- Write the chart title on the board.
- Have a student read example question (a) and the possible short answers aloud.
- Write these on the board and highlight the past of the verb *be* and related time words.
- Have another student read example question (b) and the possible short answers aloud.
- Write these on the board and highlight the past of the verb *be* and related time words.
- Generate a few more examples with the class and put these on the board. For example:

Was Atsuko sick yesterday? *Yes, she was. / No, she wasn't.*

Were Ramon and Kenji on time last night? *Yes, they were. / No, they weren't.*

- Ask students to remind the class how information questions are formed.
- Write their responses on the board. For example:

Wh-question word + verb be + subject

- Have a student read example question (c) aloud and review the answers.
- Have a student read example question (d) aloud and review the answers.

□ **EXERCISE 10.** Looking at grammar.

Page 228

Time: 10 minutes

- Review the direction line and locations listed with students.
- Have a student read the completed example.
- Give students time to complete the questions and answers independently.
- Review as a class.

□ **EXERCISE 11.** Let's talk: class activity.

Page 229

Time: 10 minutes

- Read the direction line to students.
- Ask students to contribute other adjectives that could be used to describe their feelings on the first day of class. Write these on the board:

<i>anxious</i>	<i>frustrated</i>
<i>calm</i>	<i>interested</i>
<i>concerned</i>	<i>peaceful</i>
<i>confused</i>	<i>sad</i>
<i>curious</i>	<i>tired</i>

- Model the example with a student as shown in the book.
- Review as a class.

Expansion: Have students also explain their feelings in class now. For example:

I was anxious on the first day of class. Now, I am very calm.

□ **EXERCISE 12.** Let's talk: pairwork.

Page 229

Time: 10 minutes

- Put students into pairs.
- Have students first describe the situation in the illustration.
- Complete the questions by using the correct form of the verb *be*.
- Have students read their completed questions aloud.

□ **EXERCISE 13.** Looking at grammar.

Page 230

Time: 10–15 minutes

- Read the direction line to students.
- Give students time to complete the items as seatwork. Have students work in pairs, if you wish.
- Review as a class by having students in pairs read their completions aloud.
- Put any particularly challenging items on the board.

□ **EXERCISE 14.** Let's talk: find someone who Page 231

Time: 10–15 minutes

- Read the direction line to students.
- Model the example given with a student.
- First, ask each student to decide which characteristics apply to him or her.
- Have students get up and walk around the class, talking to their classmates.
- Have students compare their own characteristics in elementary school days with one another and complete each characteristic listed with the name of one student who can be described by it.
- Review by discussing which students in the class best fit each adjective and invite students to elaborate on these characteristics.

Optional Vocabulary

talkative	athletic
outgoing	active
hardworking	well-behaved

□ **EXERCISE 15.** Warm-up. Page 232

Time: 5 minutes

Beginners may be familiar with the *-ed* ending on regular verbs. Encourage students to tell you more activities that they completed earlier and put these activities into simple past sentences.

- Read the direction line aloud.
- Ask students to contribute additional activities completed, if they can.
- Put any additional student sentences on the board.
- Ask students to pronounce each simple past regular verb and underline all *-ed* endings in board work. For example:

Mei-Yun walked to school.
Abdul talked with his mother.
Jean-Michel asked for a coffee.

CHART 8-4. Simple Past Tense: Using *-ed*.

Page 232

Time: 10–15 minutes

As you discuss the chart, stress that the simple past is very easy because each form is the same, even for third person singular. Underline the *-ed* ending and explain that this *-ed* ending is not a separate syllable. Most students don't know the phonetic alphabet, so when writing what the verb sounds like, simply use the known alphabet.

- Write the chart title on the board.
- Have a student read sentences (a) and (b) aloud while you write them on the board.
- Ask another student to read sentences (c) and (d) aloud while you write them on the board.

- Ask students to tell you what they did last weekend and write these student-generated sentences on the board. For example:

Tatiana danceded in a competition.

Bengt washeded all his clothes.

Rose traveleded to New York.

□ EXERCISE 16. Looking at grammar.

Page 232

Time: 10 minutes

- Explain the direction line.
- Go around the room and have students complete each item in turn.
- If students add in a pronounced *-ed* syllable, correct immediately and write the simplified phonetic pronunciation on the board. For example:

Last night, you exerciseded. ~ Last night, you exercizd.

