

# 10 Past experiences

At a glance: Unit overview	Speaking outcomes
<b>LESSON A Last weekend</b> Ss learn vocabulary for weekend activities. They use the simple past of regular verbs.	Ss can . . . say what they did last weekend.
<b>LESSON B You're kidding!</b> Ss express surprise and show that they're listening.	Ss can . . . show that they are listening and can express surprise.
<b>LESSON C Did you make dinner last night?</b> Ss learn vocabulary for things to do. They use the simple past of irregular verbs and <i>yes / no</i> questions in the simple past.	Ss can . . . talk about routine events in the past.
<b>LESSON D I saw a great movie.</b> Ss read a blog about movies. They write blog posts.	Ss can . . . talk about past activities.

## Warm-up

**Learning objective:** Preview the topic and compare past and present.

### Presentation Plus: Tip

Before class, hide the pictures on the left using the Hide tool. In class, books closed. Zoom in on the pictures. Focusing on the pictures on the right, elicit jobs and names, and have Ss guess the ages. Show the pictures on the left using the Eraser tool. Ask: *What's the same? What's different?*

### A

- To introduce the topic of past experiences, direct Ss' attention to the pictures. Ask: *How many people do you see? (Two.) What are their names? (Benjamin and Luz.) How old is Benjamin in the first picture? (16.) How old is Luz in the first picture? (14.)*
- Go over the instructions.
- Have Ss work in pairs or groups to make three sentences about each picture.

- Elicit sentences from the class.
- Option** Do the activity as a class.

### Possible answers

Benjamin is 16 years old. Benjamin is playing the guitar. Benjamin is young. / Benjamin is older. Benjamin is wearing a suit. Benjamin is in an office. / Luz is 14 years old. She is going to school. She has long hair. / Luz is a woman. She is singing.

### B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about past experiences in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

# 10 Past experiences

## LESSON A

- Weekend activities
- Simple past regular verbs

## LESSON B

- Showing that you're listening
- Expressing surprise

## LESSON C

- Things to do
- Simple past irregular verbs; yes / no questions

## LESSON D

- Reading: "Matt's Movie Reviews"
- Writing: A blog post



## Warm Up

- A** Look at the pictures. Make three sentences about each one. *See page T-95 for possible answers.*
- B** How are *you* different now?

# A Last weekend

## 1 Vocabulary Weekend activities

A  Listen and repeat.



listen to music



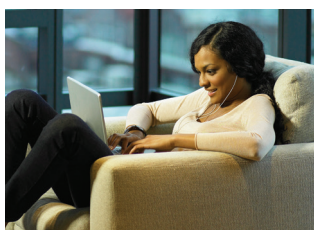
play basketball



play in a band



shop for new clothes



stay home



stay out late



visit relatives



watch an old movie

B **PAIR WORK** Do you do any of the activities in Part A? When do you do them? Tell your partner.

"My friends and I usually play basketball on Saturday mornings."

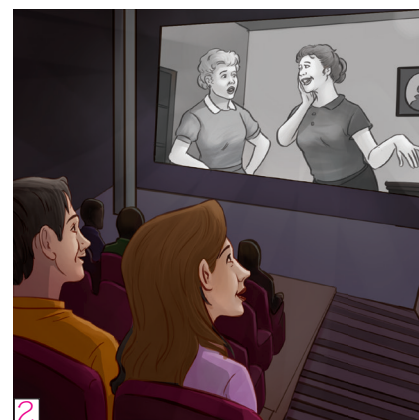
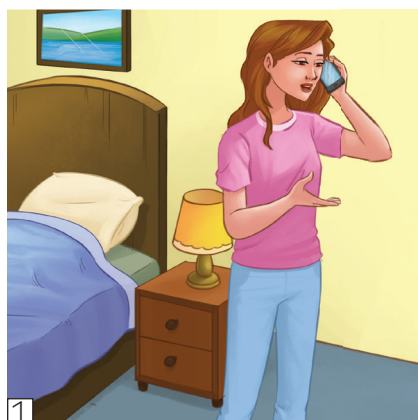
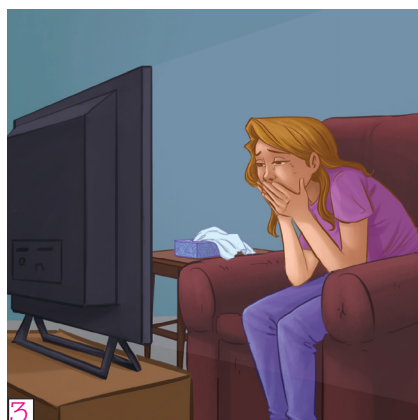
## 2 Language in context Carmen's weekend

A  Listen to Carmen talk about last weekend. Number the pictures from 1 to 3.

