
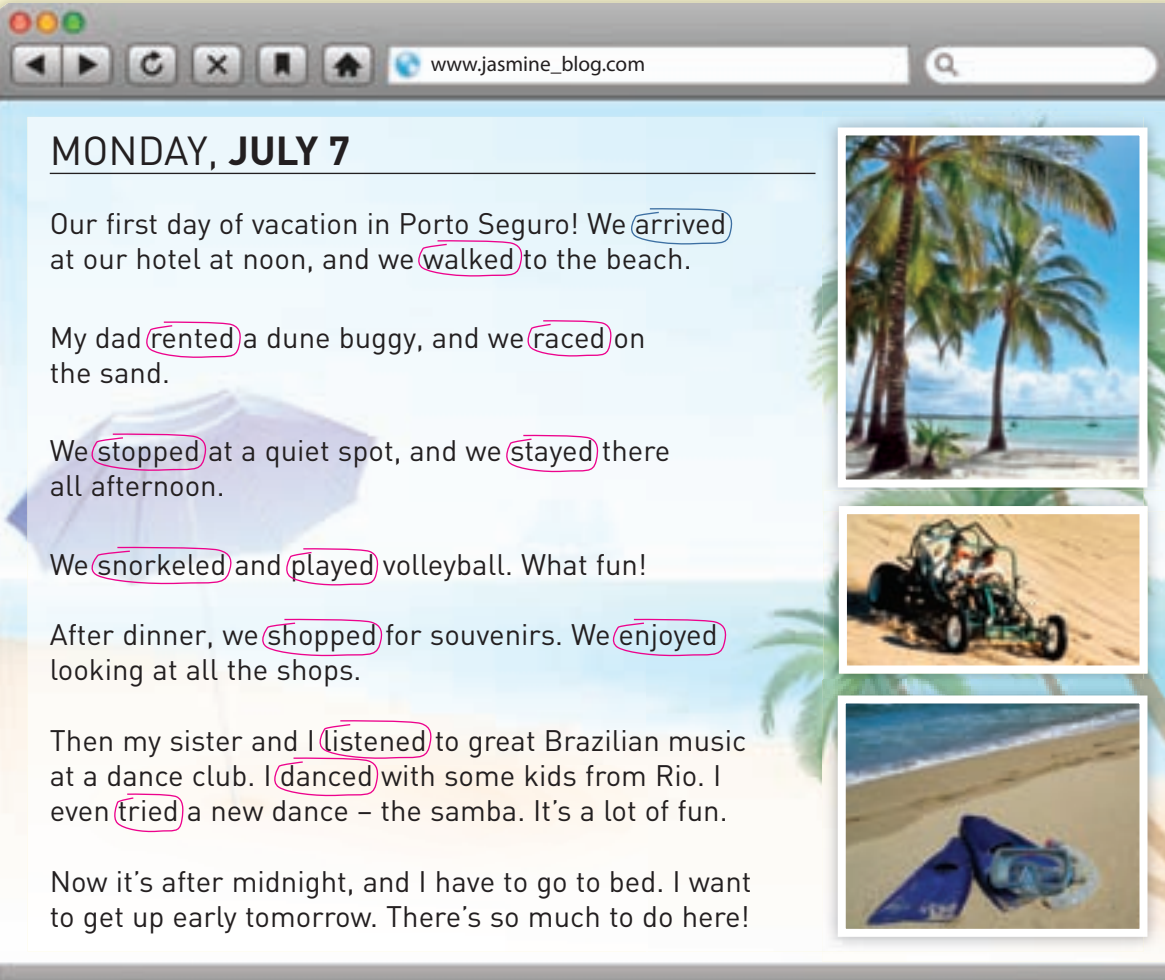


Summer fun

1 Language focus

 **A** Jasmine went on a beach vacation. Read her travel blog. Then listen and practice.



MONDAY, JULY 7

Our first day of vacation in Porto Seguro! We arrived at our hotel at noon, and we walked to the beach.

My dad rented a dune buggy, and we raced on the sand.




We stopped at a quiet spot, and we stayed there all afternoon.

We snorkeled and played volleyball. What fun!

After dinner, we shopped for souvenirs. We enjoyed looking at all the shops.

Then my sister and I listened to great Brazilian music at a dance club. I danced with some kids from Rio. I even tried a new dance – the samba. It's a lot of fun.

Now it's after midnight, and I have to go to bed. I want to get up early tomorrow. There's so much to do here!

B Study the chart. Then circle 12 more simple past verbs in Part A. Can you find them all?

Simple past statements: regular verbs

I **walked** to the beach.
Dad **rented** a dune buggy.
My sister and I **tried** a new dance.
You **stayed** there.
We **shopped**.
They **danced** with some kids.

Note: To spell most simple past verbs, add **-ed**:
walk → *walked*
For verbs that end in consonant + *y*, change *y* to *i* and add **-ed**:
try → *tried*
For verbs that end in short vowel + consonant, double the consonant and add **-ed**:
shop → *shopped*

This lesson presents and practices simple past verbs and simple past statements.

1 Language focus

This exercise presents and practices simple past verbs and simple past statements.

A CD1, Track 17

- Have students read the directions and look at the pictures.
- Ask students to raise their hand if they have ever written a travel blog or kept a diary when on vacation. Then ask how many students have taken a vacation at the beach.
- Focus students' attention on the photographs. Ask them to point to the items as you say the following words: *dune buggy* and *snorkeled*.
- Have students read Jasmine's travel blog.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the travel blog in the Student's Book.

- Read these sentences aloud. Students tell you whether they are true or false.
They arrived at their hotel at noon. (True.)
Jasmine's mom rented a dune buggy. (False.)
They snorkeled and played volleyball. (True.)
They shopped for souvenirs after dinner. (True.)
Jasmine danced at a dance club. (True.)
Jasmine tried a dance called the Rio. (False.)
- Play the recording or model the sentences. Students listen and repeat.
- **Optional** Invite five or six students to stand and read the travel blog, alternating sentences.

B

- **Language Chart** Have students study the examples in the language chart. Ask: *What do you notice about the endings of these verbs?* (They end in *-ed*.) Explain to students that the *-ed* ending means that the action took place in the past. The verbs are regular verbs because the *-ed* ending is added in the simple past. An irregular verb's spelling is completely changed in its simple past form.
- Ask: *What forms have we studied so far?* (Simple present and present continuous.) Review when to use each form. (Simple present is for routine or habitual actions. Present continuous is for actions that are currently taking place, and simple past is for actions that took place in the past.)
- Have students study the spelling examples in the note in the language chart. Go over the spelling rules with students. Also tell students the following rules: If a regular verb ends in a vowel and then *y*, we add *-ed* for the simple past ending (*stay* → *stayed*). If a verb ends in *e*, we add *-d* (*dance* → *danced*).
- **Optional** Model the examples, pausing for students to repeat.
- Ask students to circle 12 more simple past verbs in Jasmine's travel blog. Have students work in pairs to compare their answers.