□ EXERCISE 17. Let's talk: pairwork.

Page 233

Time: 10 minutes

- Put students into pairs.
- Explain the direction line.
- Write the beginning of each sentence on the board:
Yesterday, I . . .
- Walk around the room and help pairs as they work through the items.
- Correct any added *-ed* syllables immediately and help individual students with pronunciation while also engaging them in natural conversation about the items. For example:

You cooked dinner, Carlos. What did you cook?

You talked on your cell phone, Kyoko. Did you talk on your cell phone in class?

- When students have worked through the exercise with their partner, have them explain to the class what each did and write sentences on the board.

□ EXERCISE 18. Looking at grammar.

Page 233

Time: 10–15 minutes

- Explain the direction line.
- Give students time to complete the exercise on their own, as seatwork.
- Have students take turns reading their completions aloud.
- Correct overtly and clearly, emphasizing *-ed* pronunciation.

□ EXERCISE 19. Vocabulary and listening.

Page 234

Time: 10–15 minutes

Explain how this listening exercise will help students. When reviewing the direction line, model examples of

simple past endings that are hard to distinguish and write these on the board, the way they sound. Tell students that it can help them to hear the endings and say them themselves if they focus on the final *d / t* sound. Use new vocabulary as an opportunity to get students speaking, and whenever possible, put words they produce on the board.

- Have the CD player and the track ready.
- Explain the direction line to students.
- Put simple past forms on the board and pronounce their endings, punching the final *d / t* sound appropriately.
- Ask students if they know the vocabulary highlighted in the yellow box and invite their explanations, writing them on the board as appropriate. For example:
Say: Good, Carlos. You are right. Let's get it on the board.
Write: A tournament is an event that has many matches or games played to end up with one champion. Wimbledon is a tennis tournament.
- Play the track through once.
- Correct items with students.
- For challenging items, refer to the script and emphasize the endings heard.

Optional Vocabulary

shave	coach
erase	score
instead of	goals
beard	

□ EXERCISE 20. Warm-up. Page 235

Time: 10 minutes

- Ask students to choose the past-time words that sound most natural to them.
- Put the current day's name, date, and time on the board. For example:
It is Monday, April 29, at 9:00 A.M.
- For each of the possible time phrases in red, ask students when in the past these phrases refer to. For example:
Yesterday morning was Sunday, April 28, before noon.

CHART 8-5. Past Time Words: *Yesterday*, *Last*, and *Ago*. Page 235

Time: 10–15 minutes

Most beginners are already familiar with *yesterday*. *Last* and *ago* will require more explanation and demonstration. *Last* refers to the most recent occurrence of the same time period or term. Be very explicit. Explain to students that if today is Monday, last Monday was one full week before. When you explain *ago*, tell students that *ago* means *before* when used with previous periods of time. These concepts can be more challenging than you imagine, so give lots of examples and write them on the board.

- Write the chart title on the board.
- Have a student read the time phrases under the column heading *Present* aloud.
- Write the words in the *Present* column on the board.
- Turning to the class, write a new column for the past.
- Have students close their books and try to give you the equivalent of each present time phrase in the past.
- Leave the completed columns on the board and have students try making sentences with these before you move on to *last* and *ago*.
- Write the term *Last* on the board.
- Explain that *last* specifies past time as the most recent occurrence of a given time word (*last week, last month, last year*).
- Explain that if it is spring now, *last spring* was one year ago, the “last” time we were in the spring season.
- Ask students to say what they did by using *last* + a time word.
- Write their responses on the board in correct sentences. For example:
Michiko moved to the United States last fall.
Ari worked last weekend.
- Review the time expressions under the *Last* column.
- Write *Ago* on the board.
- Explain that *ago* means “in the past” and uses specific lengths of time to tell us how long before the present moment.
- Ask students where they were *two hours ago*. To help them produce sentences, tell students to use *was*.
Anna was at home two hours ago.
Peter was at the library two hours ago.
I was in the shower two hours ago.
- Review the phrases under the *Ago* column with your students.
- Highlight the notes for each column at the end of the chart.