1 Last Saturday morning, my brother Pedro called me. We talked for hours. I uploaded some photos, and I listened to music.

2 I stayed out late on Saturday night. Pedro and I watched an old movie. We laughed a lot. We loved it!

3 On Sunday afternoon, I stayed home. I watched another movie. I didn't like the ending at all. I cried.



B What about you? What do you usually do on weekends?



### LESSON A overview

**Vocabulary:** Weekend activities

**Grammar:** Simple past regular verbs

**Pronunciation:** Simple past -ed endings

**Speaking:** Information exchange about last weekend

## 1 Vocabulary Weekend activities

**Learning objective:** Use vocabulary for weekend activities.

### A (Level 1, Track 138)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show weekend activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the first word of the phrase as their partner completes it.

### Extra activity: Collocation diagrams

Draw a circle on the board with lines radiating from it. Inside the circle, write *play*. Elicit words that frequently follow *play* and write them at the end of the lines (e.g., *basketball, soccer, in a band, volleyball, video games*). Have Ss work in pairs to create diagrams for other verbs (e.g., *watch, go, download, do*). Elicit word groups from the class. Possible answers: *Watch TV / movies / soccer game; go shopping / dancing; download music / videos / games; do homework / laundry / dishes*.

### B

- Go over the instructions and the example.
- Model the activity. Say the things you do from Part A and when you do them.
- Have Ss work in pairs to take turns talking about the activities they do and when.

### Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for weekend activities.

## 2 Language in context Carmen's weekend

**Learning objective:** Listen to someone talk about last weekend; see simple past regular verbs in context.

### A (Level 1, Track 139)


- Direct Ss' attention to the pictures to set the scene. Ask: *What is she doing?* (*Watching TV, talking on the phone, watching a movie with someone at a theater.*)
- Go over the instructions.
- Play the audio. Have Ss number the pictures as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

### B

- Go over the question.
- Model the activity. Tell the class what you usually do on weekends.
- Have Ss answer the question in pairs or groups.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

### 3 Grammar Simple past regular verbs

**Learning objective:** Practice simple past regular verbs.

 (Level 1, Track 140)

#### Simple past regular verbs

- Books open. Direct Ss' attention to the grammar box.
- Explain the rules for the simple past regular verbs:
  - Focus on form in affirmative statements. Write on the board: subject + verb + -ed
  - Focus on form in negative statements. Write on the board: subject + *did not* / *didn't* + verb
  - Focus on use. Say: *We use the simple past to talk about past actions.*
- Option** Explain that we use the simple past with expressions such as *yesterday*, and *last* \_\_\_\_ (*night, week, Thursday*, and so forth).

#### Spelling

- Explain the spelling rules:
  - For most verbs, add -ed.
  - For verbs that end in -e, just add -d.
  - For verbs that end in a consonant + y, change the y to i and add -ed.
  - For one-syllable verbs with the pattern *consonant, vowel, consonant*, double the last consonant, then add -ed.
- Refer to the sentences in Exercise 2. Have Ss underline the verbs in the simple past.
- Check comprehension. Ask: *Is this true or false? Pedro called Carmen on Saturday morning. (True.) She listened to music on Saturday night. (False.) She watched movies on Saturday night and Sunday afternoon. (True.) She stayed out late on Sunday. (False.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

#### **Presentation Plus: Fix it!** page xxviii

Instead of doing Part A, follow the steps for *Fix it!* to practice simple past regular verbs.

#### A


- Go over the instructions and the example.
- Have Ss write sentences about things Pedro did and didn't do.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

#### B


- Go over the instructions.
- Model the activity. Make true sentences about your weekend (e.g., *I didn't watch a movie. I watched TV. I didn't play basketball. I played tennis.*).
- Have Ss work in pairs to take turns telling their sentences.
- Call on Ss to tell a sentence to the class.

### 4 Pronunciation Simple past -ed endings

**Learning objective:** Pronounce simple past -ed endings.

**A**  (Level 1, Track 141)

- Go over the instructions.
- Explain: *We only add an extra syllable after words with the ending sound /t/ or /d/.*
- Play the audio. Have Ss listen, paying particular attention to -ed endings.
- Play the audio again. Have Ss listen and repeat.

