

Unit Overview

Topic: Past experiences

In this unit students focus on talking about past experiences. In the Conversation, students listen as Kate describes her recent trip. In How English Works they learn how to use past sequences and -ing and -ed adjectives. Students use the past tense to discuss experiences in various Situations. In the Communication section, students share their travel stories. In English Out There, students discuss the characters and events in famous stories.

Audio CD-2:


Vocabulary Preview	CD 2 track 11	Conversation questions (1-3)	CD 2 track 13
Conversation	CD 2 track 12	How English Works (1-10)	CD 2 track 14
		Situations (1-5)	CD 2 track 15

Warm Up (books closed)

This activity will help the students activate language for talking about past trips.

1. Greet students and introduce the warm up. T: *Hi, everybody. Today we're going to talk about things that happened in the past.*
2. Ask students a few questions to get them thinking about past trips. T: *When was your last trip? Where did you go? What did you do? Was it a good trip or a bad trip? Why? What happened?*

Unit Goals & Vocabulary Preview page 77

- 1 Read over the Unit Goals.
- 2 Introduce the vocabulary. T: *Let's look at some words and expressions we use when we talk about the past.*
- 3  Read the words or play the audio. T: *Let's start with some words about air travel.*

4 Provide simple definitions or draw sketches on the board if students are not familiar with any of the air travel words. T: *Are there any of these air travel words you don't know?*

5 Have students repeat the words. Emphasize the stressed syllables. T: *Repeat the words: airport, flight, etc.*

6 Elicit additional words. T: *Can anyone think of other words about air travel?*

7 Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.

8 Repeat Steps 3 through 7 for **Travel verbs and Feelings**.

Vocabulary Preview: word stress and other examples


<p>Air travel</p> <p>airport</p> <p>flight</p> <p>plane</p> <p>gate</p> <p>flight</p> <p>attendant</p> <p>baggage claim</p> <p>passport</p> <p>visa</p> <p>ticket</p> <p>Other examples</p> <p><i>boarding pass</i></p> <p><i>check-in</i></p> <p><i>baggage</i></p> <p><i>carry-on bag</i></p>	<p>Travel verbs</p> <p>arrive</p> <p>depart</p> <p>miss</p> <p>catch</p> <p>change planes</p> <p>leave</p> <p>stay</p> <p>meet</p> <p>Other examples</p> <p><i>go</i></p> <p><i>plan</i></p> <p><i>wait</i></p>	<p>Feelings</p> <p>bored - boring</p> <p>interested - interesting</p> <p>fascinated - fascinating</p> <p>excited - exciting</p> <p>surprised - surprising</p> <p>disappointed - disappointing</p> <p>exhausted - exhausting</p> <p>Other examples</p> <p><i>tired - tiring</i></p> <p><i>intrigued - intriguing</i></p> <p><i>annoyed - annoying</i></p> <p><i>frustrated - frustrating</i></p>
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Conversation page 78

This conversation focuses on a recent trip.

① Introduce the activity by asking about individual frames in the story. T: *Now turn to page 78. Look at the illustrations. In Frame 1, where are Kate and Ana? [in their apartment building/ in the hall] Look at Frame 4. What do you think Kate is talking about? [a suitcase/her luggage] Look at Frame 6, what kind of experience is Kate describing? [a plane trip/waiting in the airport] Look at Frame 7. Who is Kate sitting next to? [a woman/another passenger]*

② Set up the situation before playing the audio. T: *Kate has just returned from a frustrating trip. Ana asks her about it. Let's listen.*

③  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice. Students should listen once with their books open and once with books closed.*

④  Play or read the Conversation questions in Step 2 or read the questions yourself. Have students circle the best answers. T: *Now listen to the questions and circle the best answers.*

Question 1: *Where is Kate now?*

Question 2: *How was Kate's trip?*

Question 3: *What did Kate forget at the hotel?*

⑤ Go over the answers with the students. T: *(Name), what did you circle for number one?*

Answers

1. (a) at home

2. (c) frustrating (In Frame 6, Kate says, "It was so frustrating.")

3. (b) her briefcase (In Frame 4, Kate says, "But I forgot my briefcase so I had to go back and get it.")