Teaching Tip

When teaching a new verb form, review previously taught forms so students can compare and contrast the differences among them. Frequently review which forms to use in different situations. Conversion drills (converting the form of a sentence to a different form) can be a good reinforcement activity if done on a regular basis.

This unit introduces vocabulary and expressions for travel and leisure activities and the simple past.

C CD1, Track 18

- Have students read the directions and look at the photo. Ask: *Do you think Felipe had a good time on his summer vacation?*
- Read the first two sentences of Felipe's diary entry with students. Ask which form of the verbs students should write in the blanks. (Simple past: *stayed* and *walked*.)
- Have students work individually to complete the exercise.

- Play the recording. Students listen and verify their answers.

Audio script

Same as the diary entry in the Student's Book.

- Check answers with the class. Ask random students to read the sentences and spell the verbs they wrote in the blanks. Invite a volunteer to write the verbs on the board.

2 Pronunciation Regular simple past verbs

In this exercise, students practice the pronunciation of simple past endings.

A CD1, Track 19

- Have students read the directions and look at the chart.
- Model the /t/, /d/, and /ɪd/ sounds, pausing for students to repeat. Explain that if a word ends in a voiceless consonant sound, the *-ed* ending is pronounced /t/. If a word ends in a vowel (all vowels are voiced) or a voiced consonant sound, the ending is pronounced /d/. If the word's ending sound is /t/ or /d/, the *-ed* ending is pronounced /ɪd/. Remind students that if a sound is voiced, as they say it, they will notice a "buzzing" feeling when they touch the front of their throat.
- Play the recording. Students only listen.

Audio script

Same as the verbs in the Student's Book.

- Play the recording again, or model the examples. Students listen and repeat.

B CD1, Track 20

- Tell students that they will listen to the verbs in the box. They should write each verb under the correct heading (/t/, /d/, or /ɪd/) depending on how the *-ed* ending is pronounced.
- Play the recording. Students only listen.

Audio script

Same as the verbs in the Student's Book.

- Play the recording again. Students listen and write the verbs.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Write the three headings on the board: /t/, /d/, or /ɪd/. Invite volunteers to write their answers on the board.
- **Optional** Write 1. /t/, 2. /d/, and 3. /ɪd/ on the board. Read the following verbs, one by one, and have students respond with the number of the correct *-ed* sound: *talked* (1.) *faded* (3.) *listed* (3.) *checked* (1.) *traveled* (2.) *needed* (3.) *baked* (1.) *washed* (1.) *played* (2.) *opened* (2.)

3 Speaking

This exercise practices talking about past activities.


- Invite a volunteer to read the directions aloud. Demonstrate the activity by reading the example conversation with a volunteer.
- Invite five volunteers to come to the front to demonstrate the activity again.
- Divide the class into groups of five students. Students ask each other what they did last summer.
- **Optional** Have a few volunteers tell the class what the members of their group did last summer.

Workbook

Assign the exercises on Workbook page 9. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 5.

-  **C** Felipe also kept a diary last summer. Complete the sentences from his diary with the correct form of the verbs. Then listen and check.

Monday, July 7 9:30 p.m.
 Another vacation day at home. I stayed (stay) in bed until nine, and then I walked (walk) to the park. I practiced (practice) volleyball with my friends. Our park volleyball championship game is in September.
 In the afternoon, I listened (listen) to music, and I cleaned (clean) my room.
 In the evening, I wanted (want) to go out. I called (call) Luigi's house, but no one answered (answer). So I stayed (stay) home and watched (watch) an old movie on TV. I was so bored. Well, tomorrow is another day.



2 Pronunciation Regular simple past verbs

-  **A** Listen. Notice the pronunciation of simple past endings. Then listen again and practice.

/t/	/d/	/ɪd/
stopped watched	stayed cleaned	visited waited

-  **B** Listen. Write these verbs in the correct columns. (The order of the answers may vary.)

<input type="checkbox"/> arrived	<input type="checkbox"/> called	<input type="checkbox"/> needed	<input type="checkbox"/> rented	<input type="checkbox"/> skated	<input type="checkbox"/> walked
<input checked="" type="checkbox"/> asked	<input type="checkbox"/> listened	<input type="checkbox"/> practiced	<input type="checkbox"/> shopped	<input type="checkbox"/> studied	<input type="checkbox"/> wanted

/t/	/d/	/ɪd/
<u>asked</u> <u>shopped</u>	<u>arrived</u> <u>listened</u>	<u>needed</u> <u>skated</u>
<u>practiced</u> <u>walked</u>	<u>called</u> <u>studied</u>	<u>rented</u> <u>wanted</u>

3 Speaking

Work with four classmates. Talk about what you did last summer.

You I visited my cousins, and I played volleyball.

Classmate 1 I stayed home, and I watched a lot of TV.

Classmate 2 I played volleyball, and I cleaned my room a lot.

Classmate 3 I practiced soccer, and I snorkeled.

Classmate 4 I tried in-line skating, and I studied English.

1 Language focus

 **A** Read about Olivia's trip to Peru last summer. Match the photos to the correct texts. Then listen and check.

- 3 Olivia Smith and her family went to Peru last summer. They flew to Lima, the capital. They visited the old Spanish Quarter, and they went shopping for souvenirs. Olivia bought some jewelry. They also saw a lot of beautiful old things at the Gold Museum.
- 1 From Lima, the Smiths flew to Cuzco, an old Incan city. They ate the local food, and Olivia drank maté, a special Incan tea. Olivia's sister got some postcards to send to her friends.
- 4 The next day, Olivia and her family took the train to Machu Picchu. Olivia slept on the train. Her sister wrote postcards. At Machu Picchu, a guide gave them a tour of the Incan ruins. Olivia's brother took a lot of pictures.
- 2 Olivia really enjoyed her vacation. She met some nice Peruvian people on the trip, and she made some new friends. She had a great time.



 **B** Find the simple past forms of these verbs in Part A. Write them next to the verbs. Then listen and check.

buy	<u>bought</u>	have	<u>had</u>
drink	<u>drank</u>	make	<u>made</u>
eat	<u>ate</u>	meet	<u>met</u>
fly	<u>flew</u>	see	<u>saw</u>
get	<u>got</u>	sleep	<u>slept</u>
give	<u>gave</u>	take	<u>took</u>
go	<u>went</u>	write	<u>wrote</u>

Simple past statements: irregular verbs

I **had** a great time.
She **drank** maté.
He **took** pictures.
We **went** to Peru last summer.
They **ate** the local food.