**B**  (Level 1, Track 142)

- Go over the instructions.
- Play the audio. Have Ss listen and complete the chart with the correct verbs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

### 5 Speaking A fun weekend

**Learning objective:** Say what you did and didn't do last weekend.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

#### A

- Go over the instructions.
- Have Ss complete the phrases with their own ideas.
- Elicit ideas from the class.

#### B

- Go over the instructions.
- Go over the example conversation.
- Have Ss work in pairs to take turns talking about the things they did and didn't do last weekend.
- Finally, tell Ss to check the "can do" statement if they can say what they did last weekend. NOTE: If Ss feel they need more help, suggest they do the *Additional practice*.

#### **Additional practice**

For more practice, use:

Workbook	pages 73–75
Online Self-study	Lesson A

### 3 Grammar Simple past regular verbs

I **listened** to music last Saturday.  
You **stayed** home.  
He **called** me on Saturday.  
We **laughed**.  
They **stayed** out late.

I **didn't watch** a movie.  
You **didn't stay** out late.  
He **didn't call** me on Sunday.  
We **didn't cry**.  
They **didn't stay** at home.

*Spelling*  
stay → stayed  
love → loved  
cry → cried  
shop → shopped

**A** Write sentences about the things Pedro did and didn't do last weekend.

#### Things to Do

✓ call Carmen      ✗ listen to music  
✓ watch a movie    ✓ upload photos  
✗ play basketball   ✗ shop for new clothes

- 1 Pedro called Carmen.
- 2 Pedro watched a movie.
- 3 Pedro didn't play basketball.
- 4 Pedro didn't listen to music.
- 5 Pedro uploaded photos.
- 6 Pedro didn't shop for new clothes.

**B** **PAIR WORK** Make true sentences about your weekend with the past forms of the verbs in Part A. Tell your partner.

### 4 Pronunciation Simple past -ed endings

**A**  Listen and repeat. Notice that some verbs have an extra syllable in the past tense.

Same syllable (most verbs)		Extra syllable (verbs ending in t and d)	
call / called	shop / shopped	chat / chat-ted	download / download•ed
listen / listened	stay / stayed	start / start-ed	post / post•ed
play / played	watch / watched	upload / upload-ed	visit / visit•ed

**B**  Listen. Complete the chart with the correct verbs.

download / downloaded	shop / shopped	visit / visited
post / posted	stay / stayed	watch / watched

### 5 Speaking A fun weekend

**A** Complete the phrases with your own ideas.

chat with \_\_\_\_\_ exercise \_\_\_\_\_ study \_\_\_\_\_ visit \_\_\_\_\_  
cook \_\_\_\_\_ look for \_\_\_\_\_ talk to \_\_\_\_\_ walk to \_\_\_\_\_

**B** **PAIR WORK** Tell your partner about the things you did and didn't do last weekend. Use the phrases from Part A to help you.

**A:** I chatted online with my friends last weekend. How about you?

**B:** I didn't chat online with my friends, but I called them.


### 6 Keep talking!

Go to page 146 for more practice.

# B You're kidding!

## 1 Interactions Expressing surprise

A Look at the pictures. What do you think Diego and Jasmine are talking about?

B  Listen and practice.



**Diego** I checked plane tickets to go to Walt Disney World in May.


**Jasmine** Uh-huh.

**Diego** They're usually \$600, but right now they're \$350!

**Jasmine** You're kidding!

**Diego** I know. I didn't buy them, but I called my parents, and they liked the idea.

**Jasmine** That's great. I love that place.

C  Listen to the expressions. Then practice the conversation again with the new expressions.

### Showing that you're listening

Uh-huh.

Oh?

Oh, yeah?

### Expressing surprise

Really?

What?

You're kidding!

D **PAIR WORK** Check (✓) the best responses. Then practice with a partner.

1 I watched a movie last night.

☒ Uh-huh.

☐ Really?

2 I listened to 500 songs yesterday.

☒ You're kidding!

☐ Oh?

3 I didn't study for the big test.

☐ Oh, yeah?

☒ What?

4 I played tennis with friends on Sunday.

☐ You're kidding!

☒ Oh, yeah?

## LESSON B overview

**Interactions:** Showing that you're listening; expressing surprise

**Listening:** Diana's week

**Speaking:** Role play of surprising conversations

# 1 Interactions Expressing surprise

**Learning objective:** Practice showing that you're listening; express surprise.

## A

- Direct Ss' attention to the pictures to set the scene.  
Ask: *Where are they in the first picture? (At school.) What are they doing? (Talking.) Where is the second picture? (Walt Disney World.)*
- Ask the question. Elicit Ss' ideas.

