

## Unit Overview

### Topic: Talking about past events

In this unit students focus on talking about special events. In the Conversation, students listen as Emi and Kate meet at Kate's birthday party. They learn the rules for showing location and using past tense in How English Works. Students describe past events in various Situations. In the Communication section, students talk about their childhood. In English Out There, students talk about holidays.

### Audio CD-2:

Vocabulary Preview  
Conversation

CD 2 track 26  
CD 2 track 27

Conversation questions (1-3)  
How English Works (1-12)  
Situations (1-5)

CD 2 track 28  
CD 2 track 29  
CD 2 track 30

### Warm Up (books closed)

This activity will familiarize students with vocabulary for talking about special events.

1. Greet students and introduce the warm up. T: *Hello. Today we're going to talk about special events.*


2. Elicit some special events from students. T: *Can anyone think of a special event? If necessary, define "special event." T: Is this class a special event? No, not really. Is your birthday a special event? Certainly!*

3. Ask students a few questions about their special events. T: *Okay, now think of a special event in your life. What was it? What did you do?*

### Unit Goals & Vocabulary Preview page 95

① Read over the Unit Goals with the students.

② Introduce the vocabulary. T: *In this unit, we're going to review vocabulary for places, past tense verbs, and expressions for special events.*

③  Read the words or play the audio. T: *First, let's look at some places in the home.*

④ Provide definitions or simple drawings if students are not familiar with any of the places.

⑤ Have students repeat the words.

Emphasize the stressed syllables. T: *Repeat the words: kitchen, bedroom, etc.*

⑥ Elicit additional words. T: *Can anyone think of other places at home?*

⑦ Have the students work with a partner to think of additional words. Allow a minute or two. Then have the pairs share their new items with the class.

⑧ Repeat Steps 3 through 7 for **Past tense verbs** and **Expressions for special occasions**.

### Vocabulary Preview: word stress and other examples

Places at home  
**kitchen**  
**bedroom**  
**living room**  
**dining room**  
**bathroom**  
**hallway**  
**porch**  
**yard**

Other examples  
*guest room*  
*family room*  
*study*

Past tense verbs  
**buy - bought**  
**come - came**  
**do - did**  
**drink - drank**  
**eat - ate**  
**go - went**  
**have - had**  
**run - ran**

Other examples  
*understand - understood*  
*speak - spoke*  
*take - took*

Expressions for special occasions  
**Happy Birthday!**  
**Happy Anniversary!**  
**Merry Christmas!**  
**Happy New Year!**  
**Congratulations!**  
**I'm so happy for you!**

#### Other examples

*Happy Thanksgiving.*  
*Many happy returns.*

## Conversation page 96


This conversation shows ways of indicating locations and also models past tense verbs.


❶ Introduce the activity. Ask students questions about the Conversation illustrations.

Encourage the students to guess, even if they are not sure. T: *Now turn to page 96.*

*Look at the illustrations. Where are Kate and Emi? [at a party] Look at Frame 2. How does Kate feel? [happy/excited] How can you tell? [she's smiling] What does Kate do in Frame 6? [spills her drink]*

❷ Set up the situation before playing the audio. T: *It's Kate's birthday. Emi and Kate talk about her party. Let's listen.*

❸  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along.* Play the audio twice. Ask students to listen with their books closed the second time.

❹  Play or read the Conversation questions. Have students listen to the questions and circle the answers. T: *Listen to the questions and circle the correct answers.*

Question 1: *Whose birthday is it?*

Question 2: *Where is Luis?*

Question 3: *Why does Kate say, "I'm sorry" to Luis?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) Kate's (In Frame 1, Emi says "Hey, Kate. Happy birthday.")
2. (c) He's standing next to the door. (In Frame 4, Emi says, "He's by the door.")
3. (c) She spilled her drink on him. (In Frame 7, Kate says, "Oh, I'm sorry. I spilled it all over you.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Are Kate and Emi having fun? How many people are at the party? What will Luis say to Kate? What do you think will happen next?*

❻ Put the students into pairs. T: *Say the conversation with your partner. Then switch roles and say it again.*

## Practice Point

Have the class stand up and practice together as if the students are at a party.

