

We had a great time!

Cycle 1, Exercises 1–7


In Unit 7, students discuss daily, leisure, and vacation activities. In Cycle 1, they talk about daily and leisure activities using the simple past with both regular and irregular verbs. In Cycle 2, they talk about vacations using the past tense of be.

1 SNAPSHOT

Learning objective: learn vocabulary for discussing leisure activities

- Books closed. Ask: “What do you do in your free time?” Help with vocabulary as needed. Write Ss’ responses on the board.
- Option:** Ask Ss to guess the top eight leisure activities in the U.S. Later, Ss compare their ideas with the Snapshot.
- Books open. Ask different Ss to read the leisure activities aloud. Point out that these are the top eight leisure activities in the U.S. Elicit or explain any new vocabulary.

- Ask: “Does anything on this list surprise you? What?” Elicit Ss’ answers.
- Read and explain the three tasks. Point out that, for the last task, Ss should list the activities starting with their favorite.
- Ss complete the tasks individually. Go around the class and give help as needed.
- Elicit Ss’ responses.
- Option:** Use Ss’ responses to make a list of the top eight activities for the class.


 For a new way to practice the Snapshot vocabulary, try **Vocabulary Steps** on page T-154.

2 CONVERSATION

Learning objectives: practice a conversation about weekend activities; see the simple past in context

A [CD 2, Track 10]

- Set the scene. Rick and Meg are talking about their weekends. Ask Ss to use the pictures to predict what each person did. Elicit or explain vocabulary in the pictures (e.g., *karaoke*).
- Option:** Ss list all the words they can see in the pictures. Find out who has the most words.
- Books closed. Write these focus questions on the board:
 - What did Meg do on Saturday?
 - What did Rick do?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. She went to a karaoke bar and sang with some friends. 2. He stayed home all weekend and studied for the Spanish test.)
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

 For a new way to practice this Conversation, try the **Disappearing Dialog** on page T-151.

B

- Read the focus question aloud. Ask Ss to guess. Write some of their ideas on the board.
- Play the audio program. Ss work individually. Then go over the answer with the class.

Audio script

RICK: So, Meg, what did you do on Sunday?
MEG: I stayed home in the morning. I just watched TV and read.
RICK: How about in the afternoon?
MEG: Oh, I worked. I have a part-time job at the university bookstore.
RICK: I didn’t know you had a job.
MEG: Yeah, I’m a cashier there.

Answer


She stayed home in the morning. She watched TV and read. She went to work in the afternoon.

 For more practice talking about last weekend’s activities, play the **Chain Game** on page T-145.

TIP To help Ss who are weak at listening, write the answers on the board. That way, they can *see* the answers.

3 GRAMMAR FOCUS

Learning objective: practice simple past questions, short answers, and regular and irregular verbs

 [CD 2, Track 11]

Simple past questions with did

- Focus Ss' attention on the Conversation on page 44. Ask Ss to find three questions with *did*. Then write them on the board.

TIP Use a different color for target features (e.g., *did* + verb). This helps Ss visualize the grammar pattern.

- Point out the questions in the Grammar Focus box. Elicit the rules for forming yes/no and Wh-questions in the simple past:

Did + subject + verb?

Wh-question + *did* + subject + verb?

- Elicit more examples and write them on the board.
- Play the audio program. Have Ss repeat the questions and responses.

Regular and irregular verbs

- Point out the regular and irregular verbs to the right of part A. Then draw this chart on the board:

<u>Regular verbs</u>	<u>Irregular verbs</u>
work – <u>worked</u>	have – <u>had</u>
invite – <u>invited</u>	go – <u>went</u>

- Focus Ss' attention on the Conversation on page 44 again. Ask Ss to find the simple past forms of *stay* and *study*. (Answers: stayed, studied) Ask a S to write them on the board in the *Regular* column. Then ask Ss to find and circle the simple past of *sing* and *forget*. (Answers: sang, forgot) Ask a different S to write them in the *Irregular* column.
- Have Ss turn to the appendix at the back of the book. Tell them to use this list as needed.
- Option:** Ask Ss to look for patterns in the list of irregular verbs (e.g., *i* → *a*: *sit* → *sat*, *swim* → *swam*, *drink* → *drank*).