□ **EXERCISE 21.** Looking at grammar.
Page 236
Time: 5–10 minutes

Tell students that *yesterday* is either the name of the previous day or precedes a part of the previous day (*yesterday morning, yesterday afternoon, yesterday evening*), while *last* is used with *night—last night*.

- Read the direction line.
- Give students time to complete the items.
- Review as a class.

□ **EXERCISE 22.** Looking at grammar.
Page 236
Time: 10 minutes

- Read the direction line and tell students to use only *wasn't* or *weren't* as the verb, to keep their sentences simple.
- Give them time to complete the exercise as seatwork.

- Correct the exercise by having students read their sentences aloud. Alternatively, have students write their work on the board and have the class correct.

□ **EXERCISE 23.** Looking at grammar.
Page 237
Time: 10 minutes

- Have a student read the direction line aloud.
- Tell students they should refer to Chart 8-5 (on page 235) so that they can use a variety of expressions to complete the sentences.
- Correct as a class and be prepared to discuss additional possibilities not chosen by students.

Expansion: Have students prepare calendars of their own. Pass out blank calendars and ask students to fill in their schedules for last week (five activities). Then have them pass their calendars to a partner. Tell the partners to write a sentence for each of their partner's activities (five sentences). Have volunteers write their sentences on the board.

□ **EXERCISE 24.** Looking at grammar.
Page 238
Time: 10 minutes

When leading an exercise in the moment, without giving students time to prepare, begin with the strongest student and allow those who struggle to hear a few correct completions before moving on to them. This will help them to hear the pattern and feel less inhibited when they are responding.

- Lead this exercise without having students prepare their answers.
- Write the word *ago* and the completed example on the board.
- Have students take turns completing the sentences on sight. Help students if they struggle with vocabulary or word order.

□ **EXERCISE 25.** Listening. Page 238
Time: 10 minutes

- Have the CD player and track ready.

Part I

- Tell students they must write the date.
- Play the track.
- Correct as a class, referring to the script when needed.

Part II

- Tell students they must write the time.
- Play the track.
- Correct as a class, referring to the script when needed.

Optional Vocabulary

evening (*versus* night) activities
seasons elementary school
calendar

□ EXERCISE 26. Warm-up. Page 239

Time: 10 minutes

- Explain the direction line to students.
- Tell students that the highlighted verbs are the past forms of irregular verbs they know well.
- Have a student read the completed version of “Every Night” aloud.

CHART 8-6. Simple Past Tense: Irregular Verbs (Group 1). Page 239

Time: 10–15 minutes

Because so many irregular verbs are basic and important for everyday conversations, students may have a greater passive knowledge of them than you anticipate. Involve students maximally in the presentation itself and acknowledge how close students are to the actual forms when they are able to even approximate them. Beginners know more than they think they do, and by your helping them gain confidence, you will make them more willing to try out words they are not sure of. Becoming comfortable with the trial-and-error process is critical to being an effective language learner, so encourage this process. Explain that the irregular verbs in the chart do not share an irregular pattern in the past; however, they are common and much-needed verbs.

- Write the chart title on the board.
- Have a student read the simple present forms under the column heading *Present* aloud.
- Write these present forms on the board.
- Write the column heading *Past* on the board.
- Enlist students to help you complete the past tense forms that correspond with the present forms you already have on the board.
- Encourage students to try what they think the past form may be, even if they are wrong.
- Have students take turns reading example sentences (a)–(f) aloud.

□ EXERCISE 27. Vocabulary and speaking. Page 239

Time: 10 minutes

- Explain the direction line to students.
- Tell students to close their books but leave the notes from the previous chart on the board for them to refer to.
- Lead this as an oral exercise with individual students first.
- Model the example with one student, perhaps someone who struggles a bit more overtly.
- Work through the exercise, calling on various students or inviting the whole class to respond.
- Correct immediately and overtly.

□ EXERCISE 28. Let’s talk: pairwork. Page 240

Time: 10–15 minutes

- Put students into pairs.
- Read the direction line aloud.
- Model the examples with two different students.
- Have students begin working.
- Circulate around the room, checking in with pairs as frequently as possible to help them engage with one another, clarify any vocabulary questions, recast questions, and model pronunciation.
- When students have finished working through the items, have the class, as a whole, provide simple past versions of the items under both *Partner A* and *Partner B*.