## B (Level 1, Track 143)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

## Presentation Plus: Disappearing dialogue page xxvii

After doing Part B, follow the steps for *Disappearing dialogue* to practice expressing surprise.

## C (Level 1, Track 144)

- Point out the target expressions in the conversations (*Uh-huh. You're kidding!*). Explain that there are other ways to show interest and express surprise.

- Go over the expressions in the boxes. Explain that these are words that are used to show that you are listening to someone. These words are not always meaningful on their own. Explain that *Really?* and *What?* have question marks, but they aren't really questions.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Diego's lines. Show how to substitute another way to show you're listening and another way to express surprise.
- Have Ss practice the substitution conversations in pairs, then change roles and practice again.
- **Option** Have a pair of Ss perform the conversation in front of the class.

## D

- Go over the instructions.
- Have Ss check the best responses and then compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to take turns saying the sentences and responding.



## 2 Listening What a week!

**Learning objective:** Develop skills in listening for main ideas.

**A** 🎧 (Level 1, Track 145)

### **Presentation Plus: Tip**

Before doing Part A, books closed. Zoom in on the pictures. Have Ss look at the pictures and predict what will happen in the listening. Elicit a few ideas for each picture and write them in note form next to the pictures using the Pen tool. Have Ss check their predictions as they do Part A.

- **Tip** When an audio program is long, pause it where appropriate (e.g., after the speakers discuss each day). It may be helpful to mark where you plan to pause the audio program in this book.
- Go over the instructions.
- Play the audio. Stop after Diana says, “Yeah. I just didn’t answer them. Numbers 8, 9, and 10.” Ask: *Which picture is it? (The one where she’s taking the test.)* Point out that the number *1* is in the box.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

**B** 🎧 (Level 1, Track 145)

- Go over the instructions.
- Play the audio again. Stop after the same line as in Part A. Point out that *answer* and *questions* are on the lines.
- Continue to play the audio and have Ss listen and complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

## 3 Speaking Really?

**Learning objective:** Show that you’re listening; express surprise.

- Direct Ss’ attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circles.)

**A**

- Go over the instructions and the example.
- Have Ss work individually to match the sentences and then compare answers with a partner.
- Go over the answers with the class.

**B**

- Put Ss in pairs and designate one S to be partner A and one S to be partner B.
- Go over the instructions and the descriptions of the roles for A and B.
- Go over the example conversation.
- Have Ss work in pairs to role-play the situation, then change roles and practice again.

**C**

- Go over the instructions.
- Model the activity with a S. Tell about an interesting thing that happened last week. Say a sentence about what you did in the past week that is not surprising (e.g., *I watched TV last night.*). Elicit a response (e.g., *Oh?*). Say a sentence that is surprising (e.g., *I watched TV until 4 in the morning.*). Elicit a response (e.g., *Really?*).
- Have Ss role-play new situations using their own ideas.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in showing they are listening and expressing surprise. Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the “can do” statements if they can show that they are listening and can express surprise. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

### **Additional practice**

For more practice, use:

Workbook	page 76
Online Self-study	Lesson B

## 2 Listening What a week!

A 🎧 Listen to Diana tell her friend about the past week. Number the pictures from 1 to 4.



B 🎧 Listen again. What surprises Diana's friend? Complete the sentences.

- 1 Diana didn't answer three questions.
- 2 Diana's old boyfriend called her.
- 3 Julie didn't like the colors.
- 4 Diana stayed home on Friday (night).

## 3 Speaking Really?

A Match the sentences. Then compare with a partner.

- |                                                                      |                                  |
|----------------------------------------------------------------------|----------------------------------|
| 1 Last night, I studied for my English test for five hours. <u>b</u> | a I watched them with my dad.    |
| 2 I just checked my email. <u>d</u>                                  | b But I didn't get a good score. |
| 3 Last week, I streamed two movies. <u>a</u>                         | c I'm learning Chinese.          |
| 4 On Thursday, I started a new class. <u>c</u>                       | d I have 100 new messages.       |

B **PAIR WORK** Role-play the situations in Part A. Then change roles.

Student A: Say the lines from Part A.

Student B: Show interest or express surprise.


A: Last night, I studied for my English test for five hours, but I didn't get a good score.

B: You're kidding! Why not?

C **PAIR WORK** Role-play new situations. Use your own ideas.

# C Did you make dinner last night?

## 1 Vocabulary Things to do

A  Listen and repeat.



do laundry



do the dishes



get a haircut



go grocery shopping



have a party



make dinner



see a play



see friends




sleep

B **PAIR WORK** How often do you do the things in Part A? Tell your partner.