Optional

Ask students some open-ended questions about the conversation. T: *How do you think Kate feels about her trip? On her next trip, what do you think she will do differently?*

⑥ Put the students into pairs. T: *Work with your partner and read the conversation aloud. After you read it once, switch characters and read it again.*

Practice Point

As students practice, have them focus on the emotions of the speakers.

- Kate: complain about your experience. Don't worry about remembering the exact words.
- Ana: show sympathy ("Oh, no", "that's terrible", "I bet", etc.).
- Practice again. This time make up a new travel experience.

- ⑦ After the students have practiced the conversation several times, have them replace the words in red. T: *Replace the words in red with the substitution words.*
- ⑧ Walk around the classroom, helping students as necessary.
- ⑨ Have a few students perform the dialogue from memory.


Culture Notes

- When friends or neighbors see each other after a trip, they often "catch up". It's customary to talk briefly about the trip, and to ask questions about what the person did and how he or she enjoyed the trip. Typical questions are: *How was your trip?* and *Did you have a good time?*
- Friends often talk about problems they have had. The listener often nods and gives short "supportive" responses such as: *I be; Oh, no!; I know; That's terrible; I can't believe it.*

How English Works page 79

This section focuses on past tense sequences, “-ing” and “-ed” adjectives, and language for showing sympathy.

Checking Students Knowledge

- 1 Have students read the examples and the rules and fill in the blanks. They can work alone or in pairs.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Past sequences

4 Say the example. T: *First, I left my hotel.*

T: *Can you find this statement in the Conversation? (Frame 4)*

T: *Can you find other statements like this in the Conversation? (Frames 5,8)*

5 Write on the board:

First, I left my hotel at six this morning.

T: *Why do we use “first” in this sentence?*

Underline: First. Say the rule.

6 Add your own examples.

7 Go through the rest of the Rule and the More about it: using “when.”

Grammar Point 2: Using -ing and -ed adjectives

8 Say the example. T: *It was so frustrating.*

Ask: *Can you find this statement in the Conversation? (Frame 6)*

9 Write on the board: It was so frustrating. I was exhausted after my workout.

10 Underline: frustrating and exhausted.

T: *What part of speech are these words? T: One of these adjectives ends in “-ing”. The other ends in “-ed.” What’s the difference? Say the rule.*

T: *Use “-ed” adjectives to say how people feel. Use “-ing” adjectives to show the cause of feelings.*

11 Say a few more examples using personal information.

12 Go through the rest of the Rule and the More about it: formation of “-ing” adjectives.

Grammar Point 3: Showing sympathy

13 Say the example. T: *That’s so annoying.*

T: *Can you find this sentence in the Conversation? (Frame 8)*

14 Write on the board: That’s terrible! That’s so frustrating!

T: *When would you say these sentences? Say the rule. T: Use these sentences to express*

sympathy for a bad experience.

15 Give a few examples of bad experiences and have students respond.

16 Go through the rest of the Rule and the More about it: using “so.”

Using the Grammar

17 Finish the section by asking the students some personal questions.

• questions with past sequences:

T: *What did you do yesterday morning?*

(Name), *what did you do after class yesterday?*

• questions with “-ing” and “-ed” adjectives:

T: *What is the most exciting movie you’ve ever seen? What is the most boring...? etc.*

Grammar Guide

Grammar Point 1: Sequence words help the listener to follow your story. Begin with “first,” and continue with “then,” “next,” or “after that.” (Example: First, I took a taxi to the airport. Then, I checked in my luggage...)

Grammar Point 2: Use “-ing” and “-ed” adjectives to talk about feelings. To form these adjectives, add “-ing” or “-ed” to the end of the base form of a verb (ex.: bore-boring-bored). Use “-ing” adjectives to show the cause of feelings and use “-ed” adjectives to show how people feel (ex.: I was bored because the presentation was boring).

Grammar Point 3: When someone tells about a bad or sad experience, the listener often shows sympathy. (ex.: That’s terrible!, I’m sorry to hear that.)

Answers

1. First I left my hotel at six this morning.
2. Then we took the wrong bus.
3. Next, someone stole my wallet.
4. A little boy was in my seat when I got on the plane.
5. The students are always interested in Mr. Brown’s class.
6. The movie was so boring.
7. That’s so frustrating!
8. I’m sorry to hear that.
9. Oh, no!
10. I was so tired.