□ EXERCISE 29. Looking at grammar. Page 241

Time: 15–20 minutes

- Read the direction line to students and instruct them to look at time words carefully before deciding which tense is needed.
- Give students ample time to complete the items as seatwork.
- Correct by having students read their completions aloud.
- Review mistakes in the actual form needed or in the pronunciation of the form immediately and overtly.

□ EXERCISE 30. Listening. Page 242

Time: 10 minutes

- Have the CD player and track ready.
- Ask a student to read the direction line aloud.
- Ask another student to read the completed example aloud.
- Emphasize that students must choose grammatically correct and contextually sensible endings.
- Play the CD track. Remind the class that more than one completion may be correct.
- Review with students.
- For any challenging items, refer back to the script.

Optional Vocabulary

downtown
best friend
journal
front row
briefcase
butter

□ EXERCISE 31. Warm-up. Page 242

Time: 10 minutes

- Have a student read the direction line aloud.
- As a class, complete the two items and discuss the answers.

Expansion: Ask students to think of other significant changes in everyday life from the time of their grandparents until now. Ask students to describe these changes by using the following phrases:

My grandparents didn't have _____.

My grandparents weren't familiar with _____.

Encourage students to provide a variety of completions to these phrases and write them on the board. Example completions:

My grandparents didn't have cell phones.

My grandparents weren't familiar with Lady Gaga.

My grandparents didn't have the Internet.

My grandparents weren't aware of global warming.

CHART 8-7. Simple Past Tense: Negative.

Page 243

Time: 10–15 minutes

Because the helping verb *do* is the one that changes to the past, mistakes with the negative of the simple past tense are a typical fossilized errors for higher-level students. Remind students supportively to change *don't / doesn't* to *didn't* for all persons and correct errors quickly, using the board for extra emphasis as needed.

- Write the chart title on the board.
- Have students take turns reading sentences (a)–(d) aloud.
- Write these examples or student-generated examples on the board.
- Stress that both regular and irregular verbs use *did not* or *didn't* with the base form of the verb to form the negative.
- Emphasize that there are *no -ed* endings in the simple past negative.
- Review the *incorrect* sentences with students.
- Have another student read sentences (e) and (f).
- Remind students that they know contractions well and that the *didn't* contraction is exactly like *don't*, in terms of general form and placement in the sentence.

EXERCISE 32. Looking at grammar.

Page 243

Time: 10 minutes

- Lead this exercise from the center, as an oral exercise, asking either the whole class to answer at once or individuals to respond.
- Read the direction line to students.
- Review the completed example.
- Have students transform sentences to negative forms without prior preparation.
- Correct production immediately and overtly.
- Write challenging items and / or their pronunciations on the board as needed.

EXERCISE 33. Let's talk: pairwork.

Page 244

Time: 10–15 minutes

As students become more familiar with pairwork—as they move through the text—the time spent getting students into pairs decreases. You can continue to assign pairs or encourage students to pick partners. Be prepared to direct students working with the same partner repeatedly to change partners and remind them that doing so improves their English by exposing them to a greater number of accents.

- Get students into pairs.
- Read the direction line.
- Model Partner A's and Partner B's turns with students.
- Have students begin working.
- Walk around the room.
- Check in with pairs. Help with vocabulary and pronunciation. Take notes on common errors in target structures for explicit board correction later.

EXERCISE 34. Looking at grammar.

Page 244

Time: 10–15 minutes

- Read the direction line aloud or ask a student to do so.
- Review the completed example with students.
- Give students time to complete the exercise as seatwork.
- Correct by having students read the completed items aloud, in turn.
- Address both pronunciation and target grammar while correcting.

EXERCISE 35. Let's talk: game. Page 245

Time: 15 minutes

- Get students into groups of six or eight.
- Read the direction line aloud.
- Have three students model the roles of Student A, Student B, and Student C in the completed example.
- Circulate as students begin.
- Encourage students to say more than one negative statement, thus increasing the number of negative past forms that need to be repeated, to see if the last person in the group can repeat everyone's information successfully.

Expansion: Have students return from their group configurations to their seats. Try the exercise as a class, changing the time frame to last week. Have each student contribute and appoint yourself the last person in the group. Repeat all the negative past statements. Encourage students to help if you make any mistakes.