"I do laundry once a week. I do the dishes every day ..."

## 2 Conversation Last night

 Listen and practice.

- Mindy** Hi, Pete. Did you see Jennifer last night?
- Pete** Yes, I did. But the day didn't go so well.
- Mindy** Really? What happened?
- Pete** Well, I did my laundry yesterday morning, but my favorite white shirt turned pink.
- Mindy** You're kidding!
- Pete** Then I got a haircut, but I really didn't like it.
- Mindy** Oh, yeah? Did you make dinner for Jennifer?
- Pete** Well, I slept for a while, so I didn't go grocery shopping.
- Mindy** Oh. Did you eat anything?
- Pete** Yeah, we did. Jennifer bought a pizza for us.
- Mindy** Really?



### LESSON C overview


**Vocabulary:** Things to do

**Grammar:** Simple past irregular verbs; yes / no questions

**Speaking:** Interview about routine events in the past

## 1 Vocabulary Things to do

**Learning objective:** Use vocabulary for things to do.

**A**  (Level 1, Track 146)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show things to do.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- Ss often confuse *make* and *do*. Point out that they need to remember which verb goes with which activity. Say: *We do dishes and laundry, but we make dinner.*
- **Option** Have Ss take turns saying the verbs as their partner completes the phrase. Point out that more than one noun may complete the phrase.

**B**


- Go over the instructions.
- Model the activity. Tell the class how often you do some of the things in Part A.
- Have Ss work in pairs to take turns telling how often they do the things in Part A.
- Call on Ss to tell the class about their partner's routines.

**Presentation Plus: Choose ABC** page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for things to do.

## 2 Conversation Last night

**Learning objective:** Practice a conversation about yesterday's events; see simple past of irregular verbs and yes / no questions in context.

 (Level 1, Track 147)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A couple.) Where are they? (At home.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Point out that *yesterday* means the day before today. Mime the past by putting your hand over your shoulder.
- Have Ss practice the conversation in pairs. Remind Ss to use their voices to express surprise.
- Then call on one pair to act the conversation out for the class.

**Presentation Plus: Find the match** page xxviii

After talking about the picture, follow the steps for *Find the match* to practice vocabulary for things to do. Hide *laundry, haircut, grocery shopping*. Have Ss listen for the answers. Reveal the correct answers on the board.

**Extra activity: Extension**

Model the activity with a S. Have the S read Mindy's lines. With your book closed, respond appropriately to Mindy's questions. You don't have to say Pete's lines exactly, just give the same information that is in the conversation. Have Ss practice the conversation in pairs, with one person reading the lines and the other person with book closed. Then change roles and practice again.



### 3 Grammar Simple past irregular verbs; yes / no questions

**Learning objective:** Practice simple past irregular verbs and yes / no questions.

 (Level 1, Track 148, Track 149)

#### Simple past irregular verbs

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for the simple past of irregular verbs:
  - 1 Focus on form in affirmative statements. Write on the board: subject + past tense form
  - 2 Focus on form in negative statements. Write on the board: subject + *didn't* + verb
  - 3 Focus on use. Say: *As with regular verbs, we use the simple past tense of irregular verbs for actions that happened at a specific time in the past, for example, last night or last week.*
- Direct Ss' attention to the box of common irregular verbs.
- Point out that Ss need to memorize the past tense forms of irregular verbs.

#### Yes / no questions and answers

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for yes / no questions and short answers:
  - 1 Focus on form in questions. Write on the board: *did* + subject + verb
  - 2 Focus on form in short answers: *yes* + subject + *did* or *no* + subject + *didn't*
  - 3 Explain that regular verbs follow the same rules. Give an example: *Did you stay out late last night?* Elicit answers (*Yes, I did. No, I didn't.*).
- Refer to the conversation in Exercise 2. Have Ss underline all forms of irregular verbs.
- Check comprehension. Ask: *Did Pete see Jennifer last night? (Yes, he did.) Did he like his haircut? (No, he didn't.) Did he go grocery shopping? (No, he didn't.) Did they eat pizza? (Yes, they did.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

#### A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

#### B

- Go over the instructions and the example.
- Have Ss work individually to put the words in order to make questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.

#### C

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part B.
- Call on Ss and ask the questions. Elicit the answers.

### 4 Speaking Did you?

**Learning objective:** Use past time expressions to talk about routine events in the past.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

#### A

- Go over the instructions and the example conversation.
- Have Ss work individually to add two past time expressions to the list (e.g., *last month, last year*).
- Have Ss work in pairs to take turns asking and answering questions with each time expression.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in statements and yes / no questions with the simple past.

