

UNIT 10

The Past of *Be*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these people? (*Mother and son.*)

Where are they? (*At a museum.*)

How old is the dinosaur, probably? (*Millions of years old.*)

How old is the mother, probably? (*30-35.*)

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

Grammar Point Focus

Point out the word in bold type in the cartoon. Ask the students:

Is **were** past or present? (*Past.*)

What is the subject of the question? (*You.*)

Is **were** before or after the subject? (*Before.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students sit in pairs and talk about what they did the previous weekend. Remind them to form questions with **who / what / when / where / why / how**.

EXAMPLE:

A: Where were you last Friday night?

B: I was at a party.

A: Who was with you?

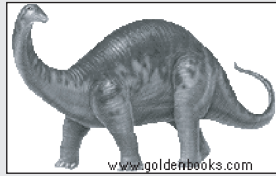
B: Mehmet and Sasha.

etc.

Optional Writing Activity

Here is information about another dinosaur. Have students write a paragraph about it using the past with **be**. Students may use the sentences on the bottom of page 44 as models.

Apatosaurus



Size	70–90 feet (21–27 meters)
Weight	66,000–76,000 pounds (30,000–34,000 kilograms)
Body	very small head, small brain, very long tail, short legs
Food	plants
Characteristics	Slow, not intelligent

EXAMPLE:

The Apatosaurus was very long, but it wasn't very tall. Its neck was very long . . .

UNIT 11

The Simple Past of Regular Verbs: Statements

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are the people in the picture? (*Father and son / man and boy.*)

What is in the boy's hand? (*Paintbrush.*)

Where are they? (*Boy's room.*)

Does the painting look like the man? (*No.*)

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

Grammar Point Focus

Tell students to look at the verb in the caption. Ask:

What tense is the verb in? (*Simple past tense.*)

Why? (*It expresses an action that is finished.*)

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 pairs. On the board, write the information about Frida Kahlo, the wife of Diego Rivera. Students should take turns making true or false statements about Frida using the past tense. Partners listen and respond by saying "true" or "false" and correcting false statements.

EXAMPLE:

A: Frida Kahlo started to paint in 1928.

B: That's false. She started to paint in 1925.

July 6, 1907

1925

1928

1929

1938

1940

1941

1953

July 13, 1954

Born in Mexico.

Starts painting after a serious bus accident

Shows her first paintings to Diego Rivera

Marries Diego Rivera

Exhibits paintings in New York City

Divorces Diego Rivera for one year

Remarries Diego Rivera

Exhibits paintings in Mexico

Died

Optional Writing Activity

Have students write a short biography of a famous painter who is no longer living. They can use Exercise 3 as an example.

UNIT 12

The Simple Past of Irregular Verbs: Statements

Illustration

Pre-reading Questions

Have students look at the painting. Ask these questions:

What is happening in the painting? (*The ship is sinking.*)

What is the name of the ship? (*Titanic.*)

How is the weather? (*Very cold.*)

What caused the accident? (*The ship hit an iceberg.*)

Are there enough lifeboats for everybody? (*No.*)

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

Grammar Point Focus

Point out the words in bold type. Ask the students:

How many different verbs are there? (*Five.*)

What are they? (*Was, thought, hit, sank, lost.*)

What is the time? (*Past.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in pairs. Give each pair a piece of paper with one or two irregular verbs written on it (such as **catch, dig, get, give, keep, see, teach**, etc.) Give different verbs to each pair. Then have the students talk to each other using the simple past form of the verbs as much as possible (in the affirmative and negative).

EXAMPLE:

A: For my birthday, my brother gave me a new CD. I liked the CD. I kept it.
But my cousin gave a shirt. I didn't like the shirt. I didn't keep it. I gave it to my brother.

B: I was at a museum last week. I saw paintings. I saw a dinosaur exhibit. I didn't see the murals at the entrance.

Optional Writing Activity

Have students write a paragraph in which they summarize a movie plot. They can use the synopsis on page 52 as a model. Remind them to use verbs in the simple past.

EXAMPLE:

Movie: *The Sound of Music*

Captain Von Trapp was an officer in the Austrian army in 1939. He had seven children. He didn't have a wife. He found a young woman named Maria to be the children's governess . . .

UNIT 13

The Simple Past: Questions

Illustration

Pre-reading Questions

Have students look at the illustration. Ask these questions:

Where are the penguins? (*The South Pole.*)

Who made the sign “South Pole”? (*Humans; people.*)

How do the penguins feel about the sign? (*Confused, curious.*)

Have students read the illustration and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the illustration. Ask:

What kind of questions start with the word Did? (*Simple past yes/no questions.*)

What are some other words that can start simple past questions? (*Why, where, who, when, etc.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Note for Exercise 2

Liv Arnesen and Ann Bancroft are real people, but Will Frees is not. His name is a joke. (“A person who travels to the South Pole *will* freeze.”)

Optional Communication Activity

Have students role play an interview with Will Frees. Select one student to play the role of Will. The other students should ask him simple past questions about his trip to Antarctica.

EXAMPLES:

When did you travel to Antarctica?

What did you eat?

Where did you sleep?

Did you feel lonely?

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 simple past interview questions to ask. If they choose someone they know, they can actually interview the person and write their answers too.