UNIT 6

Simple Past Tense: Affirmative Statements

Illustration

Culture Notes
In many countries it is common to visit the graves of family members and friends and to leave flowers at the gravesite. RIP (on the gravestone to the right) is short for Rest in Peace.

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where is the woman? (At the cemetery.)
- What is she doing? (Visiting a grave/Bringing flowers to the grave.)
- Tell the students to look at the last line of Albert Rimes’ gravestone. How long did he live? (80 years.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Tell students to look at the words in bold type on the gravestone. Ask:

- What tense are the verbs in? (Simple past tense.)
- Why? (Because they are about someone who is dead/whose life is in the past.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Background Notes for Exercise 1

You may want to show students the following three examples of haiku poetry by Basho:

The old pond;
the frog.
Plop!

As for that flower
By the road—
My horse ate it!

First day of spring—
I keep thinking about the end of autumn.

Background Notes for Exercise 3

Robert Frost (1874–1963) is one of the most popular poets in the United States. He was born in California but spent much of his life in the New England region of the States. The themes of many of his poems reflect his experiences living in the New England countryside. The language of his poetry is known for being straightforward, but the subject matter is often philosophical, dealing with life’s universal issues. Frost won four Pulitzer Prizes for his poetry. The poem that the student refers to in Exercise 3 is Frost’s very famous “The Road Not Taken.” You may wish to bring in a copy of the poem for the class to read.

Optional Communication Activity

Have students work in pairs. Ask them to reread the information about Matsuo Basho (Exercise 1) and Emily Dickinson (Exercise 2.) In what ways were the two poets similar? How were they different?

EXAMPLES:

A: Both Basho and Dickinson were poets.
B: Basho lived in the seventeenth century. Dickinson lived in the nineteenth century.

Optional Writing Activity

Have the students write a short biography of a famous writer or poet who is no longer living. They can use Exercises 1 and 2 as examples.
UNIT 7

Simple Past Tense: Negative Statements and Questions

Illustration

Background Notes
Amelia Earhart /əˈmiːlə ˈɛərhart/ (1897–1937) was born in the state of Kansas, in the United States. As a young woman, she traveled a lot and was a volunteer nurse during World War I. After the war, she became very interested in flying. In 1932 she became the first female pilot to cross the Atlantic Ocean alone. The article in the illustration reports her mysterious disappearance over the Pacific Ocean on July 2, 1937, while trying to fly around the world with her navigator Fred Noonan. The plane was never found. Most researchers believe that her plane ran out of gas and crashed into the Pacific less than an hour after Earhart radioed that they were lost and low on fuel. Some researchers are still trying to locate remains of her plane. For more information about Earhart’s life, see Exercises 1 and 2 on page 30 in your book.

Pre-reading Questions
Have students look at the illustration. Ask these questions:
   - Where does this article come from? (A newspaper.)
   - Where was the woman when the photo was taken? (In an airplane.)
   - What was her job? (A pilot.)
   - Do you know the woman’s name? (Amelia Earhart.)

Have students read the article and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the article. Ask:
   - What word is often used in both negative statements and questions about the past? (Did.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
**Optional Communication Activity**

This is a guessing game. Have students work in pairs. Each student should think of a famous person who is no longer alive. The students interview each other in order to guess the identity of the chosen person.

**EXAMPLE:**

A: Where was he or she born?
B: She was born in Poland.
A: Was she a writer?
B: No, she wasn’t.
A: When did she live?
B: The late 19th to early 20th centuries.
A: Did she spend her whole life in Poland?
B: No, she didn’t. She moved to France.
A: Did she work with her husband?
B: Yes, she did.
A: Is it Marie Curie?
B: Yes, it is.

**Optional Writing Activity**

Have students choose someone to interview about their past. (They can choose someone famous or someone they know such as a classmate, a friend, or a relative.) They should then write ten interview questions to ask. If they choose someone they know, they can actually interview the person and write their answers too.
Illustration

Pre-reading Questions
Have students look at the cartoon. Point out that the man in the cartoon is looking at a photograph. Ask these questions:

Who is the man in the photograph? (It’s the same man who is holding the photo.)