Situations page 80


This activity focuses on past experiences.

- ❶ Warm up by asking questions about the illustrations. T: *Let's look at the illustrations. In Frame 1, what happened to the man in the bed? [he broke his leg/he had an accident. In Frame 2, where are these men? [at a restaurant/ at a cafe] Look at Frame 3. What is on the man's chair? [his jacket] In Frame 4, where are the men? [in a parking lot/ near their cars] In Frame 5, where are the people sitting? [on the steps]*
- ❷ Put students into pairs and have them fill in the blanks. T: *Fill in the blanks with the correct words or word endings.*
- ❸ Allow some time for students to fill in all the blanks.
- ❹ Have the students say the conversations. T: *Now, say Conversations 1 to 5 with your partner.*

Everyday Expressions

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

- Frame 1: How did you do that? = How did that happen?
Frame 2: Did you propose to Beth? = Did you ask Beth to marry you?
Frame 3: I'm kind of disappointed. = I'm kind of bummed out. (Note: This is an American English expression often used by young people.)
Frame 4: You look exhausted. = You look beat. That's so frustrating. = What a pain.
Frame 5: How was your spring break? = What did you do on your spring break?

- ❺ Have students switch roles and read the conversations again. T: *Now that you've read through the conversations once, switch roles and read them again.*
- ❻  Play the audio to provide a spoken model of the conversations. T: *Now we'll listen to the conversations. Listen and check your answers.*
- ❼ Next, ask students to say the conversations from memory. T: *Now cover all the words. Try to remember the conversations.*
- ❽ After students have practiced all 5 conversations, have them talk to their partners

- about their weekends. T: *Now look at number 6. Ask your partner about his or her weekend.*
- ❾ Ask for volunteers to talk about their weekend. T: *Who would like to tell the class about their weekend?*

Extension for Frame 6

Ask students to choose 1 of the following situations and create a dialogue.

Situation 1: Tell your best friend how you spent your summer vacation.

Situation 2: Describe a past trip. Include all the places you visited, when you went, and who went with you.

Students can write out their dialogues if they wish. Ask a few students to perform their dialogues for the class.

Answers

1. A: What happened?
B: I broke my leg at Mt. Helena.
A: Oh, no. How did you do that?
B: I fell when I got off the ski lift.
2. A: Did you propose to Beth?
B: Yes, I proposed last night.
A: What did she say?
B: When I gave her the ring, she started to cry. Then (next) she said, "yes."
3. A: Did you talk with Mr. Barnes?
B: Yes, but I'm kind of disappointed.
A: What happened?
B: When I asked for a raise, he got really angry.
4. A: What's the matter? You look exhausted.
B: I am. The neighbors had another loud party last night.
A: That's so frustrating. What time did it end?
B: About four in the morning.
5. A: How was your spring break?
B: It was so exciting! I went river rafting for one week, then I went mountain climbing. (next)
A: Wow. I'm jealous. My break was boring. I just stayed home.

Communication page 81

In this section, students share travel stories.

❶ **Warm up:** In previous activities, students may have talked about past trips. Use some examples from their trips or ask them new questions. T: *Does anyone remember where (name) went last summer? Was it a good trip or bad trip? What is the best thing that has happened to you on a trip? What is the worst thing that has happened to you on a trip?*

❷ **Have the students turn to page 81 and introduce the main activity.** T: *Here are some things that can happen on vacation. Read the list. Hold up your book and point to the list. Check the ones that have happened to you.*

❸ **Allow a few minutes for students to read all of the items, then go over them as a class.**

❹ **Next, put students in pairs and have them create a vacation story.** T: *Now work with a partner and create a story about your vacation. Use past tense. Use the model in Step 2. You can have the students write out their story.*

❺ **Choose 2 students to model the example.** T: *(Names), would you read the example together before we begin? Thanks. Check to make sure students understand what to do.*

❻ **Walk around the room, helping as necessary.**

❼ **After students have finished their stories, have them share with another pair.** T: *Now share your story with another pair. Ask each other questions to get more information.*