4 PRONUNCIATION

Learning objectives: notice the reduction of *did you*; learn to sound natural when asking *did you* questions

A  [CD 2, Track 12]

- Play the audio program. Ss listen for the reduction of *did you*.
- Play the audio program again. Ss practice saying the questions with reductions.

TIP Some Ss like to repeat things aloud. Others prefer to mouth words or sentences silently. Help Ss find learning styles they prefer.

A

- Explain the task. Model the first conversation with a strong S. Then model it with a different S.
- Ss complete the task individually. Go over answers with the class.


Answers

- A: **Did** you **stay** home on Saturday?
B: No, I **called** my friend. We **drove** to a café for lunch.
- A: How **did** you **spend** your last birthday?
B: I **had** a party. Everyone **enjoyed** it, but the neighbors **didn't like** the noise.
- A: What **did** you **do** last night?
B: I **went** to the new Jim Carrey film. I **loved** it!
- A: **Did** you **do** anything special over the weekend?
B: Yes, I **did**. I **went** shopping. Unfortunately, I **spent** all my money. Now I'm broke!
- A: **Did** you **go** out on Friday night?
B: No, I **didn't**. I **invited** friends over, and I **cooked** dinner for them.

- Ss practice the conversations in pairs.

B Pair work

- Explain the task. Then model it by asking different Ss to ask you the questions in part A. Give your own responses.
- Point out that Ss can avoid answering a question by saying *I'd rather not say*. They can also make up answers.
- Ss complete the task in pairs.

 For more practice with regular and irregular verbs, play **Bingo** on page T-147.

- Tell different Ss to ask the questions. Check their use of reduced forms.

B Pair work

- Explain and model the task. Ss complete the task in pairs. Go around the class and check Ss' use of reductions.

5 WORD POWER

Learning objectives: learn vocabulary for chores and activities; learn collocations with do, go, have, make, and take

A


- Copy the chart onto the board. Explain the task.
- Ss complete the task in pairs. Go around the class and give help with new vocabulary.
- **Option:** Allow Ss to use dictionaries.
- Ask different Ss to write their answers on the board. Give help with any collocations they don't know.
- **Option:** Ss sit in a circle. One S says a verb (e.g., *take*). The next S says a collocation (e.g., *a trip*).

Answers

do	my homework	the dishes	the laundry
go	bowling	shopping	dancing
have	a party	a good time	a lot of fun
make	a phone call	the bed	some photocopies
take	a day off	a vacation	a trip

B

- Explain the task. Ss complete the task and compare with a partner.

 For a new way to teach this exercise, try the **Collocations Survey** on page T-157.

6 DISCUSSION

Learning objectives: discuss activities using the simple past; develop the skill of asking follow-up questions

Group work

- Model the example discussion with four Ss.
- Point out that a good listener shows interest in a conversation by asking follow-up questions.

- Ss complete the activity in groups. Remind Ss to use reduced forms of *did you*.
- **Option:** The Ss get one point for each follow-up question they ask. The Ss with the most points in each group win.

7 LISTENING

Learning objective: develop skills in listening for main ideas and details

A [CD 2, Track 13]

- Write two columns on the board, one with the heading *Good* and one with the heading *Boring*.
- Set the scene. Ask: "Did you have a good time or a boring time last night? What did you do?" List Ss' activities in the correct columns.
- Explain the task. Play the audio program and Ss complete the chart.
- Ss compare answers in pairs. Then go over answers with the class.

Audio script

LAURA: So, what did you do last night, John?
 JOHN: Uh, I went to my boss's house for dinner.
 LAURA: Really? How was it?
 JOHN: Oh, the food was OK, but the people weren't very interesting. They talked about football all night, and I hate football. Then we watched some boring sports videos. I didn't get home until after midnight.
 LAURA: Well, that doesn't sound like much fun. I had a great time last night! I went to a party and met an old school friend of mine. We haven't seen each other for years, so we had lots to talk about. We stayed at the party all night!
 JOHN: Hmm, it sounds like you had a much better time than I did.
 LAURA: Yeah. I guess you're right.