□ **EXERCISE 36.** Reading and grammar.

Page 245

Time: 15 minutes

- Explain the direction line, emphasizing that students must make any false statements in the sentences below the reading true.
- Review the completed examples.
- Have students read the passage silently.
- Give students time to work through items 3–8 as seatwork.
- Review as a class, having students read corrected statements aloud.

Optional Vocabulary

radio	got dressed
magazine	recognize
hurried	misread
prepared	

□ **EXERCISE 37.** Warm-up. Page 246

Time: 5 minutes

- Have students answer the questions.
- Ask additional questions (first in the simple present and then in the simple past) to engage others in the class further.

CHART 8-8. Simple Past Tense:

Yes / No Questions. Page 246

Time: 10–15 minutes

Call on students to remind the class of the basic yes / no question-and-answer form used in the simple present. Using this information, show how similar the past tense version is.

- Write the chart title on the board.
- Ask students if they email friends every day and write their responses on the board.

Say: Do you email friends every day?

Possible answers: Yes, I do. or No, I don't.

Ask: Does Iqbar email friends every day?

Answers: Yes, he does.

He emails friends every day.

- Now have your students put your simple present question into the simple past and write the new question on the board, underlining the helping verb. For example:
Did you email your friends yesterday?
No, I didn't.
I didn't email my friends yesterday.
- Have a student read question (a) aloud along with the possible answers while you write the question and answers on the board.
- Have a second student read question (b) aloud along with the possible answers and write the question and answers on the board.

□ **EXERCISE 38.** Let's talk: class activity.

Page 246

Time: 15 minutes

- Ask students to close their books for this activity and lead the exercise from the center.
- Write the following sentences on the board and tell students they will be asking and answering yes / no questions using simple past.
Yes, I did.
No, I didn't.
- Using the completed example in the book, ask one student (Student A) the yes / no question and correct his or her short-answer form.
- Have that student ask the same question of a second student (Student B) and correct all the answers and questions produced.
- Go around the room for a few more exchanges before moving to a new question in the book.
- Work through all the items.

Expansion: At the end of the exercise, go back to the items in the book and ask students questions about one another, based on what was learned through the content. For example:

Did Sara drink coffee this morning?

Students should respond with either:

Yes, she did.

No, she didn't.

She didn't say.

If students respond with *She didn't say*, the student in question should respond by using the target grammar.

□ **EXERCISE 39.** Looking at grammar.

Page 247

Time: 10 minutes

- Ask a student to read the direction line aloud.
- Have two students read the completed examples aloud.
- Give students time to complete the exercise as seatwork.
- Review as a class by having students read items aloud and providing clear and immediate correction.

□ **EXERCISE 40.** Listening. Page 248

Time: 10 minutes

- Have the CD player and track ready.
- Tell students they will hear complete sentences and will need to fill in the missing verbs and subjects.
- Review the completed example.
- Correct by having students take turns reading their completions aloud.
- Read from the script to clarify any misheard items.

□ **EXERCISE 41.** Let's talk: find someone who Page 248
Time: 15–20 minutes

- Explain the direction line to students and remind them that they have done this type of exercise before.
- With students taking turns, review the example.
- Have students get up and move around, using their books both to ask questions and to write in names of students who can respond with yes.
- Help less easily engaged students by working with them directly and facilitating their interaction.
- Correct question-and-answer forms as you hear them produced, while circulating.
- Have students return to their seats for review.
- Ask questions of the class (*Who ate rice yesterday?*) and compare common responses.

□ **EXERCISE 42.** Listening. Page 249
Time: 10 minutes

Tell students about reduced pronunciation and explain that many helping verbs and their subjects sound connected and less carefully enunciated than the distinct words they are learning. Model both standard pronunciation and reduced pronunciation. Explain that being able to understand this casual pronunciation will help students feel more autonomous in their use of English.

Part I

- Have the CD player and track ready.
- Play the track and stop it as needed to repeat the reduced pronunciations students hear.
- Review the reduced pronunciations in this part again by modeling them for students.

Part II

- Explain the direction line—that students will hear reduced pronunciation and will be asked to expand what they hear to the full form of helping verbs and subjects.
- With a student's help, review the completed example.
- Play the track and have students write the actual words heard.
- Correct as a class, referring to the script as needed.

