

9

Saying years • *was/were born*
Past Simple – irregular verbs
When's your birthday?

Happy Birthday!

Introduction to the unit

The title of this unit is 'Happy Birthday!' and it focuses on the birth dates and lives of famous people. This is the vehicle for the presentation of *was/were born*, which is extended to general uses of the past of *to be*. The positive forms of Past Simple irregular verbs are also presented in a story context. Students learn how to say dates in English with focuses on months, ordinal numbers, and years. Skills practice is provided in the *Vocabulary and reading* section.

Language aims

Saying years The *Starter* section teaches students how to read dates in English. This highlights dates before 2000, e.g. *1961 – nineteen sixty-one*, and the use of *and* in dates after 2001, e.g. *2008 – two thousand and eight*.

POSSIBLE PROBLEMS

How students say dates in their own language can often create problems with dates in English. Some languages divide the date differently, e.g. *1999 – *one thousand nine hundred and ninety-nine*, so students need help with dividing the century and years correctly. The use of *and* in dates after 2001 also needs highlighting.

was/were The past of *to be* is introduced in all forms. Students' first contact with the past forms is with *was/were born*, and then students move on to general uses of *was/were*.

POSSIBLE PROBLEMS

was/were

Students usually make the switch from present of *be* to past relatively smoothly, although they need a lot of practice in which subjects take *was* and which take *were*. Pronunciation can present a problem in that the vowels in *was* and *were* both have weak and strong forms: *was* /ə/ and /ɒ/; and *were* /ə/ and /ɜː/. The weak form /ə/ is in the positive and question forms, and strong forms /ɒ/ and /ɜː/ are in negatives and short answers:

She was at school.	/ʃiː wəz ət sku:l/
She wasn't at school.	/ʃiː wɒznt ət sku:l/
Was she at school?	/wəz ʃiː ət sku:l/
Yes, she was./ No, she wasn't.	/jes ʃiː wəz/ /nəʊ ʃiː wɒznt/
They were at school.	/ðei wə(r) ət sku:l/
They weren't at school.	/ðei w ɜːnt ət sku:l/
Were they at school?	/wɜː ðei (j)ət sku:l/
Yes, they were./No, they weren't.	/jes ðei wɜː/ /nəʊ ðei wɜːnt/

The pronunciation of the negative forms is highlighted and practised in the *Negatives and pronunciation* section on p67.

was/were born The equivalent structure in students' own language is often different, leading students to say **I am born* or **I born*. The unit provides a whole section on this structure to help students become familiar with the correct forms.

Past Simple – irregular verbs The unit introduces the Past Simple in the positive. The focus is on a limited number of irregular verbs which are presented as a lexical set in a story context. This allows students to get initial familiarization with some of the highest frequency irregular past forms before

they move on to the use of *did* in negatives and questions in Unit 10.

POSSIBLE PROBLEMS

There are a lot of irregular verbs for students to learn in the course of their studies. The initial presentation is limited to a small number of verbs and students access them by matching to their present forms. Students are referred to the irregular verb list on p142 to help them do this and they should be encouraged to refer to the list as they work through the remaining units in the book.

Vocabulary This is the small number of irregular past forms which students use to complete a story.

Everyday English This covers months of the year, ordinal numbers in dates, and personalizes the language by talking about students' birthdays.

Workbook Saying years is consolidated in writing and listening exercises.

A listening exercise reviews family vocabulary and further consolidates years.

was/were born is further practised.

was/were is consolidated through a range of exercises, including guided writing, question formation tasks, cued sentences, and gap-fill. Some of these exercises are based on profiles of famous people from the past.

Irregular pasts are further practised.

Vocabulary from earlier units is reviewed and consolidated in a categorizing activity.

The *Everyday English* section focuses on months, ordinal numbers, and dates.

Notes on the unit

STARTER (SB p64)

- 1 **T 9.1** Briefly review numbers 1–20 round the class. Write numbers in the 30s, 40s, 50s, etc. on the board to review numbers up to 100. Pre-teach/Check *a thousand*. Play the recording for the first date and focus attention on the answer. Play the rest of the recording and get students to underline the correct date.

Get students to check their answers in pairs before checking with the whole class.

Answers and tapescript

- fourteen twenty-six
- seventeen ninety-nine
- eighteen eighty
- nineteen thirty-nine
- nineteen sixty-one
- two thousand and seven



Focus attention on the Caution Box. Read the first two dates aloud and write them on the board. Highlight that we divide the dates like this in English:

18 – 41 19 – 16

T 9.2 Focus attention on the last three dates. Read them aloud and highlight the use of *and* in dates after 2000. Play the recording and get students to repeat chorally and individually. Elicit how we read each of the dates in exercise 1. Then get students to practise saying the dates in closed pairs. Monitor and check.

- 2 Elicit the answers to the questions. The second question includes *was* for recognition. If students query it, just tell them it's the past of *be*, but do not go into a full presentation of *was/were* at this point.

WHEN WERE THEY BORN? (SB p64)

was/were born

- 1 **T 9.3** Focus attention on the photos. Ask *Who was he/she?* about each of them to check the names. Check comprehension of *When were they born?* Focus attention on the information about the people. Check comprehension of *painter, scientist, and Poland*. Tell students that they will hear a short description of each person and that they have to write the year they were born. Play the recording and get students to write the years. Check the answers with the class.

Answers and tapescript

Leonardo da Vinci was a painter and scientist. He was born in 1452 in Tuscany, Italy.

Marie Curie was a scientist. She was born in 1867 in Warsaw, Poland.