Lesson 6

Our trip to Peru

This lesson presents and practices irregular simple past verbs and the simple past.

Review of Lesson 5

- Call out the following verbs, one by one: *arrive, dance, listen, play, race, rent, shop, snorkel, stay, stop, try, walk*. Students respond with the simple past form.
- Play a round of “Tic-Tac-Toe.” Draw a grid on the board. Fill in each of the nine squares with a simple past verb from Lesson 5. Divide the class into two teams, X and O. Students earn squares for their teams by choosing a word and using it correctly in a sentence. The first team with three squares in a row wins.
- Divide the class into three groups. Ask one student from each group to stand. Call out three verbs – two of the verbs in their simple form and the other in the simple past. For example, say *listen, shopped, and dance*. Students call out the verb in the simple past form. The first to do so correctly earns a point for his or her group.

1 Language focus

This exercise presents and practices simple past irregular verbs and the simple past.

A CD1, Track 21

- Have students read the directions and look at the photos. Ask: *What are these photos of?* (Olivia’s trip to Peru.) Ask students if any of them have been to Peru. If so, ask them to tell the class a little about what they saw.
- Explain to students that there will be simple past irregular verbs in the reading passage. Tell them that these are verbs that change from their simple form (unlike regular verbs, where an *-ed* is added to the end).
- Have students read about Olivia’s trip.
- Ask: *Are there any regular simple past verbs in the texts?* (Yes. *Visited* and *enjoyed*.)
- Tell students that you will say a series of simple past sentences, one by one. Students tell you whether they are true or false.

Olivia and her family went to Peru last winter. (False.)

They flew to Lima. (True.)

Olivia drank maté. (True.)

Olivia and her family flew to Machu Picchu. (False.)

Her brother took a lot of pictures. (True.)

Olivia had a great time on her winter vacation. (False.)

- Have students work individually to match the photos to the texts.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the texts in the Student’s Book.

B CD1, Track 22

- **Language Chart** Have students study the examples in the language chart. Focus students’ attention on the irregular verbs in bold. Write the verbs on the board. Ask students to guess the simple form of these verbs. Write the correct guesses on the board next to the verbs.
- **Optional** Model the examples, pausing for students to repeat.
- Have students read the directions. Do one more example with students.
- Have students work individually to complete the exercise. While they are working, copy the verbs in the exercise on the board.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the verbs in the Student’s Book.

- Check answers with the class. Ask random students to write their answers on the board.
- **Optional** Play the recording again or model the verbs. Students listen and repeat.
- **Optional** Divide the class into three groups. Ask one student from each group to stand. Call out the simple past form of a verb. The first student to respond with the simple form of the verb wins a point for his or her group. After several rounds, reverse the order. Call out the simple form of a verb, and ask students to respond with the simple past.

- Check answers with the class.
- **Optional** Have groups of students read the four texts aloud, alternating lines.

C CD1, Track 23

- Have students read the directions and look at the photos. Focus students' attention on the verbs in the box and the example.
- Ask: *What form of the verb do you write in the blanks?* (Simple past.)
- Have students work individually to complete the exercise.

- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Ask volunteers to come to the board to write one answer each.

2 Listening

In this exercise, students listen for activities done in the past.

CD1, Track 24

- Ask students to read the directions and the simple past verb phrases. Explain that they will listen to Olivia talk about her trip to Peru. They should check the things she did there.
- Play the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

3 Speaking

This exercise practices talking about past vacation experiences.

A

- Have students read the directions and the sample sentences.
- Have students work individually to write two true and two false sentences about what they did on their last vacation. Students use the verbs in Exercise 1B on page 18.

B

- Have students read the directions and the example conversation. Then demonstrate the task with a volunteer.
- Have students work in pairs to guess if their partner's sentences are true or false, following the example.

Workbook

Assign the exercises on Workbook page 10. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 6.



C Complete the sentences about the Smiths' trip to Peru. Use the simple past form of the verbs in the box. Then listen and check.

<input type="checkbox"/> buy	<input type="checkbox"/> give	<input type="checkbox"/> have	<input type="checkbox"/> sleep
<input type="checkbox"/> fly	<input checked="" type="checkbox"/> go	<input type="checkbox"/> see	<input type="checkbox"/> take

- The Smiths went to Lima first.
- Olivia's brother took more than 100 pictures.
- Olivia saw llamas in Machu Picchu.
- They had fun with their Peruvian friends.
- Olivia's sister bought a lot of souvenirs.
- Their guide gave them a tour of Cuzco.
- The Smiths flew home from Lima.
- Olivia's parents slept all the way home.



2 Listening



Olivia talks about her trip to Peru. Listen and check (✓) the things she did there.

- | | | |
|---|--|--|
| 1. <input checked="" type="checkbox"/> danced | 3. <input type="checkbox"/> wrote postcards | 5. <input checked="" type="checkbox"/> walked |
| <input type="checkbox"/> listened to music | <input checked="" type="checkbox"/> bought postcards | <input type="checkbox"/> rested |
| 2. <input type="checkbox"/> watched soccer | 4. <input checked="" type="checkbox"/> saw a ring | 6. <input type="checkbox"/> slept on the train |
| <input checked="" type="checkbox"/> played soccer | <input type="checkbox"/> bought a ring | <input checked="" type="checkbox"/> ate on the train |

3 Speaking

A What did you do on your last vacation? Write two true sentences and two false sentences. Use the verbs in Exercise 1B. (Answers will vary.)

True: I had a great time.	False: I slept until 11:00 every day.
1.	1.
2.	2.

B Take turns reading your sentences. Your classmates say True or False. For false sentences, give the correct information.

You I slept until 11:00 every day.

Classmate True.

You That's false. I got up at 8:00 every morning.

1 Language check

A Read the postcards Martin and Lisa wrote on vacation. Complete each postcard with the simple past form of the verbs in the box.

- ☒ arrive
- ☐ eat
- ☐ go
- ☐ see
- ☐ sleep
- ☐ take

Hi, Liz!