□ **EXERCISE 43.** Reading and grammar. Page 250
Time: 10–15 minutes

Having students read aloud serves many purposes. It gives you a chance to ensure that more reluctant students are participating in the class. It helps students become more confident sounding out and pronouncing less familiar words. And it gives you an opportunity to engage students around vocabulary and the paraphrasing of ideas, both of which require them to use unscripted English.

- Read the direction line to students.
- Give students time to read the story and complete the items below it as seatwork.
- Circulate, helping students as needed.
- Review by having students take turns reading lines from “Kevin’s Unhealthy Habits” aloud.
- Have students read the questions, including the completed example, and their responses aloud.
- Correct target grammar and pronunciation immediately and use the board to clarify any challenging items.

Optional Vocabulary

text	complete the project
play video games	stand in line
wash the dishes	take a long time
make your bed	lifestyle
out of town	habits
assignment	

□ **EXERCISE 44.** Warm-up. Page 251
Time: 5 minutes

- Ask students which sentences are true for them.
- Ask students to tell you more about their habits by asking questions related to these sentences. For example:
Carolina, you don't drink water with dinner. Do you drink anything with dinner?
- Write students' habits and past actions on the board in order to involve students in the Warm-up and engage them in the next group of irregular verbs. For example:
Carolina doesn't drink water with dinner. Last night, she drank tea after dinner.

CHART 8-9. Simple Past Tense: Irregular Verbs (Group 2). Page 251
Time: 10–15 minutes

Students should be able to discern common patterns in the irregular verbs in Group 2. However, these patterns are not consistent, and you should point out this lack of consistency to students. Memorizing the parts of common irregular verbs, as presented here, is very useful, but you should also stress that they will become familiar with what sounds right and what sounds wrong simply by using the language.

- Write the chart title on the board.
- Have students read the simple present and simple past pairs aloud.
- Highlight the overt similarities between verb endings in the simple present and similar endings in the simple past, as you see them.
- Warn students that they cannot assume that all verbs ending in *-ing*, like *bring*, have a simple past form ending in *-ought*.

□ **EXERCISE 45.** Vocabulary and speaking.

Page 251

Time: 10–15 minutes

- Lead this activity from the center.
- Have students close their books.
- Write each simple present–simple past pair on the board before engaging students so that they can see the parts as they respond to you.
- Read each item aloud and ask the whole class to respond to the question at each item’s end.
- In item 5, give students a chance to remember what they have just done and produce the past forms aloud.
- Facilitate correct production, and correct mispronunciation or incorrect usage right away.

□ **EXERCISE 46.** Looking at grammar.

Page 252

Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Give students time to complete the exercise autonomously.
- Review by having students read completed items aloud.
- Correct clearly and immediately and put any challenging items on the board for further explanation.

□ **EXERCISE 47.** Let’s talk: pairwork.

Page 253

Time: 10–15 minutes

- Put students into pairs.
- Read the direction line.
- Model Partner A’s and Partner B’s turns with students, using the example in the book.
- Have students begin working.
- Walk around the room.
- Check in with pairs. Help with vocabulary and pronunciation. Take notes on common errors in target structures for explicit board correction later.
- Correct by having the class read aloud their Partner A and Partner B questions and answers.

□ **EXERCISE 48.** Listening. Page 253

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students.
- Ask a student to read the completed example aloud.
- Emphasize that students must choose grammatically correct and contextually sensible endings.
- Play the track and have students complete each item.
- Review as a class by having students call out their completions.
- Refer to the script to clarify any challenging items.

□ **EXERCISE 49.** Writing. Page 253

Time: 15–20 minutes

- Review the direction line with students and instruct students to use the phrases in each item in the simple past along with time phrases to write sentences about themselves.
- Have a student read the example and possible sentence.
- Have other students offer other possible sentences and write these on the board. For example:
Last week, I did not go downtown with anyone.
Yesterday, I went downtown by myself.
- Circulate around the room, giving students feedback and suggestions on their sentences.
- When students have had time to write sentences for all the items as seatwork, invite students to write a sentence for each item on the board.
- Correct as a class and give immediate feedback to the authors.