1. Choose a classmate as "Luis." (Don't tell the person.) Use the real person's name in the conversation.
2. Kate: go over to Luis and "spill your drink" on Luis. (Don't use a real drink!) Apologize.

❼ Have students practice again using the substitution words.

❽ Walk around the classroom, helping students as necessary.

❾ Have the students close their books. Ask some pairs of students to say the conversation from memory.


## Culture Notes

1. At most social events, it's considered a little rude to only talk with one person. People usually mingle with the other guests and introduce themselves to strangers. A common way to introduce yourself is to tell someone your name and ask how that person knows the host of the party.
2. Kate says, "Excuse me" (Frame 5) to Emi. When you are talking to someone, it is polite to say, "Excuse me" before you walk away.
3. Kate says, "I'm sorry" (Frame 7) when she spills her drink. People often say, "I'm sorry" for both small problems and big problems. Kate has caused a bigger problem here, so she says, "I'm sorry" with a lot of emotion in her voice.

## How English Works page 97

This section focuses on locations with prepositions and the past tense.

### Checking students knowledge

- 1 Have students read the examples and the rules and ask them to fill in the blanks.
- 2  Play the audio and have students check their answers.
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Showing location

- 4 Say the example. T: *He's over there. Between Sam and Ana.*

T: *Can you find this statement in the Conversation? (Frame 5)*

*Can you find other sentences that show location? (Frame 4: He's by the door.)*

- 5 Write on the board: Luis is near the door. T: *How do we show location?*

Underline near. T: *With words like "near."* Show the meaning of "near" with classroom objects. (My desk is near me. The door is not near me.)

- 6 Read through the rest of the Rule and More about it: more prepositions. Demonstrate the preposition meanings with a ball (or an eraser or a book) and a box. Give example sentences for each preposition.

- 7 Make sure students understand the meaning of all the propositions.

#### Grammar Point 2: Past tense with "be"

- 8 Say the example: *He was here.*

Ask: *Can you find this sentence in the Conversation? (Frame 3)*

- 9 Write: I am in my office now. T: *How do we make this sentence past tense?*

Write: I was in my office yesterday.

Underline was. T: *We use "was" or "were".*

Give more examples if necessary.

- 10 Read through the rest of the Rule and More about it: questions and negatives.

#### Grammar Point 3: Past tense with regular verbs

- 11 Say the example. T: *Oh, no! I spilled it.*

T: *Can you find a sentence like this in the Conversation? (Frame 7: I spilled it all over you.)*

- 12 Write this sentence: I work in my office every day. T: *How do we make this sentence past tense?*

Write: I worked in my office yesterday.

Underline worked. T: *We use the past tense form of the verb. Underline yesterday. T: We often also indicate a past time.*

- 13 Go over the rest of the Rule and More about it: irregular forms. Give extra examples.

### Using the grammar

- 14 Ask students some questions: about locations:

T: *Where is your (book, desk, backpack)?*

*Where is (name)?*

about past activities:

T: *Where were you last night at 9:00? What did you eat for breakfast? Did you speak English yesterday?*

### Grammar Guide

Grammar Point 1: The most common prepositions to show locations of people in a room are: *near, next to (to the right of, to the left of), across from (opposite), behind, between*. To show locations of objects, we also need: *on, in, over (above), under*.

Grammar Point 2: Be sure to practice all of the forms of "be" in the past tense: statements, questions, negatives, and short answers.

Grammar Point 3: Some common mistakes that students make when forming past tense verbs are: Using the "do" auxiliary with general statements: (~~She did work yesterday.~~) Using the "be" instead of the "do" auxiliary: (~~Was he work yesterday?~~)

Refer the students to Grammar Tables 9-11 on pages 115 - 116 of the Student Book.

### Answers

1. Luis is next to the door.
2. Emi is between Kate and Luis.
3. The book is over there on the table.
4. I was in my office last night.
5. We were at home last night.
6. Was Luis at Kate's party?
7. Ana and Emi weren't late.
8. Kate spilled her drink.
9. Did Dave work yesterday?
10. He didn't work yesterday.
11. Kate had a party last Saturday.
12. I saw a lot of interesting things in London.