I'm at the Big Z Ranch in Wyoming. We arrived here yesterday morning. In the afternoon, I saw cowboys at work on the ranch. For dinner, we ate outdoors - there was a big barbecue. Last night, we slept in our own small cabin. Earlier today, we went to a rodeo. The cowboys can do some amazing tricks. I took a lot of pictures. I'm having a great time! -Martin



- ☐ buy
- ☐ eat
- ☐ have
- ☐ play
- ☐ shop
- ☐ walk

Dear Ben,

I can't believe I'm really in Japan! Yesterday, I had a great time. I played video games at the Sony Building. Then I shopped for souvenirs for awhile. I bought some Japanese comic books. I can't read them, but the pictures are cool! I ate sushi for dinner. Yum! Then we walked around. I love Tokyo! -Lisa



B Who do you think did the activities below on their vacation, Martin or Lisa? Write sentences. (The order of the answers may vary.)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> eat in restaurants | <input type="checkbox"/> learn about nature | <input type="checkbox"/> sleep in a sleeping bag |
| <input type="checkbox"/> go on a hike | <input type="checkbox"/> see tall buildings | <input type="checkbox"/> take a subway |

1. I think Lisa ate in restaurants.
2. I think Martin went on a hike.
3. I think Martin learned about nature.
4. I think Lisa saw tall buildings.
5. I think Martin slept in a sleeping bag.
6. I think Lisa took a subway.

This lesson reviews the language presented and practiced in Lessons 5 and 6.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Give students several minutes to read the directions and look at the two postcards.
- Tell students that you will say a series of sentences. They are to call out the name of the character, Martin or Lisa, each sentence refers to.

I'm in Japan. (Lisa.)

We ate outdoors. (Martin.)

I saw a rodeo. (Martin.)

I played video games. (Lisa.)

I shopped for souvenirs. (Lisa.)

- Have students work individually to complete Martin's postcard with the simple past form of the verbs in the box. Then have them do the same for Lisa's postcard.
- Check answers with the class. Ask volunteers to read aloud one of the sentences they completed.
- **Optional** Ask groups of five students to read aloud the two postcards, alternating lines.

B

- Have students read the directions and the example.
- Have students work individually to write the sentences.
- Check answers with the class. Ask random students to read their sentences aloud.

C

- Have students read the directions and look at Valerie's calendar.
 - Ask a volunteer to read the example sentence aloud.
 - Have students work individually to write sentences about Valerie's schedule for last week.
 - Check answers with the class.
-

2 Listening

In this exercise, students listen for vacation activities.

CD1, Track 25

- Focus students' attention on the photos. Ask: *Do you know where these photos are from?* (Brazil.)
- Tell students that they will listen to Josh talk about the activities he did on vacation in Brazil.
- Invite volunteers to read the directions and the list of activities or events. Explain that students should listen and number the events in the order in which Josh talks about them.
- Play the recording. Students only listen.
- Play the recording again. Students listen and number the events in the correct order.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each in the correct order.

Audio script

See page T-207.

Workbook

Assign the exercises on Workbook page 11.
(Workbook answers begin on page T-192.)

Game


Assign the game on Student's Book page 115.

- C** Look at Valerie's calendar for last week. Then write sentences about her week.

WEEKLY CALENDAR 2009	
Monday	visit Aunt Rita
Tuesday	go on a hike with Francis
Wednesday	have a party for Tim
Thursday	shop at the mall
Friday	sleep at my grandmother's house
Saturday	take a dance class
Sunday	

1. *She visited Aunt Rita on Monday.*
2. *She went for a hike with Francis on Tuesday.*
3. *She had a party for Tim on Wednesday.*
4. *She shopped at the mall on Thursday.*
5. *She slept at her grandmother's house on Friday.*
6. *She took a dance class on Saturday.*

2 Listening

 Josh talks about his trip to Brazil. Listen and number the events in the correct order.

- 6 visited a mountain
- 7 bought souvenirs
- 8 ate lunch with his father's friends
- 3 saw art
- 1 flew to São Paulo
- 2 went to a museum
- 4 wrote e-mails
- 5 flew to Rio



Go to page 115
for the
Game.

School festival

1 Word power

A Look at the picture. What can you do at the Jefferson School Festival?
Match the activities to the correct verb phrases. Then listen and practice.



- | | | | | | | | |
|---|--------------------|---|------------------|---|-------------------|---|---------------------|
| 8 | buy raffle tickets | 2 | go on rides | 5 | play games | 1 | watch the fireworks |
| 7 | eat cotton candy | 4 | listen to a band | 3 | visit a fun house | 6 | win prizes |

B Write the verb phrases in Part A in the simple past.

- | | |
|---------------------------------|---------------------------------|
| 1. <u>watched the fireworks</u> | 5. <u>played games</u> |
| 2. <u>went on rides</u> | 6. <u>won prizes</u> |
| 3. <u>visited a fun house</u> | 7. <u>ate cotton candy</u> |
| 4. <u>listened to a band</u> | 8. <u>bought raffle tickets</u> |

This lesson presents and practices the names of some school festival activities and simple past Yes / No questions.

Review of Lesson 6

- Write on the board:

buy _____	give _____	see _____
drink _____	go _____	sleep _____
eat _____	have _____	take _____
fly _____	make _____	write _____
get _____	meet _____	

- Divide the class into three groups. Assign each group a section of the board. Say *Go!* Still sitting at their desks, the groups write the simple past form of the verbs in their section. They then send one member to the board to fill in the blanks. The first group to fill in the blanks correctly wins.
- Ask students to make sentences about their own past activities.

1 Word power

This exercise presents and practices the names of some school festival activities.

A CD1, Track 26

- Give students several minutes to read the directions and look at the picture. Explain the meaning of *festival*. Ask students if their school has ever had a school festival. Also ask students if they have ever been to any kind of festival. If so, did they have a good time?
- Have students read the eight school festival activities below the picture.
- Have students work individually to match the number of each festival activity in the picture to the correct verb phrase.
- Check answers with the class.
- Play the recording. Students listen and repeat.

Audio script

Same as the verb phrases in the Student's Book.

B

- Have students read the directions and the example.
- Have students work individually to write the verb phrases in Part A in the simple past.
- Check answers with the class. Ask random students to read their verb phrases aloud.
- Optional** Read the object portion of one of the eight verb phrases in Part A. For example, say *cotton candy*. Students respond with the appropriate simple past verb. (Ate.) Then reverse the order of the activity. Say the simple past verb. (Ate.) Students respond with the appropriate object portion of the phrase. (Cotton candy.)

2 Language focus

This exercise presents and practices simple past Yes/No questions.

