

## Unit Overview

### Topic: Talking about trips

In this unit students focus on talking about past trips. In the Conversation, students listen as Ana describes her weekend. They learn the rules for using past tense with regular and irregular verbs in How English Works and talk about trips and vacations in different Situations. In the Communication activity, students discuss their weekends. In English Out There, students describe vacation activities.

### Audio CD-1:

|                    |               |                              |               |
|--------------------|---------------|------------------------------|---------------|
| Vocabulary Preview | CD 1 track 16 | Conversation questions (1-3) | CD 1 track 18 |
| Conversation       | CD 1 track 17 | How English Works (1-12)     | CD 1 track 19 |
|                    |               | Situations (1-5)             | CD 1 track 20 |

### Warm Up (books closed)

This activity activates vocabulary students will use to talk about trips.

1. Greet the students and talk about your weekend. T: *Hello. Today let's talk about our weekends. I can tell you what I did. First...*
2. Ask the students questions about their weekends. T: *(Name), did you have a good weekend? Did anyone go to the park? (Name), what did you do on Sunday?*
3. Allow time for every student to say a few words about what they did over the weekend.

### Unit Goals & Vocabulary Preview page 27

- ① Read over the Unit Goals with the class.
- ② Introduce the vocabulary. T: *Let's look at some words and expressions for activities.*
- ③ ↷ Read the words or play the audio. T: *First, let's look at leisure activities.*

④ Explain any of the unfamiliar words to students. T: *Are there any of these activities you don't know?*

⑤ Have students repeat the words.

Emphasize the word stress. T: *Repeat the words: go to a play, watch a movie, etc.*

⑥ Elicit additional leisure activities. T: *Can anyone think of other leisure activities you like?*

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 **Everyday activities and Irregular verbs.**

### Vocabulary Preview: word stress and other examples

Leisure activities  
 go to a **play/show**  
 watch a **movie/video**  
 watch a **game/match**  
 go to a **party**  
 stay at **home**  
 go **out** for **dinner**  
 have **coffee/tea**

Other examples  
 go for a walk  
 meet friends  
 go for a drive

Everyday activities  
 get **up**  
 take the **train/bus**  
**drive**  
 ride a **bicycle**  
**walk**  
 wash **dishes**  
 do **laundry**  
 go to **school/work**

Other examples  
 take a **cab**  
 go to the **gym**  
 eat **dinner**

Irregular verbs  
**bring - brought**  
**buy - bought**  
**do - did**  
**go - went**  
**have - had**  
**run - ran**  
**see - saw**  
**speak - spoke**  
**spend - spent**

Other examples  
 say - **said**  
 take - **took**  
 write - **wrote**  
 win - **won**


## Conversation page 28


This section provides model language for talking about weekend activities.

➊ Introduce the activity. Ask students questions about individual frames in the story. Encourage the students to guess, even if they are not sure. T: *Now turn to page 28.*

*Look at the illustrations. Where are Ana and Chris? [in the office kitchen/ in the office break room] What is their relationship? [they're friends] Look at Frame 6. How does Chris feel? [happy/interested] What is Ana holding? [sunglasses]*

➋ Set up the situation before playing the audio. T: *Ana and Chris work together. It's Monday morning, and they're talking about their weekends. Let's listen.*

➌  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice so that the students become familiar with the conversation. Ask the students to close their books as they listen a second time.*

➍  Play or read the Conversation questions for the students. Have them circle the correct answers. T: *Now listen to the questions and circle the correct answers.*

Question 1: *How was Chris's weekend?*

Question 2: *Where did Ana go?*

Question 3: *Did Ana spend a lot of money last weekend?*

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

### Answers

1. (a) boring (In Frame 1, Chris says, "Boring. I was at home all weekend.")
2. (b) She went to Los Angeles. (In Frame 4, she says, "Los Angeles.")
3. (a) Yes. (In Frame 6, Ana says, "But I spent way too much money.")