Bonus

❽ **Introduce the activity.** T: *Now write 5 wh-questions (questions with “who”, “where”, “when”, “what”, “why”) that you can ask about a past vacation. Give a few examples, as necessary. (example: Where did you go? What did you do there?)*

❾ **Walk around the room and help students with their sentences.**

❿ **Put students into pairs and have them ask each other their questions.** T: *Ask your partner your questions. Make sure to listen carefully to their answers.*

⓫ **Walk around the room as students ask their questions. Offer suggestions for new questions.** T: *Did you ask “When did you go?” or “Who did you go with?”*

⓬ **After students are finished asking questions, have them write about the trips.** T: *Now, write 3 interesting things about your partner’s trip.*

⓭ **Ask for volunteers to share what they wrote with the class.** T: *Who wants to tell the class about their partner’s trip?*

Communication Expansion

1. Divide the class up into groups of 8-10 students and have them sit in a circle.
2. Tell them that they are going to make up a story about a wild and exciting trip they took. The first person in the group should start the story by saying 1 sentence. (ex: “Last year, we had an exciting vacation in Africa.”)
3. Then, the next person will say a sentence about the trip. (ex: “We rode a boat down the Nile River and saw alligators.”) Students should take turns saying a sentence about their trip until they get back to the first student.
4. Walk around the room and help students. Also, encourage them to help each other in order to keep up a quick pace.
5. You can follow up by having each group tell the class their story. The class can vote on the best story or the best part of each story.

Extension Writing Activity

1. Write 3 or 4 short sentences about what you did yesterday.
2. Imagine you just returned home from the perfect vacation. Write 3 or 4 sentences about your trip.

English Out There page 82

This activity offers students a chance to explore famous stories.

❶ **Warm up:** Ask the students to name their favorite book. T: *What's your favorite book? Why is it your favorite? Has anyone else read that book?*

❷ **Introduce the activity.** T: *Now look at the top of page 82. Do you know any of these stories?*

Point to a book. T: *Has anyone read this one?*

❸ **Put the students in pairs and have them discuss 1 of the books.** T: *With your partner, choose one of the books and talk about the characters or events. Try to retell the story.*

❹ **After several minutes, elicit some characters and events from the students.** T: *Can anyone describe a character from 1 of these books? Does anyone remember how "Jack and the Beanstalk" starts? How does "Pinocchio" end?*

❺ **Ask students about popular books in their culture.** T: *What books or stories are popular in your culture? Can someone tell the class what that story is about?*

Out There Homework

❻ **Read instructions for the homework assignment.** T: *Look at the bottom of page 82. Read the homework instructions.*

❼ **Give students ideas of how to find stories online.** T: *Page 111 has a list of websites with stories. You can look at those sites or find your own.*

❽ **Explain how the homework will be presented in a later class.** T: *Remember, bring both the picture and your notes to the next class so you can tell us your story.*

In the Computer Lab

Page 111 lists sites with stories from around the world.

1. Students can read the featured story, click on the name or the picture of an interesting story, or click on "story" or "list of stories".
2. If students click on "story" or "list of stories", they can click on the links to find a story.

If students know the name of the story they want to find, they can type it into a search engine.

Encourage students to read some stories in pairs or in small groups. Tell them to stop reading before the end and make a prediction about the ending. Then, they can compare their predictions. T: *Find a few stories. Don't read the ending. Can you guess the ending? Do you and your partner agree? Now read the real ending.*

Out There Follow Up (Next Class)

If you have assigned the homework:

❾ **Have students bring the picture and their notes to class.** Put the students in small groups and have the students take turns telling their stories to their group.

❿ **After each student has told their story, they should tell the group why they picked the story and show the group their picture.**

If you haven't assigned the homework:

1. Find and print some pictures that represent folktales or contain rich narrative detail.
2. Put students into small groups. Have each student choose a picture and create a story about it. Then have them tell their story to the rest of the group.

English in the Real World

Here are some ways to use the ideas from this unit outside of the classroom.

With another student or native speaker

Tell each other about a story from your childhood. It can be a true story or something you read in a book.

Take it further

Find some folktales from other cultures.

Compare them with folktales from your own culture.