A CD1, Track 27

- Have students read the directions and look at the picture.
- Have students read the conversation.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Did Sandy have a good weekend?* (Yes.) *What does she say?* (Yes, I did.) *Did Evan go to the festival, too?* (No.) *Did Sandy go to a special class?* (No.) *What does she say?* (No, I didn't.) *Did Evan do anything special on Sunday?* (No. He stayed home.)
- Ask students to circle all the simple past verbs in the conversation (*did, had, went, listened, danced, ate, forgot, wanted, stayed*). Ask: *Are any of these verbs new?* (Forgot.) Write this simple past verb on the board. Elicit the simple form. (Forgot.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the questions. Ask: *What word do we use at the beginning of the question?* (Did.) *What is Did the simple past form of?* (Do.) *Is the other verb in the question in the simple past?* (No, it isn't. It's in the simple form.)
- Focus students' attention on the answers. *Why are there two answers for each question?* (The first answer includes the short form of the answer. The second one doesn't.) *What word do we use in the short form of the answer if the answer is No?* (Didn't.) *What's the full form of didn't?* (Did not.)
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 28

- Invite a volunteer to read the directions and the example aloud.
- Have students work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to write their answers on the board.
- **Optional** Have students practice the conversation in pairs.

Teaching Tip

For more complicated activities, such as interviews, information gaps, games, and role plays, make sure that the students are competent with the language they are expected to practice. Introduce the activity by briefly reviewing the Language focus, and conduct a "trial run" to show students exactly what they are expected to do. In this way, you can eliminate the chaos and possible disruptions caused by confusion on the part of the students.

3 Listening

In this exercise, students listen for simple past activities.

CD1, Track 29

- Explain to students that they will listen to Amy talk about the school festival with another student. They should check the things Amy did at the school festival.
- Play the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and complete the exercise.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud the things they checked.

Workbook

Assign the exercises on Workbook page 12. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 7.

2 Language focus

A Evan and Sandy talk about their school festival. Listen and practice.

Evan Did you have a good weekend?
Sandy Yes, I did. I had a great weekend.
Evan Did you go anywhere?
Sandy Yes. I went to school on Sunday.
Evan Did you go to a special class?
Sandy No, I didn't. I went to our school festival. I listened to a band and danced, and I ate a lot of cotton candy . . .
Evan Oh, no! I can't believe it! I forgot about the festival. I really wanted to go!
Sandy That's too bad. Did you do anything special on Sunday?
Evan No. I just stayed home all day.

Simple past Yes/No questions

Did you have a good weekend?

Yes, I **did**. I **had** a great weekend.

Yes. I **had** a great weekend.

Did you go to a special class?

No, I **didn't**. I **went** to the school festival.

No. I **went** to the school festival.



B Luigi and Mandy talk about their school festival. Complete their conversation. Then listen and check.

Luigi Hey, Mandy. Did you go to the school festival?
Mandy Yes, I did. Did you go?
Luigi No, I didn't. I had to study.
Mandy That's too bad.
Luigi Did you buy a raffle ticket?
Mandy No, I didn't. I never buy raffle tickets. I never win!
Luigi Did you watch the fireworks?
Mandy Yes, I did. That was the best part!
Luigi Cool! Did you go on any rides?
Mandy Yes, I did. I went on the bumper cars. I played a lot of games, too.
Luigi Really? Did you win any prizes?
Mandy Yes, I did. I won two stuffed animals.
Luigi Did you listen to a band?
Mandy Yes, I did. I really liked the guitar player.



3 Listening

Amy also went to the festival. What did she do? Listen and check (✓) the things she did.

- | | |
|--|---|
| <input type="checkbox"/> go on rides | <input type="checkbox"/> ate cotton candy |
| <input checked="" type="checkbox"/> played games | <input checked="" type="checkbox"/> ate ice cream |
| <input type="checkbox"/> won prizes | <input type="checkbox"/> danced |
| <input type="checkbox"/> bought a raffle ticket | <input checked="" type="checkbox"/> watched the fireworks |

1 Language focus

 **A** Amy wrote a blog about her fun weekend. Listen and practice.

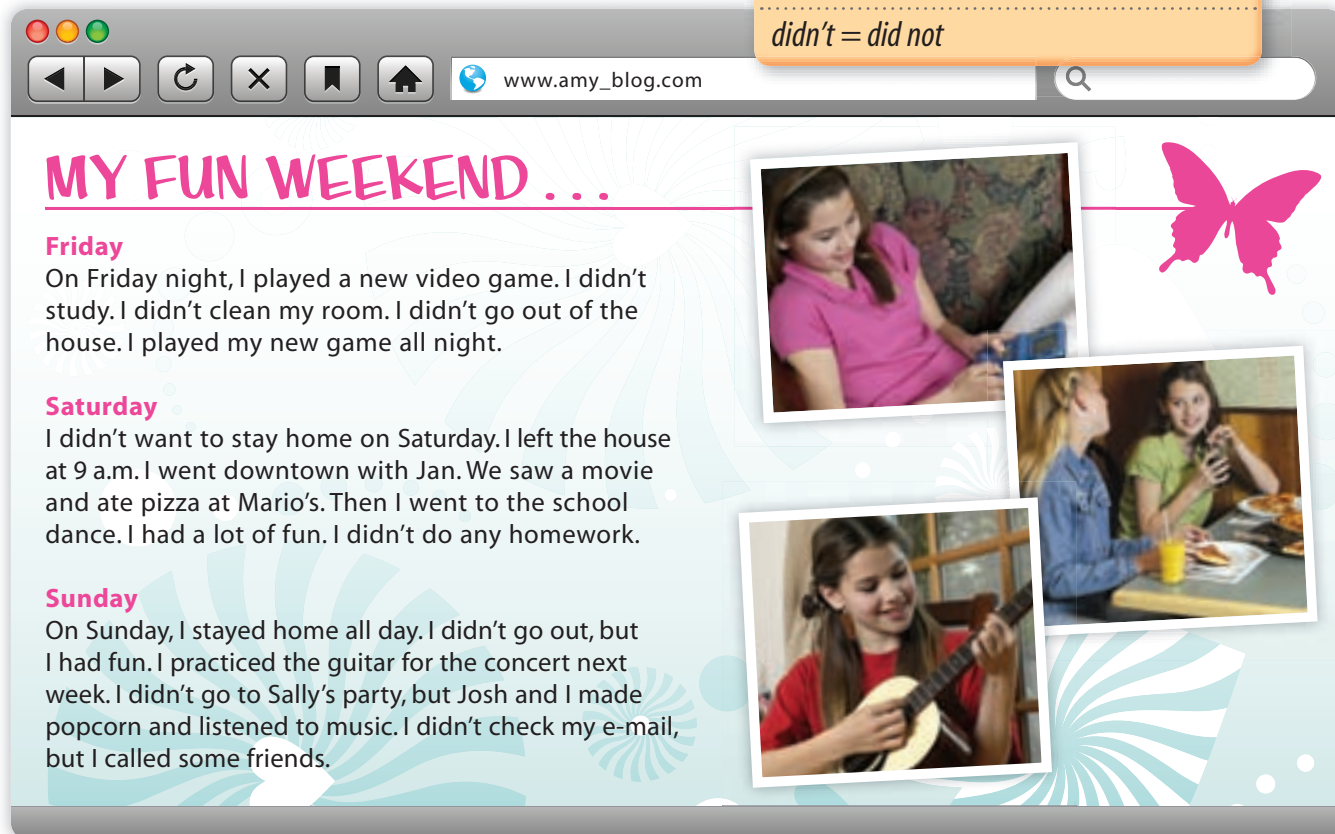
Simple past statements: negative

I **didn't** study.