### Optional

Ask some open-ended questions about the conversation. T: *How does Chris feel about his weekend? What does Chris think about L.A.? Do you think that Ana travels often? Where do you think she has traveled?*

➏ Put the students into pairs. T: *Read the conversation out loud. Then switch characters and read it again.*

## Practice Point

As students practice, have them try these suggestions.

- Choose an emotion or state for each speaker. For example, Ana is a little tired. Chris is jealous.
- Use body language and say your lines to show these emotions.
- Practice again. Use real information about your own weekend activities.

➐ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice the conversation again, but this time, replace the words in red. Hold up your book and show the class the replacement words. T: Look at the substitution words at the bottom of the page.*

➑ Walk around the classroom, helping students as necessary.

➒ Have the students close their books. Ask some pairs of students to say the conversation from memory. Don't worry if they don't use the exact words.


## Culture Notes

- Co-workers often talk about their weekend activities on Monday mornings. Common questions are "How was your weekend?" and "What did you do this weekend?" On Fridays, they often talk about their weekend plans. Common questions are, "What are you going to do this weekend?" and "Got any plans for the weekend?"
- Ana says that she did "a bunch of tourist stuff." This is an informal expression for "a lot of typical tourist activities."
- Ana says that she spent "way too much money." "Way too much" is an idiomatic expression often used by young people.

## How English Works page 29

This section focuses on past tense.

### Checking students knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Past tense with “be”

4 Say the example. T: *I was in L.A. on Saturday and Sunday.*

T: *Can you find this statement in the Conversation? (Frame 3)*

T: *Can you find other statements like this? (Frame 1)*

5 Write on the board:

Sam was at home last weekend.

Emi and Ana were at the beach.

T: *What’s the verb? Underline: was.* T: *What tense is this sentence? Say the rule. T: We use “was” and “were” for past tense statements.*

6 Add your own examples, using personal information or information about the students. (Example: *I was asleep at 4 o’clock this morning.*)

7 Go through the rest of the Rule and More about it: time expressions with past tense.

#### Grammar Point 2: Past tense with regular verbs

8 Say the example. T: *I stayed at home all weekend.*

T: *Can you find a statement with the same meaning in the Conversation? (Frame 1: I was at home all weekend.)*

9 Write on the board:

Chris walked to school yesterday.

I visited him last weekend.

T: *What’s the verb? Underline: walked.* *What tense is this? Say the rule. T: For past tense with regular verbs we use the simple verb + -ed.*

10 Ask your own questions. (Example: *I played tennis yesterday.*)

11 Go through the rest of the Rule and the More about it: more time expressions with past tense.

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

12 Say the example. T: *I spent way too much money.*

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

13 Write on the board:

Ana bought a lot of clothes.

She had a good time.

T: *What’s the verb? Underline: bought.* *This verb is past tense. Why doesn’t it end with -ed? Say the rule.*

14 Add your own examples.

15 Go through the rest of the Rule and the More about it: irregular forms.

16 End the activity by asking some real questions:

• questions with “be”

T: *Tell me about what you did yesterday. Were you at home yesterday evening?*

• questions with regular and irregular verbs:

T: *Tell me about your weekend. Did you stay at home last weekend? What did you do?*

### Grammar Guide

Past tense verbs have different forms, depending on the verb.

**Grammar Point 1: Verb “be”:** The past tense form is was/were (ex: I was in Russia in 1999.)

**Grammar Point 2: Regular verbs:** To form the past, add -ed to the simple verb. Sometimes regular verbs ending in “-y” have an “-ied” ending (ex: I studied for the test.)

**Grammar Point 3: Irregular verbs:** To form the past, use the irregular form (ex: I went to L.A.). Irregular forms need to be memorized. The verbs on page 27 are some of the most common irregular verbs. Refer the students to Grammar Tables 3 and 4 on pages 113-114 in the Student Book.

### Answers

1. Where were you this weekend?
2. We weren’t late.
3. He was here yesterday morning.
4. They worked late last Friday.
5. I visited him last weekend.
6. When did you arrive?
7. Chris didn’t visit L.A.
8. I talked with him a minute ago.
9. I visited him before his trip.
10. Ana bought a lot of clothes.
11. Where did she eat?
12. They didn’t see that movie.