Compare the man in the photograph to the man holding the photograph.
What are some of the things that are the same? (They are wearing the same clothes/the same T-shirt/the same jeans.)
What are some of the things that are different? (The man in the photo is young. The man holding the photo is middle-aged. The man in the photo has more hair. The man holding the photo doesn’t have much hair. The man in the photo has dark hair. The man holding the photo has gray hair. The man in the photo is thin. The man holding the photo is heavy. The man in the photo is wearing loose/baggy clothes. The man holding the photo is wearing tight clothes.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Point out the words in bold type in the cartoon. Ask the students:

When did the man wear baggy jeans? (In the past/When he was young.)
Did he wear them only one time? (No. He often wore them.)
Does he still wear baggy jeans? (No.)
Ask them to guess the meaning of used to (To talk about something in the past that was a habit/that someone often did but that no longer happens.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Ask students to bring in photos of themselves when they were younger. Have them work in small groups. They can discuss how they used to be and how they are now. How did they use to look? How did they use to dress? What did they use to do?

EXAMPLE:

A: I used to have really long hair.
B: I never used to wear jeans.
etc.

Optional Writing Activity

Have students write a two-paragraph composition contrasting their life in the past and their life now. In the first paragraph, they should describe how their life used to be at some time in the past. In the second paragraph, they should describe their present life.
UNIT 9
Past Progressive

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where is the woman? (In the hospital.)
What happened to her? (She broke her leg/She had an accident.)
Who is the man? (A friend/visitor.)
How does the man look? (Surprised/Confused.)

Point out that the woman has two thought bubbles:
What was she doing in the first bubble? (Running after a bus/Trying to catch a bus.)
What was she doing in the second bubble? (Snowboarding.)
What really happened? (She was running after the bus.)
What did she say she was doing? (Snowboarding.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Point out the words in bold type in the cartoon. Ask:

What form is the verb in? (The past progressive.)
Tell the students to imagine that the woman had her accident at 2:05.
Ask:
When did she start running—before 2:05, at 2:05, or after 2:05? (Before 2:05.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Have students work in small groups. Ask them to look again at the cartoon on page 36 and brainstorm other “excuses” for the accident. They should write down their ideas. Encourage creativity. Then ask the groups for their sentences and put them on the board. The class can vote for the “best” or funniest excuse.

EXAMPLES:

I was riding my bike.
My sister and I were climbing Mount Everest.
My cat was up in a tree. I was climbing the tree to get it.
I was walking a tightrope in the circus.

Optional Writing Activity

Have students write a paragraph describing what they were doing at a specific time yesterday. What were they wearing? What were they thinking about? What were other people around them doing?

EXAMPLE:

It was 9:00 p.m. I was at home watching TV. I was wearing jeans and a T-shirt and thinking about my homework, but I wasn’t doing it. My sister was in the next room sleeping. She was snoring . . .
UNIT 10

Past Progressive and Simple Past Tense

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Who is the man on the left? (A police officer.)
Who is the man on the right? (A witness/Someone who saw an accident.)
What are they talking about? (A car accident.)
What was the driver of the car on top doing? (Talking on his cell phone/the phone.)

Have students read the cartoon and do the Check Point. Check their answers.

Background Notes
Statistics have shown that it is very dangerous to talk on handheld phones while driving. As a result, many cities and some states in the United States have passed laws against driving and talking on hand-held phones except in cases of emergency. Ask students what the law is in other countries that they are familiar with.

Grammar Point Focus
Have the students look at the words in bold type in the cartoon. Ask:

What form is was talking? (Past progressive.)
What form is hit? (Simple past tense.)
Which action happened first? (Was talking.)
Which action lasted longer? (Was talking.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Think of an event that most of your students will be familiar with (an extreme weather condition, an accident, a political event, a classroom or school happening.) Lead a classroom discussion. Ask students to describe what they were doing when the event happened. Ask them what they did when the event happened.

EXAMPLE:

A: What were you doing when the lights went out last summer?
B: I was at home eating dinner.
A: What did you do when the lights went out?
B: I lit some candles and looked for batteries for my radio.

Optional Writing Activity

Have the students write a description of an event that they witnessed: an accident, a crime, a reunion, a wedding, or any other event. Remind them to use the past progressive and the simple past tense to describe what was happening and what happened during and after the event.

EXAMPLE:

I was walking down the street when all of a sudden I saw smoke coming from a building. I immediately looked for a phone and . . .