## Situations page 98

These situations provide models for talking about past activities.

① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, what are the two men doing? [eating lunch] Where are the boys in Frame 2? [at home/in the living room] In Frame 3, who are the two people? [mother/son] Where are the people in Frame 4? [at the airport] What do you think the man did? [went on a trip] In Frame 5, who do you think the woman and the man are talking about? [the boy/their son]*

② Students can work alone or in pairs to fill in the blanks. T: *Now fill in the blanks with the correct words.*

③ Allow some time for students to fill in all the blanks and then ask if there are any questions.

④ Have the students practice the conversations together orally. T: *Now, practice Conversations 1- 5 with your partner.*

### Everyday Expressions

Write these expressions on the board. Students who finish early can use them as substitutions.

Frame 1: I just stayed at home. = I was at home all weekend.

Oh, no! = Oh, that's too bad!

Frame 2: That was an awesome party last night! = That was a great party last night!  
There were so many people. = There were a million people.

Frame 3: What did you do? = What did you do there?


Did you have a good time? = Did you enjoy yourself?

Frame 4: How was your trip? = Tell me about your trip.

Great. = It was great.

Frame 5: What's wrong? = What's the problem?

⑤ Have students switch A-B roles and read the conversations again.

⑥  Play the audio so students can check their answers. T: *Now check your answers.*

⑦ Ask students to say the conversations from memory. T: *Now, try to remember the conversations. Remind them that they can*

look at the pictures to help them remember the words.

⑧ After students have practiced all 5 conversations, have them talk about their own weekend activities. T: *Now look at number 6. Ask your partner what he or she did on the weekend.*

⑨ Elicit a few answers from the class. T: *(Names), would you two please tell the class about your weekend? What did you do?*

### Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You were missing from class yesterday. Tell your teacher what you were doing.*

Situation 2: *You are telling your friend about your summer vacation.*

Students can write out the dialogues if they wish. After they've finished, have volunteers stand up and present their conversations to the class.

### Answers

- A: I went skiing in Colorado last weekend.  
B: Wow. You're lucky. I just stayed at home.  
A: Actually, I'm not so lucky. I broke my ankle.  
B: Oh, no!
- A: Wow! That was an awesome party last night!  
B: Yeah. There were so many people.  
A: They ate all our food.  
B: Well, you and I ate a lot of it, too.
- A: Where did you go last night?  
B: I went to Jenny's house.  
A: What did you do?  
B: We watched a movie.  
A: Did you have a good time?  
B: Yeah, I guess.
- A: How was your trip?  
B: Great. I went to Tokyo, Beijing, and Seoul.  
A: What did you see?  
B: I saw a lot of things.
- A: Tommy's teacher called me yesterday.  
B: What's wrong?  
A: Tommy didn't go to class last Friday.  
B: Tommy! Where are you? We need to talk!

## Communication page 99

In this activity, students talk about memories from their past.

① Warm up: Bring in some pictures of yourself as a child. Tell the class about your childhood. T: *This is me when I was nine. (Hold up a picture.) When I was nine I really liked horses. I rode horses every summer.* Have students ask some questions about your childhood, or ask students a few questions about theirs. T: *What did you like when you were a child?*

② Introduce the main activity. T: *Look at the top of page 99. Choose a year in your childhood, and circle it.*

③ Have students answer the questions about that year. They should make brief notes on each square. You may want to read through the questions with the students, clarifying as necessary.

④ Put students into pairs and have them ask each other 5 of the questions. T: *Now, ask your partner 5 of the questions.*

⑤ Have two students model the example. T: *(Names), could you two read the example?*

⑥ Walk around the room, helping students as necessary.

⑦ You can ask some follow up questions after students have finished the activity. T: *(Name), what age did you choose? What was your favorite game? How about your partner?*

### Optional

You can choose a few of the questions and take an informal poll of the class, keeping track of the results on the board.

### Bonus

⑧ Put students into pairs and introduce the activity. T: *Now ask your partner questions. Find 5 things about your childhood that were the same.* Hold up your book and show students where to record the similarities.