#### B

- Go over the instructions.
- Have Ss work in groups to take turns sharing information about their partner in Part A.
- Call on Ss to tell the class about their partner.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about routine events in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

#### Additional practice

For more practice, use:

Workbook	pages 77–79
Online Self-study	Lesson C

### 3 Grammar Simple past irregular verbs; yes / no questions

I **saw** Jennifer last night.  
She **bought** a pizza.  
They **ate** a pizza.

I **didn't see** Jennifer last week.  
She **didn't buy** soup.  
They **didn't eat** salad.

Did you **see** Jennifer last night?

Yes, I **did**. No, I **didn't**.

Did she **buy** dinner?

Yes, she **did**. No, she **didn't**.

Did they **eat** dinner?

Yes, they **did**. No, they **didn't**.

#### A Complete the conversation with the simple past tense form of the verbs.

Then practice with a partner.

A Hey, Pablo. Did you do (do) today's homework?

B I didn't. I didn't have (not / have) time.

A Really? Why not?

B I saw (see) some friends yesterday. We ate (eat) lunch, and then we went (go) to the mall.

A Oh, yeah? Did you buy (buy) any clothes?

B I didn't buy (not / buy) anything! So, did you do (do) your homework?

A Yes, I did. And no, you can't see it!

#### Common irregular verbs

buy → <b>bought</b>	have → <b>had</b>
do → <b>did</b>	make → <b>made</b>
drink → <b>drank</b>	meet → <b>met</b>
drive → <b>drove</b>	read → <b>read</b>
eat → <b>ate</b>	see → <b>saw</b>
fall → <b>fell</b>	sleep → <b>slept</b>
get → <b>got</b>	take → <b>took</b>
go → <b>went</b>	write → <b>wrote</b>

Go to page 152 for a list of more irregular verbs.

#### B Put the words in order to make questions. Then compare with a partner.

1 last night / you / see / did / your friends

Did you see your friends last night?

2 go / last weekend / you / did / grocery shopping

Did you go grocery shopping last weekend?

3 watch / you / a movie / did / last night

Did you watch a movie last night?

4 yesterday / stay home / you / did

Did you stay home yesterday?

5 make dinner / did / on Thursday / you

Did you make dinner on Thursday?

6 you / did / last Saturday / have a party

Did you have a party last Saturday?

#### C **PAIR WORK** Ask and answer the questions in Part B. Answer with your own information.

A: Did you see your friends last night?

B: Yes, I did. I saw two friends. We ate out at a restaurant.

### 4 Speaking Did you?

#### A **PAIR WORK** Add two past time expressions to the list. Then ask and answer *Did you ... ?* questions with each time expression. Take notes.

A: Did you make dinner last night?

B: Yes, I did. Did you do laundry last night?

A: No, I didn't.

#### Past time expressions

last night	last week
yesterday	last weekend

#### B **GROUP WORK** Tell your group about your partner's answers. Did anyone do anything interesting?

### 5 Keep talking!


Go to page 147 for more practice.

# I saw a great movie.

## 1 Reading 🎧

**A** Do you read the review of a movie before you watch it? Or do you think it spoils the fun?

**B** Read Matt's review and the comments people made. Who liked the movie?




### Matt's Movie Reviews

**Too Young to Love**

On Friday, my friend Naomi and I hung out together. We had a very good time. We saw a great old movie at the Cineplex. They are showing old movies all month. Did anyone see *Too Young to Love*? I loved it! It's a story about two young people who are in love. Their parents think they are too young, so they can't get married. It's not a sad movie. It's really funny! We laughed a lot.

MONDAY, 11:00



**CGIRL** I saw *Too Young to Love*. I also saw the play. Both are good. See the movie and the play.

MONDAY, 11:26 A.M.

**OSCAR** *Too Young to Love*?! You're kidding! I hated the movie, but I liked the music. The sound track had some really good old songs.

MONDAY, 1:00 P.M.

**TOMAS** My friend and I saw it. She laughed. I cried because I paid for the tickets, and I didn't like it at all.

TUESDAY, 7:00 A.M.

**JOE C** I liked *Too Young to Love*. I saw three old movies at the Cineplex last month, and I really liked all of them.

TUESDAY, 12:45 P.M.

**MARIA** What?! *Too Young to Love*?! I hated the movie, but I loved the book.

TUESDAY, 1:15 P.M.