Amy **didn't** clean her room.

They **didn't** go to the party.

didn't = did not



MY FUN WEEKEND ...

Friday
On Friday night, I played a new video game. I didn't study. I didn't clean my room. I didn't go out of the house. I played my new game all night.

Saturday
I didn't want to stay home on Saturday. I left the house at 9 a.m. I went downtown with Jan. We saw a movie and ate pizza at Mario's. Then I went to the school dance. I had a lot of fun. I didn't do any homework.

Sunday
On Sunday, I stayed home all day. I didn't go out, but I had fun. I practiced the guitar for the concert next week. I didn't go to Sally's party, but Josh and I made popcorn and listened to music. I didn't check my e-mail, but I called some friends.

 **B** Complete the sentences with the simple past form of the verbs. Use the negative when necessary. Then listen and check.

- On Friday, Amy played (play) a video game all night.
- She didn't clean (clean) her room on Friday night.
- On Friday, she didn't go (go) out of the house.
- She didn't want (want) to stay home on Saturday.
- She went (go) downtown with Jan.
- She didn't do (do) homework on Saturday.
- On Sunday, she didn't go (go) out.
- She had (have) fun on Sunday.
- She listened (listen) to music.
- She didn't check (check) her e-mail.

Lesson 8

Weekend fun

This lesson presents and practices some recreational verb phrases and simple past negative statements.

Review of Lesson 7

- Elicit a simple past *Yes / No* question-and-answer pattern such as the one found in the Lesson 7 language chart. Write it on the board. Review with students.
- Say the following simple past statements. Students convert them to simple past *Yes / No* questions. *She bought a raffle ticket.* (Did she buy a raffle ticket?) *They visited the fun house.* (Did they visit the fun house?) *He went on a ride.* (Did he go on a ride?) *They watched the fireworks.* (Did they watch the fireworks?) *She won a prize.* (Did she win a prize?)
- Play “Toss the Ball.” Students toss a ball to the classmate of their choice and ask a simple past question. The student holding the ball answers the question and then tosses the ball to another student, continuing the activity.

1 Language focus

This exercise presents and practices simple past negative statements.

A CD1, Track 30

- Have students read the directions and look at the photos.
- Ask students if they or any of their friends or relatives have their own Web site. If so, ask them if the Web site was difficult to set up.
- Ask students to read Amy’s blog.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the blog in the Student’s Book.

- Tell students that you will say a series of statements. Read these statements aloud. Students tell you whether they are true or false.
Amy didn’t study on Friday night. (True.)
She didn’t stay home on Saturday. (True.)
She didn’t go downtown on Saturday. (False.)
She didn’t eat pizza with Mario. (True.)
She didn’t go out on Sunday. (True.)
She didn’t call her friends, but she checked her e-mail. (False.)
- Play the recording or model the sentences. Students listen and repeat.
- **Optional** Ask groups of students to take turns reading Amy’s blog aloud, alternating lines.
- **Language Chart** Have students study the examples in the language chart. Ask: *What word do we use to show the negative?* (Didn’t.) *What’s the full form of didn’t?* (Did not.) Ask: *Do we use the simple past form of the verb in the negative statement?* (No, we don’t. We use the simple form.) Explain to students that the statement patterns in the simple past are the same no matter what the subject is. Ask: *Is this true for the simple present?* (No, it isn’t.)
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 31

- Have students read the directions and the examples.
- Have students work individually to complete the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student’s Book.

- Check answers with the class. Invite volunteers to come to the board to write one answer each.
- **Optional** Invite volunteers to make an affirmative simple past statement. Ask each volunteer to choose a classmate to convert the affirmative statement to a negative one.

Culture Note

Of U.S. students surveyed in grades 7 to 12, 93 percent said they had used a computer to play games, 89 percent said they had used one to write a school report, 56 percent said they had used the Internet to find information for a school report, 48 percent said they had chatted on the Internet or sent e-mail, and 44 percent said they used a computer every day.

2 Word power

This exercise presents and practices some recreational verb phrases.

- Ask students to read the directions and the words and phrases in the box. Have students call out any words or phrases they do not understand. Explain these words or phrases by using them in sentences or by miming them.
- Model the words and phrases in the box. Students listen and repeat.
- Have students work individually to match each verb with three words or phrases from the box.
- Check answers with the class. Invite volunteers to write their answers on the board.

3 Speaking

This exercise practices asking about past weekend activities.

A

- Invite a volunteer to read the directions and the two headings aloud.
- Have students work individually to write sentences about four things they did and four things they didn't do last weekend. Tell students to use the verb phrases from Exercise 2 or their own ideas.

B

- Tell students that they are going to play a guessing game. Have students read the directions and the example conversation.
- Invite a volunteer to come to the front to demonstrate the activity with you. Ask the student to think about one of his or her sentences in Part A. Make statements until you guess the activity.
- Divide the class into groups of five. Students guess their group members' weekend activities.
- **Optional** Ask each group to compile a list of past weekend activities – one activity per group member. Then ask a representative to share the list with the class. Ask the class to vote on which group had the best weekend.

- **Optional** Divide the class into four or five small groups. The first group tells the second group a simple past verb. The second group must come up with a verb phrase using that verb. If they are able to do so correctly, they earn a point for their group. They then tell the third group a simple past verb, and the activity is continued. If they are not able to think of a verb phrase, the verb is passed on to the third group, and so on. Tell students that each verb may be used only once.

Workbook

Assign the exercises on Workbook page 13.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar,
Lesson 8.