Optional Vocabulary

app	catch a cold
go fishing	out of breath
catch fish	

□ **EXERCISE 50.** Warm-up. Page 254

Time: 5 minutes

- Ask students to mark the sentences that are true for them.
- Ask students to elaborate more in order to give more students a chance to use the present and past of *sing* and *speak*.
- Write student-generated sentences on the board. For example:
Carlos sings karaoke almost every month.
He sang karaoke last Friday night.

CHART 8-10. Simple Past Tense: Irregular Verbs (Group 3). Page 254

Time: 10–15 minutes

In Group 3, students should be able to discern some common patterns. However, these patterns are not consistent, and you should point out this lack of consistency to students. Explain that learning the parts of common irregular verbs, as presented here, is very useful, but also stress that students will become familiar with what sounds right and what sounds wrong simply by using the language.

- Write the chart title on the board.
- Have students read the simple present and simple past pairs aloud.
- Highlight the overt similarities between verb endings in the simple present and similar endings in the simple past, as you see them.
- Underline the final consonants in irregular verbs ending in *-t*, such as *left* and *sent*.

□ **EXERCISE 51.** Vocabulary and speaking.
Page 254

Time: 10–15 minutes

- Lead this activity from the center.
- Have students close their books.
- Write each simple present–simple past pair on the board before engaging students so that they can see the parts as they respond to you.
- Read each item aloud and ask the whole class to respond to the question at the end of each item.
- Facilitate correct production, and correct mispronunciation or incorrect usage right away.

□ **EXERCISE 52.** Looking at grammar.
Page 255

Time: 10 minutes

- Read the direction line and explain that students should complete the conversations by using the verbs in the box.
- Give students time to complete the exercise as seatwork.
- Circulate and assist students as needed.
- Correct by having students read each item (both question A and answer B) aloud.
- Correct target grammar and pronunciation immediately.

□ **EXERCISE 53.** Let's talk: pairwork.
Page 256

Time: 10 minutes

- Put students into pairs.
- Review the Partner A–Partner B example with students.
- Encourage students to be imaginative in their vocabulary work.
- Have students begin working, and walk around the room, providing encouragement and connection.
- Review as a class by inviting students to share what their partner said in response to each question. You can also ask pairs to model their exchange.

□ **EXERCISE 54.** Listening. Page 257

Time: 5–10 minutes

- Have the CD player and track ready.
- Play the track for “A doctor’s appointment.”
- Give students time to complete each item.
- Correct by having students read the sentences and answers aloud.
- Refer to the script as needed.

Optional Vocabulary

director’s office
secretary
burglar
dawn
check (noun)

□ **EXERCISE 55.** Warm-up. Page 257

Time: 5–10 minutes

- Ask students to mark the sentences that are true for them.
- Ask students to elaborate more in order to give more students a chance to use the present and past of *lose* and *wear*.
- Write student-generated sentences on the board. For example:

*Kotaro loses his voice when he gets a bad cold.
He lost his voice last Monday.*

CHART 8-11. Simple Past Tense: Irregular Verbs (Group 4). Page 257

Time: 10–15 minutes

In Group 4, students should be able to discern common patterns. However, these patterns are not consistent, and you should point out this lack of consistency to students. Learning the parts of common irregular verbs, as presented here, is very useful, but also stress that students will become familiar with what sounds right and what sounds wrong simply by using the language.

- Write the chart title on the board.
- Have students read the simple present and simple past pairs aloud.
- Highlight the overt similarities between verb endings in the simple present and similar endings in the simple past, as you see them.

□ **EXERCISE 56.** Vocabulary and speaking.
Page 257

Time: 10–15 minutes

- Lead this activity from the center.
- Have students close their books.
- Write each simple present–simple past pair on the board before engaging students so that they can see the parts as they respond to you.
- Read each item aloud and ask the whole class to respond to the question at each item’s end.
- Facilitate correct production, and correct mispronunciation or incorrect usage right away.
- Remind students that memorizing the specific parts of these common verbs is useful and that they will gain more familiarity the more they hear and use the simple past of irregular verbs.

□ **EXERCISE 57.** Looking at grammar.
Page 258

Time: 10 minutes

- Read the direction line and explain that students should complete the conversations by using the verbs in the box.
- Give students time to complete the exercise as seatwork.
- Circulate and assist students as needed.