## Situations page 30

This activity provides functional language for talking about trips.

① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, what are the women doing? [shopping/grocery shopping] Where is the family in Frame 2? [at home/in the living room] What are the people in Frame 3 doing? [camping] How does the man in Frame 4 feel? [tired /disappointed/sad] In Frame 5, what did the women order? [coffee/tea]*

② Put students into pairs and have them fill in the blanks. T: *Work with your partner and fill in the blanks.*

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, say the conversations with your partner.*

⑤ Have students switch roles and practice again. T: *Switch roles and say the conversations again. A, you're B. B, you're A.*

### Everyday Expressions

Write the following expressions on the board.

If students are comfortable with the dialogues they can use them as substitutions.

Frame 1: I came back two days ago. = I got back a couple of days ago.

How nice. = That's great.

Frame 2: It was so nice in Hawaii. = Hawaii was so nice.

Frame 3: It was next to the car. = I saw it next to the car.


You're right. = That's right.

Frame 4: It was tiring. = It was exhausting.

Did you do any sightseeing? = Did you get in any sightseeing?

No, there wasn't any time. = No, I didn't have any time.

Frame 5: How romantic! = That sounds very romantic!

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

⑦ After students have corrected their conversations, have them cover the words and try to have the same conversations again. T:

*Now, cover the words. Try to have the conversations again.*

⑧ Go on to Step 6. T: *Now look at number 6. Talk with your partner about a past trip.*

⑨ Ask for volunteers to share their trips with the class. T: *Would anyone like to tell the class about a past trip?*

### Extension for Frame 6

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

Situation 1: *Tell your friend about your trip to the moon.*

Situation 2: *Describe the most unusual place you've ever been to.*

Students can write out their dialogues if they wish. Have volunteers stand up and present their dialogues to the class.

### Answers

- A: Hi, Mary! Where were you last week?  
B: I was in Toronto. I came back two days ago.  
A: What did you do there?  
B: I visited my grandchildren.  
A: How nice!
- A: It was so nice in Hawaii.  
B: Yeah... It was really peaceful and relaxing.  
A: And it didn't rain.
- A: Did you bring the gas stove?  
B: No, I didn't.  
A: It was next to the car last night.  
B: You're right. It was next to the car, but I forgot it!
- A: Hi, Norm! How was your trip to Japan?  
B: It was tiring. I just got back last night. (came)  
A: Did you do any sightseeing?  
B: No, there wasn't any time.
- A: What did you do on your anniversary?  
B: John and I went to Paris.  
A: To Paris! How romantic!  
B: It was wonderful. We came back last weekend.

## Communication page 31

In this section, students tell their classmates about their weekend activities.

① Warm up: Take a quick survey of the students' weekend activities. T: *Who saw a movie last weekend? Raise your hands. You can keep track of students' responses on the board if you like.* T: *Who played a sport? Did any of you read a book? Who slept a lot this past weekend?*

② Introduce the activity. T: *Look at the activities at the top of page 31. Let's read them together. Hold up your book and point to Step 1.* T: *As we read, make a check next to the ones you did last weekend.* Read through the list, stopping to explain the vocabulary as necessary.

③ Put students in pairs. T: *Next, ask your partner about his or her weekend. Hold up your book and point to the comments and question boxes in Step 2.* T: *Use each comment and each question at least once.* Read through the comments and questions as a class, checking to see if students understand the expressions.

④ Ask for volunteers to model the example. T: *Does anyone want to read the example for the class?*

⑤ Make sure students understand what to do and begin the activity. T: *Okay, now start the activity.*

⑥ After about 5 minutes, have students find a new partner. T: *Now find a new partner. Remember: use each comment at least once.*

⑦ If time permits, have the students switch partners again.

### Bonus

⑧ Introduce the activity. T: *We're going to try to trick our classmates. Write 4 things you did last weekend. Students should write them on a separate piece of paper.* T: *Then write one thing you didn't do. The thing you didn't do is a "lie".* Make sure students understand the directions.