2 Word power

Make verb phrases. Find words or phrases from the box that are usually paired with each verb. *(The order of the answers may vary.)*

- | | | | |
|---|--|------------------------------------|---|
| <input type="checkbox"/> a cake | <input type="checkbox"/> a lot of homework | <input type="checkbox"/> a party | <input type="checkbox"/> some phone calls |
| <input type="checkbox"/> dancing | <input type="checkbox"/> a movie | <input type="checkbox"/> shopping | <input type="checkbox"/> to the mall |
| <input checked="" type="checkbox"/> a great weekend | <input type="checkbox"/> a new friend | <input type="checkbox"/> some DVDs | <input type="checkbox"/> TV |

- | | | | |
|----------|------------------------|--------------------------|-------------------------|
| 1. have | <u>a great weekend</u> | <u>a lot of homework</u> | <u>a party</u> |
| 2. go | <u>dancing</u> | <u>shopping</u> | <u>to the mall</u> |
| 3. make | <u>a cake</u> | <u>a new friend</u> | <u>some phone calls</u> |
| 4. watch | <u>a movie</u> | <u>some DVDs</u> | <u>TV</u> |

3 Speaking

A Write four things you did and four things you didn't do last weekend. Use the verb phrases from Exercise 2 or use your own ideas. *(Answers will vary.)*

Things I did last weekend

1. _____
2. _____
3. _____
4. _____

Things I didn't do last weekend

1. _____
2. _____
3. _____
4. _____

B Work with four classmates. Can they guess the four things you did last weekend?

Classmate 1 You watched music videos.

You No. I didn't watch music videos.

Classmate 2 You went shopping.

You Yes. I went shopping.



Get Connected

UNIT 2

Read



A Read the electronic postcard quickly. Write the names of three animals from the Galapagos Islands.

1. marine iguana
2. sea lion
3. Pinta tortoise

The Amazing Animals of the Galapagos

Dear Lauren,

Hello from the Galapagos Islands. My family and I are here on vacation. We flew here two days ago, and we're taking a ten-day boat trip around the islands on the "National Geographic Polaris."

The **scenery** and the animals here are amazing. We saw **marine iguanas** yesterday. They're cool, and they only live in the Galapagos. And did you know they only eat vegetables? We saw some beautiful birds, too. They had red feet.

What did we do today? This morning we swam and **snorkeled** with some **sea lions**. Later, we met Lonesome George, a **giant Pinta tortoise**. He weighs 194 pounds (88 kilograms). Scientists think he's between 60 and 90 years old! We didn't see any other tortoises like him. He's the only Pinta tortoise in the world.

The sad thing is a lot of the animals here are **endangered**. The good thing is many people are working hard now to help save them.

See you soon!
Manuel

Go to page 122 for the Vocabulary Practice.

B Read the electronic postcard slowly. Check your answers in Part A.

C Are these statements true or false? Write *True* or *False*. Then correct the false statements.

1. ~~Lauren~~ ^{Manuel and his family} went to the Galapagos Islands. False
2. They saw marine iguanas and beautiful birds. True
3. The birds had ~~blue~~ ^{red} feet. False
4. They swam and snorkeled with sea lions. True
5. They met the only giant Pinta ~~sea lion~~ ^{tortoise} in the world. False

Unit 2

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 8

- Review the affirmative and negative simple past statement patterns. Then review *Yes / No* question-and-answer patterns.
- Invite volunteers to make either an affirmative or a negative simple past sentence or to ask the classmate of their choice a simple past *Yes / No* question.
- Play a round of “Tic-Tac-Toe.” Draw a grid on the board and number the squares one through nine. Then write *did*, *didn’t*, and *?* in three boxes each. Have a list with these nine verbs handy: *buy, dance, go, have, listen, make, play, walk, watch*.
- Divide the class into two teams, X and O. Teams take turns choosing squares. When a team chooses a square, tell the team one of the verbs from the list. If the square has *did* written in it, the team should make an affirmative simple past statement. If it has *didn’t*, the team should make a negative simple past statement. If there is a *?*, the team should make a simple past *Yes / No* question. The first team with three squares in a row wins.

Read

This exercise practices reading for information about a vacation.

A

- Have students look at the title and the photos. Ask: *Where did Manuel go on vacation?* (The Galapagos Islands.)

Culture Note

The Galapagos Islands form an archipelago, a chain of islands 620 miles (about 1,000 km) west of Ecuador. The islands are all part of Ecuador’s national park system. These islands are famous for their rare animal species not found anywhere else in the world. They are also known for the fact that Charles Darwin based many of his ideas about the theory of evolution by natural selection on observations he made during his visit to the Galapagos Islands in 1835.

- Invite a volunteer to read the directions aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the electronic postcard quickly and write the names of three animals mentioned in it. Do not check answers at this point.

B CD1, Track 32

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *scenery, marine iguana, snorkel (v.), sea lion, giant (adj.), tortoise, endangered (adj.)*. Explain their meaning. (Scenery: what a place looks like; marine iguana: a kind of lizard that can live in water [point to the marine iguana in the picture]; snorkel (v.): to swim with a breathing tube so that you can keep your face under

water; sea lion: a large seal with ears; giant [adj.]: very large; tortoise: a land turtle [point to the tortoise in the picture]; endangered [adj.]: in danger of dying out.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the electronic postcard again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair. Ask volunteers to read the sentences in which they found the three animals.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the electronic postcard in the Student’s Book.

Get Connected Vocabulary

Have students do the exercise on Student’s Book page 122 in class or for homework. (Get Connected Vocabulary answers are on page T-122.)

C

- Invite a volunteer to read the directions and first statement and example answer aloud.
- Have students work individually to write *True* or *False*, and then correct the false statements.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one answer each.
- **Optional** Have students write one true and one false statement about the information in the electronic postcard. Students exchange papers and decide which statement is true and which one is false. Then they correct the false statement.

Listen

In this exercise, students listen for information about two very different vacations.

A CD1, Track 33

- Focus students' attention on the photos. Ask: *What two places do you see?* (A museum and a rain forest.)
- Tell students that they will listen to Ricardo and Mia talk about vacations.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read their answers aloud.

B

- Have students read the directions and the questions.
- Read the first question with the class and elicit answers from several students. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to answer the questions and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write an e-mail about their favorite vacation.

A

- Invite volunteers to read the directions and the questions aloud.
- Have students work individually to answer the questions about their favorite vacation.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in Part A to help them.

- Have students work individually to write their e-mail about their favorite vacation.
- Invite several volunteers to read their e-mail messages to the class.
- **Optional** Have students work in groups of four to read each other's e-mail. Students in each group will discuss the vacations and decide which vacation is the most interesting. Each group chooses a representative to tell the class about the group's most interesting vacation, and the group's reasons for choosing it.


Workbook

Assign the exercises on Workbook page 14. (Workbook answers begin on page T-192.)

Did you have a good time?

Listen



A  Ricardo and Mia talk about vacations. Listen and answer the questions.

1. Did Ricardo go to Pam's party? Yes, he did.
2. Did Mia go to the party, too? No, she didn't.
3. Did Mia have fun in New York City? No, she didn't.
4. Did she go to Costa Rica last year? Yes, she did.
5. Did she eat Japanese food in Costa Rica?
No, she didn't.