**C** Read the blog again. Correct the false sentences.

- 1 Matt saw the movie on ~~Saturday~~.
- 2 Oscar hated the music.
- 3 Tomas liked *Too Young to Love*.
- 4 Joe C didn't see any movies at the Cineplex last month.
- 5 Maria hated the book *Too Young to Love*.

Matt saw the movie on Friday.

Oscar liked the music.

Tomas didn't like "Too Young to Love."

Joe C saw three movies at the Cineplex last month.

Maria loved the book *Too Young to Love*.

OR Maria hated the movie "Too Young to Love."

**D** **PAIR WORK** Do you or your friends ever post reviews of movies, food, or places you visit online?

What do you post about? Tell your partner.

"My friend Rosa reviews every restaurant she goes to. She is a hard critic!"

## LESSON D overview


**Reading:** “Matt’s Movie Reviews” (blog posts)

**Writing:** A blog post

**Speaking:** “Find someone who” activity about past activities

# 1 Reading Matt’s Movie Reviews

**Learning objective:** Read and discuss a blog; develop skills in reading for details.

**A**  (Level 1, Track 150)

- Go over the questions.
- Elicit answers from the class.

## B

- Pre-teach unfamiliar vocabulary.

### Vocabulary

**be in love:** to love someone romantically, such as a boyfriend / girlfriend or husband / wife

**get married:** become husband and wife

**sad:** not happy, the way you feel when something bad happens

**funny:** a quality that makes you laugh

**sound track:** the music in a movie or TV show

- Go over the instructions and the question.
- Have Ss read Matt’s blog.
- Elicit the answers.

### Answers

Matt, cgirl, and Joe C liked the movie.

## C

- **Tip** Tell Ss that when they read something they can often tell how the writer feels by the words and expressions they use. Have Ss notice the expressions in the blog posts that tell how someone feels.
- Go over the instructions.
- Have Ss read the blog again and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

## D

- Go over the questions and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

### Extra activity: Extension

Have Ss look for movie reviews in English in a newspaper, in a magazine, or online. Have Ss take notes on the name of the movie, the opinion of the reviewer, and any expressions that tell them what that opinion is. Have Ss talk about the reviews in pairs or small groups. Elicit examples from the class.

### Presentation Plus: Search and highlight page xxxi

After doing Part D, follow the steps for *Search and highlight* to review simple past regular and irregular verbs and *yes / no* questions in the blog. Say: *Find an irregular verb. Find a yes / no question.*



## 2 Writing A blog post

**Learning objective:** Write blog posts and talk about them.

### A

- Go over the instructions.
- Model the activity. Say a day, the activity, the place, and other information.

### B

- Go over the instructions and the example.
- Check comprehension. Ask: *What did she do after class? (She went shopping.) Did she buy a sweater? (No, she didn't. She bought a watch.) Did she go home at 8:00 p.m.? (Yes, she did.)*
- Have Ss write a blog post about a day last week.

### C

- Go over the instructions and the example.
- Have Ss work in pairs to take turns sharing their posts, and asking and answering questions.

## 3 Listening A busy week

**Learning objective:** Develop skills in listening to main ideas.

### A (Level 1, Track 151)

- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Go over the answers with the class.

### B (Level 1, Track 151)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the activities Matt enjoyed.

## 4 Speaking I played in a band last year.

**Learning objective:** Talk about past activities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

### A

- Go over the instructions and the example conversation.
- Have Ss work individually to add two past activities to the chart.
- Have Ss walk around the room to ask and answer questions to complete the chart.
- Go around the room and provide help as needed. Take notes of the errors you hear Ss make in statements and yes/no questions with the simple past.

### B

- Go over the instructions and the example.
- Call on Ss to share what they learned with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about past activities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

#### **Presentation Plus: Tip**

After doing Part B, zoom in on the chart. Ask the class *Did you play in a band last year? Raise your hand.* Write the total into the chart on the board. Repeat for each activity to review question formation and find out the most popular activities in the class.

#### **Extra activity: Memory Game**

Have Ss sit in a circle. If your class is large, divide Ss into groups. Model the activity. Have a S tell one thing he or she did in the past (e.g., *I played in a band last year.*). Repeat what the S did, and add one thing you did in the past (e.g., *Maria played in a band last year, and I called my mother last night.*). Have Ss go around the circle with each person repeating what the Ss before said, and adding their own past action.

#### **Additional practice**

For more practice, use:

Workbook	page 80
Online Self-study	Lesson D

## 2 Writing A blog post

**A** Choose one day last week. Complete the chart with information about the things you did that day.

Day	Activities	Places	Other information

**B** Write a blog post about that day. Use the model and your answers in Part A to help.

**C PAIR WORK** Share your post. Ask and answer questions for more information.

"Did you have a good time? Did you eat out?"