T: *Write them down here.*

⑨ Walk around the room as the students ask questions. Encourage students to ask new questions. (T: *Where did your family go on trips? Did you like TV? What was your favorite TV show? Were your parents strict? Did you play sports?*)

⑩ Wrap up the activity with a few questions. T: *(Name), what things were the same*

*about you and your partner's childhood? What things were different? Was it difficult or easy to find things in common?*

### Communication expansion

1. Put students into groups of about 6-8 students. Tell the groups that one person has just become a famous celebrity and all the other people are reporters. Choose a celebrity that the students are familiar with or let them choose their own.
2. One person should sit in the middle of the group, or stand up, while the reporters ask him or her questions about his or her childhood.
3. Tell students that they may use the questions on page 99 or their own.
4. After 1 student has been interviewed for a minute or so, let the student sit down and choose a new celebrity to be interviewed.
5. If time permits, let all students have a chance to be interviewed.

### Extension Writing Activity

1. Write a few sentences about a memorable experience from childhood. (When I was just 5 years old...I went to visit...)
2. Write 3 or 4 sentences about your favorite toy from childhood. (My favorite toy was... I had it when I was...)

## English Out There page 100

This activity gives students a chance to research and present information about a holiday.

❶ Warm up: Bring in a few common holiday foods or decoration — things that are not pictured on page 100 — and ask students about them as you hold them up. T: *Does anyone know what this is called in English? (Hold up a picture.) Do you know what holiday we (eat, use) it for?*

❷ Introduce the activity. T: *Now look at the items on page 100. Match each symbol with the holiday. Students can do this individually or in pairs.*

❸ Go over the answers. T: *What is this called? What holiday is it a symbol of?*

❹ Ask the students about other holidays and symbols. T: *What other holidays do you celebrate? What are their symbols?*

❺ Put students into pairs if they aren't already. T: *Work with your partner. Together, choose a holiday. Give students a moment to choose a holiday. T: Find out what your partner did on that holiday.*

❻ Make sure students understand the activity. T: *Any questions?*

❼ After students have finished the activity, elicit some items from the pairs. T: *(Names), what holiday did you choose? What did you each do on that holiday?*

### Out There homework

❽ Read instructions for the homework assignment. T: *Look at the bottom of page 100. Read the directions for the homework.*

❾ Give students ideas of how to find gadgets online. T: *Page 111 has a list of websites about holidays to help you. (Have them turn to page 111. Point out the sites to them.) You can use the sites listed or find your own.*

❿ Explain how the homework will be presented in a later class. T: *Bring a holiday symbol or a picture of it to class and tell about the holiday.*

### In the Computer Lab

Page 111 lists holiday calendar and information sites.

1. Students will find a page that lists holidays or a calendar page that allows stu-

dents to search for holidays by country or religion.

2. Students can click on a holiday to learn more about it. Or, they can click on “country” or “religion”, and click on a country or religion that they're interested in when the new page loads.

Encourage students to find out some new information about their favorite holiday. Then ask them to find a new holiday.

T: *What's your favorite holiday? Find out some new information about it. Then look for a new holiday. Who celebrates this holiday? When is it?*

After students discover a new holiday, you can have them find out more about it by typing the name of the holiday into a search engine.

### Out There follow up (next class)

If you have assigned the homework:

❶ Have students bring the symbol or picture to class.

❷ Have each student tell the class about the holiday he or she researched.

❸ Alternatively, ask the students which holiday they researched. Put them into groups by holiday, and have them give a group presentation about their holiday.

❹ Have the class ask each student or group a few questions about their presentation.

If you haven't assigned the homework:

1. Elicit a list of holidays celebrated in your country. Divide the class into groups by holiday. Have them compare notes on what they did on that holiday.

2. Have them present the results to the class.

### English in the Real World

Here are some ways of using English outside of class:

**With another student or a native speaker**

Talk about your favorite holidays. What are they? Why are they your favorites?

**Take it further**

Find out about a holiday in another country. How did the holiday originate? What do people do on this holiday?