Answers

	John	Laura
had a boring time	✓	
had a good time		✓
met an old friend		✓
got home late	✓	✓

B

- Explain the task. Point out that Ss will take notes about each person's night. They will use the notes to tell a story.
- Play the audio program. Ss take notes.
- Ss work in pairs. One S retells John's story, and the other S retells Laura's story.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–7 on pages 37–40	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercises 1–3 and 5–7 on page 13	Listening, Pronunciation, Speaking, and Grammar

8 CONVERSATION

Learning objectives: practice a conversation about a vacation; see the past of be in context

A [CD 2, Track 14]

- Books closed. Set the scene. Celia and Don are talking about Don's vacation.
- Write these focus questions on the board:
 - Did Don enjoy his vacation?
 - Where did he go?
 - How long was he there?
- Play the audio program. Elicit Ss' answers to the focus questions. (Answers: 1. yes 2. Hawaii 3. about a week) Go over any expressions Ss don't understand.
- Option:** Add more focus questions to the board, e.g.:
 - Who did Don go with?
 - How was the weather?
 - How were the waves?
 Play the audio program again and check Ss' answers. (Answers: 4. his cousin 5. cloudy 6. amazing)
- Books open. Play the audio program again. Ss listen and read the conversation silently.

- Ss practice the conversation in pairs.

! For a new way to teach this Conversation, try **Say It With Feeling!** on page T-150.

B

- Ask Ss to predict what happened. Write their ideas on the board.
- Play the audio program. Ss listen to find out if any prediction was correct.

Audio script

CELIA: So, tell me! What happened?

DON: Well, like I said, I went surfing every day. One day I entered a contest and I won. I got first prize!

CELIA: Wow! Congratulations!

DON: But that's not all. After I won the contest, a man asked me to model for *Hawaiian Surf* magazine. I'm in next month's edition. Can you believe it? A model!

Answer

Don went surfing. He won a contest and a man asked him to model in a magazine.

9 GRAMMAR FOCUS

Learning objective: practice the past of be in questions and short answers

[CD 2, Track 15]

Past of be questions

- Write these questions on the board, with *was* or *were* underlined:
 - Was the weather OK?
 - What was the best thing about the trip?
 - How was your vacation?
 - How long were you there?
- Focus Ss' attention on the Conversation in Exercise 8. Ask Ss to number the questions in the order they appear. (Answer: 3, 4, 1, 2)
- Focus Ss' attention on the underlined words on the board and elicit the rules for yes/no and Wh-questions:

Was/Were + subject + verb?

 Wh-question + *was/were* + subject + verb?

Was/Were and contractions

- Elicit when to use *was* and *were*. Focus Ss' attention on the Grammar Focus box if they aren't sure. Point out that the contraction of *was not* is *wasn't* and *were not* is *weren't*.

- Use the audio program to present the questions, short answers, and contractions.
- Explain the task. Model the first conversation with two Ss.
- Ss complete the task individually. Then Ss practice the conversations in pairs.

Answers

- A: How long **were** your parents in Europe?
B: They **were** there for two weeks.
A: **Were** they in London the whole time?
B: No, they **weren't**. They also went to Paris.
- A: **Were** you in Los Angeles last weekend?
B: No, I **wasn't**. I **was** in San Francisco.
A: How **was** it?
B: It **was** great! But it **was** foggy and cool as usual.
- A: **Were** you away last week?
B: Yes, I **was** in Istanbul.
A: Really? How long **were** you there?
B: For almost a week. I **was** there on business.

10 DISCUSSION

Learning objectives: discuss vacations using the past tense; develop the skill of retelling a story

A Group work

- Books closed. Ss work in small groups. Assign different groups the topics *transportation*, *weather*, and *food*. Groups brainstorm words related to the topics.
- Ask a S from each group to write their words on the board. For example:

<u>Transportation</u>	<u>Weather</u>	<u>Food</u>
car, bus	rainy, sunny	good, bad
- Books open. Explain the task and read the example questions. Ask Ss to think of more questions related to vacations. Write their questions on the board.

- Model the task by describing a vacation you took.
- Ss take turns talking about their vacations in small groups. Go around the class and note any errors.
- Write any errors you noted on the board. Ss try to correct them as a class.