⑨ Allow students time to write their questions and then put them into groups of 4. T: *Now read your activities to your group. Can your group guess the lie? Ready? Go.*

⑩ Walk around the class and offer help as students read their statements.

⑪ After all of the groups have finished, ask students questions about the activity. T: *Did anyone guess all the lies? Who was "the best liar"? What was the funniest activity?*

### Communication Expansion

1. Have each student write down 3 activities, each one on a small piece of paper.
2. Gather up all the activities and place them on a desk in the middle of the room.
3. Now, divide the class into 4 groups and have students stand single file, facing the pile of activities. (If you have room, have the lines stand far apart, so that it's easy to identify the teams.)
4. Explain that when you say "go" the first student in each line should run to the pile, pick up an activity, and act it out for their team without words. If their team can guess the activity, the student can go to the back of the line and let the next person go. If their team doesn't guess, the student can say "pass" and step out of the team. If a team loses 3 students, they are out of the game.
5. The game is over when all students have taken a turn.
6. The winning team is the team that finishes with the most players.

### Optional Writing Activity

1. Have the students write 3 sentences about the perfect weekend.
2. Have the students write 3 or 4 sentences about a horrible weekend.

## English Out There page 32

This activity encourages students to explore vacation activities.

- ❶ Warm up: Ask students to name some adventure activities. T: *Can you name any adventure activities?* (skydiving, mountain climbing, hang-gliding)
- ❷ Have students match the activities on page 32. T: *Look at page 32. Let's read the list and try to match the names to the pictures.*
- ❸ Put students in pairs. Have them ask each other questions about the activities. T: *Now ask your partner questions about these activities. Model a few questions for the class.* T: *Do you like roller-blading? Where do you go roller-blading?*
- ❹ Have students make a list of other activities. T: *Now make a list of more activities. Let's see who can make the longest list in 5 minutes.*
- ❺ Walk around and offer students help when needed.
- ❻ After about 5 minutes, stop the students and ask them about their lists. T: *Okay, everyone stop writing. Did anyone write down 5 activities? How about 10? 20? (Name), can you read your list to the class? Did anyone have any other activities?*

### Out There Homework

- ❺ Read instructions for the homework assignment. T: *Look at the bottom of page 32. Read the homework instructions.*
- ❻ Give students ideas of how to find information about trips online. T: *Look at page 111. It has a list of travel diaries.*
- ❼ Explain how the homework will be presented in a later class. T: *After you find out about the trip, write a paragraph about it. Print or borrow a picture from the trip. In the next class, we'll share these with each other.*

### In the Computer Lab

Page 111 lists resources for finding out about interesting trips.

1. Students can click on the words "travel", "travel journal", or "traveler". Or, they can click on the name of an interesting place or activity.
2. Encourage your students to find out about a new place.

T: *Think of a place you don't know. Look for a travel diary that tells about that place. Does it sound interesting?*

Remind your students that they might encounter difficult vocabulary and grammar, but they should try to read just for the main ideas.

T: *Don't worry if there are words or sentences you don't understand. Just try to understand the main ideas. Have fun finding out about an interesting trip.*

### Out There Follow Up (Next Class)

If you have assigned the homework:

- ❶ Have students bring their report and picture to class. Have students stand up and present their report to the whole class (or have them share in small groups).
- ❷ After several students have shared their reports, ask some questions to check comprehension. T: *Which one of these trips would you like to take? Who would you bring with you? Would anyone like to go on the trip (name) talked about? Why or why not?*

If you haven't assigned the homework:

1. Bring pictures of exotic places and adventure sports. Hand out a picture to every student (or 1 to each small group of students).
2. Have students write short reports about their picture.
3. Ask comprehension questions similar to those in number 2, above.

### English in the Real World

Here are some ways to use the ideas in this unit outside of class.

**With another student or native speaker**

Share ideas about your ideal vacation with each other.

**Take it further**

Go to a travel agency, pick up some brochures, and plan an exotic or adventurous trip.