- Correct by having students read the completed items aloud.
- Correct target grammar and pronunciation immediately.

□ **EXERCISE 58.** Let's talk: pairwork.

Page 259

Time: 10 minutes

- Put students into pairs.
- Review the Partner A–Partner B example with students.
- Have students begin working, and walk around the room, providing encouragement and connection.
- Review as a class by inviting students to share what their partner said in response to each question. You can also ask pairs to model their exchanges.

□ **EXERCISE 59.** Listening. Page 260

Time: 5–10 minutes

- Have the CD player and track ready.
- Play the track for “A wedding ring.”
- Give students time to choose the correct answer.
- Correct by having students read the sentences and answers aloud.
- Refer to the script as needed.

□ **EXERCISE 60.** Looking at grammar.

Page 260

Time: 5–10 minutes

- Have students complete this exercise on sight.
- Ask a student to read the direction line.
- Write *did*, *was*, and *were* on the board.
- Call on students in order or jump around the class.
- Students complete the sentences with *did*, *was*, or *were*.
- Correct immediately and overtly.

Expansion: Birthday traditions vary somewhat from country to country. In some countries (like Greece) name days are celebrated instead of birthdays, and in other countries the birthday person should buy sweets or small gifts for friends, rather than the other way around. Ask students to describe, using the simple present, what they do in their countries for birthdays. Then ask individual students what they did on their last birthday, using the simple past. Write student-generated sentences and vocabulary items on the board.

□ **EXERCISE 61.** Looking at grammar.

Page 260

Time: 10 minutes

- Have a student read the direction line and the completed example aloud to the class.
- Give students time to complete the items as seatwork.
- Correct by having students read the completed items aloud.
- Put any particularly challenging items on the board.

□ **EXERCISE 62.** Looking at grammar.

Page 261

Time: 10 minutes

- Have a student read the direction line and the completed examples aloud to the class.
- Give students time to complete the items as seatwork.
- Correct by having two students read the completed questions and answers aloud.
- Put any particularly challenging items on the board.

□ **EXERCISE 63.** Let's talk. Page 262

Time: 10–15 minutes

- Explain the direction line to the students.
- Have students get into pairs or small groups.
- Have students read and discuss the six items that serve as clues.
- Circulate, discussing the clues and which person lives in which apartment.
- Correct as a class, after all groups have identified the apartment dwellers. Have a volunteer put the chart on the board and explain the clues.

Expansion: Write the names of well-known but extinct creatures or people on index cards. For example:

dinosaurs, gladiators, the Roman emperors, Vikings

Pass index cards out to groups of students. Students have to create sentences describing the past habits of these beings using the simple past. Based on the content of these sentences, the class as a whole has to guess the group. For example:

They ate entire trees.

They ate other animals.

They died before the ice ages.

They were extremely large.

□ **EXERCISE 64.** Check your knowledge.

Page 263

Time: 10 minutes

- Explain the direction line.
- Lead the exercise as an on-sight review.
- Ask students to identify mistakes and to make corrections as you call on them.
- Write any particularly challenging items on the board.

□ **EXERCISE 65.** Reading and writing.

Page 263

Time: 10–20 minutes

Part I

- Have students take turns reading parts of the passage aloud.
- Stop and interrupt students with spontaneous questions about vocabulary and comprehension.
- Ask students to paraphrase certain parts of the passage and discuss which of the week's events were the most embarrassing and which they have experienced in their own lives.

Part II

- Read the Part II direction lines to students and discuss what events are considered embarrassing in a person's life.
- Review possible titles, and, if appropriate, share one of your most embarrassing moments with the class, writing a few descriptive sentences in the simple past to detail it.
- Remind students to use simple past extensively as they will be describing one incident in the past.
- Give students time to write as seatwork.

Part III

At this stage, students should be familiar with the editing check. Encourage their autonomous use of it and help them see where details could be added.

- Have students exchange papers or allow them to check their own.
- Have students check that all points are appropriately completed and / or addressed.
- Encourage students to use these checklists to rewrite their work appropriately.

Optional Vocabulary

jacket	shade
upset	messy
shell	went off
closet	rented
pieces	knocked on
interview	turned it down
slippers	embarrassing
garden	experience
fire alarm	upset