TIP It's best not to interrupt Ss during a discussion or fluency activity. Instead, listen and note any errors you hear. Go over the most common ones after the activity.

B Class activity

- Ss in each group vote for the most interesting vacation. Then one S from each group tells the class about it. Encourage other Ss to ask questions.

11 LISTENING

Learning objective: develop skills in listening for main ideas and details

▶ [CD 2, Track 16]

- Set the scene. Two friends, Jason and Barbara, are talking about their vacations.
- Play the audio program. Ask Ss to listen to find out their vacation places and if they enjoyed them. They write those answers in the chart.
- Play the audio program again. Ss list the reasons they enjoyed or didn't enjoy their vacations.
- Go over answers with the class.

Audio script

BARBARA: Jason! Hi! Welcome back. You were away last week, right?
JASON: Yeah, I was on vacation.
BARBARA: Where did you go?
JASON: I went to San Francisco.

BARBARA: Nice! How was it?
JASON: Oh, I loved it!
BARBARA: What did you like most about it?
JASON: Well, San Francisco is such a beautiful place. And the weather was actually pretty nice.
BARBARA: Well, that sounds more exciting than my last vacation.
JASON: What did you do, Barbara?
BARBARA: I just stayed home. I don't have enough money to take a trip anywhere.
JASON: Oh, that's too bad.
BARBARA: Oh, not really. I actually enjoyed my vacation. I went to the gym every day, and I lost three pounds.
JASON: Well, that's great. Good for you!

Answers

	Vacation place	Enjoyed it?	Reason(s)
Jason	San Francisco	Yes	beautiful place, nice weather
Barbara	home	Yes	lost 3 pounds

12 WRITING

Learning objectives: learn postcard-writing skills; use the past tense to write a postcard about a vacation

A

- Ss read the postcard silently. Elicit or explain any new vocabulary.

B

- Explain the task. Tell Ss to use the questions in Exercise 10 for ideas about the topic.

- Ss write postcards in pairs. Remind Ss to include the greeting, body, signature, and their partner's address. Go around the class and check Ss' work. Then Ss exchange postcards.
- Option:** Bring in real postcards for Ss to use.

! For a new way to teach this Writing, try **Pass the Paper** on page T-153.

13 INTERCHANGE 7

See page T-121 for teaching notes.

14 READING

Learning objectives: read and discuss vacation postcards; develop skills in reading for main ideas and supporting details

- **Option:** Ask Ss to bring in recent vacation photos or postcards. In pairs or small groups, Ss talk about the places.
- Ask Ss to cover the writing on the postcards and look at the pictures. Ask: “Where did each person go on his or her vacation? What do you think he or she did there?” Elicit ideas. Help with vocabulary as needed (e.g., *Easter Island, statues, caribou*).
- **Option:** Bring in a world map and help Ss find Easter Island, Hawaii, and Alaska. Elicit Ss’ knowledge about these places.

A

- Explain the task. Remind Ss to try to guess the meanings of any words they don’t know.
- Ss read the three postcards silently and complete the task individually. Then they compare answers in pairs or small groups.
- **Option:** Ask pairs or groups to find the place in each postcard where the sentences fit best.
- Elicit or explain any new vocabulary.

Vocabulary

statues: stone or clay sculptures that look like people
caves: large underground holes
spa: a health resort; a vacation place where people go to exercise and become healthier
meditated: thought of only one thing, in order to calm one’s mind
vegetarian food: food that contains no animal products
snorkeling: swimming with a mask and tube that allows one to breathe underwater
rafts: rubber boats filled with air
wildlife: wild animals and birds

- Go over answers with the class.

Answers

2, 3, 1

B Pair work

- Ss answer the questions in pairs. Go around the class and give help as needed.
- To check answers, have pairs share their responses with the class.

Answers

1. Margaret
2. Kevin
3. Debbie
4. Ss’ answers will vary.

! For a new way to teach this Reading, try **Jigsaw Learning** on page T-152.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 8–11 on pages 41–42	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercises 4 and 8 on pages 13–14	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 7	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 7	Grammar, Vocabulary, Reading, Listening, and Speaking