B What do you think? Answer the questions. (Answers will vary.)

1. Do you think it's good to try the local food?

2. Do you think it's good to visit museums?

3. Would you like to hike in a rain forest or visit a big city?

4. Do you think people with different interests can be good friends?

Your turn

Write



A Think about your favorite vacation. Answer the questions. (Answers will vary.)

- | | |
|------------------------------|--|
| 1. Where did you go? _____ | 4. What didn't you do? _____ |
| 2. Where did you stay? _____ | 5. What did you see, eat, and buy? _____ |
| 3. What did you do? _____ | _____ |

B Write an e-mail to your friend about your favorite vacation. Use the answers in Part A to help you. (Answers will vary.)

Hello _____ !

I had a great time on my vacation. I went to ...

Language chart review

Simple past affirmative and negative statements

Regular verbs

I **played** volleyball. I **didn't play** soccer.
 You **watched** TV. You **didn't watch** a video.
 He **listened** to jazz. He **didn't listen** to rock.

Irregular verbs

I **went** to the beach. I **didn't go** to the park.
 You **had** pizza. You **didn't have** a hamburger.
 She **read** a magazine. She **didn't read** a newspaper.

A Look at the information. Then write sentences in the simple past about Lynn's trip.

Things to do in Washington, D.C.

take a ride in a flight simulator eat space food
 listen to a talk about the solar system go to the planetarium
 see a rock sample from the moon buy souvenirs

1. Lynn took a ride in a flight simulator.
2. She listened to a talk about the solar system.
3. She saw a rock sample from the moon.
4. She ate space food.
5. She went to the planetarium.
6. She bought souvenirs.



B Look at Part A again. Correct these false statements about Lynn's trip.

1. Lynn visited New York. Lynn didn't visit New York. She visited Washington, D.C.
2. Lynn ate hamburgers. Lynn didn't eat hamburgers. She ate space food.
3. Lynn went to the park. Lynn didn't go to the park. She went to the planetarium.
4. Lynn listened to music. Lynn didn't listen to music. She listened to a talk about the solar system.
5. Lynn took a ride in a car. Lynn didn't take a ride in a car. She took a ride in a flight simulator.
6. Lynn bought movie tickets. Lynn didn't buy movie tickets. She bought souvenirs.

Unit 2 Review

This lesson reviews the grammar and vocabulary introduced in Unit 2.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 2.

- Books closed. Write on the board:

<i>Simple form</i>	<i>Simple Past Affirmative</i>	<i>Simple Past Negative</i>
<i>go</i>	_____	_____
<i>have</i>	_____	_____
<i>listen</i>	_____	_____
<i>play</i>	_____	_____
<i>read</i>	_____	_____
<i>watch</i>	_____	_____

- Elicit when the simple past form of a verb is used. (To describe a completed action that happened at a particular time in the past.)
- Have students copy the chart and work in pairs to complete the *Simple Past Affirmative* and *Simple Past Negative* portions of the chart.
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors. While they are doing so, invite volunteers to come to the front to fill in the chart on the board. Check answers with the class.
- Answer any questions students may have.
- Optional** Have students do the same for *buy, clean, do, eat, learn, live, sail, see, send, swim, take, visit, and wash*.

Exercises A through C (pages T-28 to T-29)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have students read the directions and the information about Washington, D.C.
- Focus students' attention on the photo.
- Have students work individually to write sentences in the simple past about Lynn's trip to Washington, D.C.
- Check answers with the class.

Exercise B

- Invite a volunteer to read the directions and the example aloud. Tell students that they will use the information about Lynn's trip to Washington, D.C., in Part A.
- Have students work individually to correct the false statements about Lynn's trip.
- Check answers with the class. Invite volunteers to read aloud one corrected statement each.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 2.

- Have students study the examples in the chart.
- Remind students to use *Did* at the beginning of simple past *Yes / No* questions and in short affirmative answers.
- Answer any questions students may have.

Exercise C

- Have students read the directions. Have them quickly read over Parts A and B on page 28. Tell them they will use the information in Parts A and B to complete the exercise.
- Have students work individually to write questions and answers.
- Check answers with the class.

Take another look!

- Invite a volunteer to read the directions aloud.
- Have students read the sentences, and the possible answer for each sentence.
- Have students work individually to circle the correct answers.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to act out the conversation in Exercise C.
- Have students make a short list of things to do in a place of their choice, using Part A as an example. Have students write six false statements on the same piece of paper about the things to do in the place they chose, using Part B as an example. Tell students to start their statements with *I* instead of a person's name. Have students exchange papers in pairs and correct the false statements.

Theme Project

- Assign the *At Home* section of the Unit 2 Theme Project on Student's Book page 127.

Workbook

- Assign the Unit 2 Check Yourself on Workbook page 15. (Workbook answers begin on page T-192.)

Extra Practice Worksheets

- Assign the Unit 2 Extra Practice worksheets starting on page T-143.

Extra Speaking Practice Worksheet

- Assign the Unit 2 Extra Speaking Practice worksheet on page T-169.

Arcade Activities

- Assign the Unit 2 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 2 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 2 Quiz on page T-179.

Test

- Give the Unit 2 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Language chart review

Simple past Yes / No questions

Questions

Answers

- | | |
|---------------------------------|---|
| Did you go to the dance? | Yes, I did . I went with Paul.
Yes. I went to the dance. |
| Did you have fun? | No, I didn't . I didn't have fun at all.
No. I had a terrible time. |

C Look at Parts A and B again. Then write questions and answers.

- Molly** Hey, Lynn. Welcome back!
Did you have a good vacation?
Lynn Yes, I did. I had a great vacation.
- Molly** *Did you go to California?*
Lynn No. I didn't go to California. I went to Washington, D.C.
- Molly** *Did you eat space food?*
Lynn Yes. I ate space food. It was terrible!
- Molly** *Did you buy movie tickets?*
Lynn No. I didn't buy movie tickets.
I bought souvenirs.
- Molly** Did you listen to CDs?
*No, I didn't. I didn't listen to CDs. OR
Lynn No. I listened to a talk about the solar system.*
- Molly** Did you take a ride in a flight simulator?
*Yes, I did. I rode in a flight simulator. OR
Lynn Yes. I rode in a flight simulator.*



Take another look!

Circle the correct answer.

- The simple past forms of regular verbs _____ end in *-ed*.
☒ a. always b. sometimes c. never
- The simple past forms of irregular verbs _____ end in *-ed*.
a. always b. sometimes ☒ c. never

Go to page 127
for the
Theme Project.