### Friday

After class, I met my friend Terry. We went shopping at the mall. I bought a new watch. I didn't pay much for it, but I really like it. I went home at 8:00 p.m.

## 3 Listening A busy week

**A** Listen to Matt talk about last week. What activities did he do? Check (✓) the correct answers.

- |                                                  |                                                       |                                            |
|--------------------------------------------------|-------------------------------------------------------|--------------------------------------------|
| <input checked="" type="checkbox"/> did laundry  | <input checked="" type="checkbox"/> made dinner       | <input type="checkbox"/> read books        |
| <input checked="" type="checkbox"/> got up early | <input type="checkbox"/> played soccer                | <input type="checkbox"/> stayed out late   |
| <input type="checkbox"/> got up late             | <input checked="" type="checkbox"/> played the guitar | <input checked="" type="checkbox"/> worked |

**B** Listen again. What activities did Matt enjoy? Circle the activities above.

## 4 Speaking I played in a band last year.

**A CLASS ACTIVITY** Add two past activities to the chart. Then find classmates who did each thing. Write their names and ask questions for more information.

Find someone who ...	Name	Extra information
bought a cell phone last year		
got a haircut last week		
saw a friend yesterday		
made dinner last night		
watched a game on TV last weekend		
wrote a blog post yesterday		

**A:** Did you buy a cell phone last year, Alex?

**B:** Yes, I did.

**B GROUP WORK** Share your information.

"Alex bought a cell phone last year."

# Wrap-up

## 1 Quick pair review

### Lesson A Find out!

What are three things both you and your partner did after class yesterday?

What are three things you didn't do? You have two minutes.

A: I walked home after class yesterday. Did you?

B: Yes, I did. I watched TV at home. Did you?

A: No, I didn't. I listened to music.

### Lesson B Do you remember?

Circle the correct answers. You have two minutes.

- |                                                                   |                                                                       |
|-------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1 A I listened to all of Taylor Swift's songs today.              | 3 A Charlie's band played at The Red Room downtown on Saturday night! |
| B Oh? / <u>You're kidding!</u> All of them? She has a lot!        | B <u>What?</u> / Oh? No way! That's so cool! I didn't know that.      |
| 2 A Janet uploaded photos from the party.                         | 4 A I visited my grandmother last weekend.                            |
| B <u>Uh-huh.</u> / Really? I know. I looked at them this morning. | B You're kidding! / <u>Oh, yeah?</u> How is she doing?                |

### Lesson C Test your partner!

Say eight irregular verbs in the simple present. Can your partner write the simple past forms of the verbs correctly? Check his or her answers. You have two minutes.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

### Lesson D Guess!

Make two true sentences and one false sentence about your activities last week. Can your partner guess the false sentence? Take turns. You have two minutes.

A: I watched 20 movies last week. I played basketball in the park. I saw a play.

B: You didn't watch 20 movies.

A: You're right. I only watched 12.

## 2 In the real world

Did anyone else do the same things as you yesterday? Go online and find three English-speaking bloggers who did the same activities as you yesterday. Then write about them.

- What activities did both you and the bloggers do yesterday?
- What are the bloggers' names? Where are they from?

### Bloggers and Me

I played basketball yesterday. Three bloggers also played basketball yesterday. Diego is from California. He played basketball with his brother.

# 1 Quick pair review

**Learning objective:** Review past actions, expressions of surprise, and irregular verbs.

## Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you did after class yesterday. Elicit whether the S did it, too. Continue until you find three things you both did, and three things you didn't do. Have Ss work in pairs to find out three things they both did and didn't do. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

## Lesson B Do you remember?

- Go over the instructions.
- Have Ss circle the correct answers. Set a time limit of two minutes.
- Go over the answers with the class.

## Lesson C Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying eight irregular verbs in the simple present and writing the simple past forms. Set a time limit of two minutes.
- Have Ss check their partner's answers.
- Elicit present and past tense forms.

### **Presentation Plus:** List that page xxix

After doing *Test your partner!*, instead of eliciting answers (last step), follow the directions for *List that* to review irregular verbs in the simple present and simple past.

## Lesson D Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying the sentences and guessing which one is false.
- Call on Ss to share one true sentence about their activities.

# 2 In the real world

**Learning objective:** Research bloggers and write about them.

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research three English-speaking bloggers who did the same activities they did.
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.