- 2 **T 9.4** Focus attention on the sentences. They present the *I/he/she* forms with *was*. Play the recording and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was*.
- 3 Focus attention on the speech bubbles. Get students to ask you the questions and give the answers. Drill the language chorally and elicit a few exchanges in open pairs. Students continue in closed pairs. Monitor and check for correct use of *am* and *was* and correct pronunciation.
- 4 **T 9.5** This exercise presents the *you* and *they* forms with *were*, the *wh-* question form, and also reviews dates. Play the recording and get students just to listen. Play the recording again and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was* and *were*, and the correct intonation and sentence stress:

When were you born? I was born in 1986.

Get students to practise the questions and answers in open pairs and then in closed pairs. Monitor and check for correct reading of dates, pronunciation, and intonation.

GRAMMAR SPOT

Focus attention on the table. Read out the present forms of *to be* and focus on the past examples *was* and *were*. Elicit the *you* form in the past (*were*). Then get students to complete the rest of the table.

Answers

	Present	Past
I	am	was
You	are	were
He/She/It	is	was
We	are	were
They	are	were

Read Grammar Reference 9.1 on p125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 5 **T 9.6** Focus attention on the photo. Ask *What's her name?* (*Calico Jones.*) *How old do you think she is?* (Students guess age – about 15.) Draw a family tree on the board and review the following vocabulary: *brother, sister, mum, dad, grandmother*. Focus attention on the names of Calico's family. Read the names aloud so that students can recognize the pronunciation. Tell the students they are going to hear Calico describing her family. Ask *When was Calico born?* Play the recording as far as *I was born in 1987* and elicit the answer. Play the next part of the recording as far as *one year later in 1993*. Elicit the answers about Henry and William (Henry – 1992, William – 1993). Play the rest of the recording and get students to complete their answers.

Get students to check their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the whole class.

Answers

Calico Jones

Calico's family

Henry and William	1992, 1993
Cleo	1999
Linda and Alan	1961
Violet	1932

T 9.6

My name's Calico. I know, it's a funny name! I was born in 1987. My two brothers are Henry and William, they were born . . . er . . . Henry in 1992 and William just one year later in 1993. Ugh – they're horrible! My little sister is Cleo, she's OK. She was born in 1999. Mum and dad are Linda and Alan. My mum was born in 1961 and my dad . . . er . . . I think he was born in 1961, too. And my grandmother . . . er, she was born in 1930 something . . . yes, 1932. Her name's Violet. I think it's a beautiful name.

Focus attention on the speech bubbles. Highlight the uses of present and past forms. Ask the questions and get students to give complete answers (*She was born in 1999. They're her parents. Linda was born in 1961. Alan was born in 1961, too.*)

Drill the questions and answers chorally. Elicit some questions and answers about the other people in Calico's family with students working in open pairs. Students continue in closed pairs. Monitor and check for correct use of *is/are, was/were born*, dates, pronunciation, and intonation.

- 6 Demonstrate the activity by writing the names of some of your family on the board. Focus attention on the speech bubbles. Elicit similar questions about your family from the class. Briefly review *he/she* if students have problems with this and make sure they use *is* and *was* correctly. Students work in closed pairs and ask and answer about their respective families. Encourage them to make brief notes of the dates when people were born in preparation for the next exercise. Monitor and check for correct use of *is/are, was/were born*, dates, pronunciation, and intonation.
- 7 This is a transfer activity to consolidate the third person singular form. Elicit information from several students about their partner's family.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 1 and 2 Further practice of writing and understanding years.

Exercise 3 A listening exercise to review family vocabulary and years.

Exercises 4 and 5 Further practice of *was/were born* in positive and question forms.

Who were they?

- 1 Pre-teach/check the words in the box, and *India*. Drill the pronunciation chorally and individually. Focus attention on the example. Get students to continue matching the people to the jobs in the box.

Answers

- 1 writer
8 politician
3 musician
2 painter
7 racing driver
4 actor
6 princess
- 2 **T 9.7** Tell the students they are going to hear when each of the people in exercise 1 was born. Play the first sentence and elicit the answer (1564). Play the rest of the recording and get students to write the other years. Get students to check their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the whole class.

Answers and transcript

- 1 Shakespeare was born in England in 1564.
2 Van Gogh was born in Holland in 1853.
3 Beethoven was born in Germany in 1770.
4 Marilyn Monroe was born in the US in 1926.
5 Elvis Presley was born in the US in 1935.
6 Diana Spencer was born in England in 1961.
7 Ayrton Senna was born in Brazil in 1960.
8 Indira Gandhi was born in India in 1917.
- 3 **T 9.8** This exercise extends *wh-* question forms with *was*. Play the recording and get students just to listen. Play the recording and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was* and the correct intonation and sentence stress.
- Get students to practise the questions and answers in open pairs and then in closed pairs. Monitor and check for correct pronunciation and intonation.
- Focus attention on the speech bubbles. Ask the question about Van Gogh and elicit the answer (*He was a painter.*) Elicit the other questions with *Where* and *When* and get students to practise in open pairs. Students continue asking and answering in closed pairs. Monitor and check for correct question formation and intonation, and for correct reading of the dates.

SUGGESTION

You can give students further practice in *was born* and dates with the photocopyable information gap activity on TB p113. Student A and Student B have six pictures of famous people from the past, but only information for three of those people. They have to ask questions to complete the information. Photocopy enough pages for your class. Pre-teach *politician*, *dancer*, and *Jamaica*. Divide the class into pairs and hand out the copies, one for Student A and one for Student B. Elicit the questions students will need to ask: *Who was number (1)? What was his/her job? When was he/she born? Where was he born?* Remind students to ask *How do you spell that?* when they don't know the spelling of the proper nouns. Demonstrate the activity by getting one pair of students to ask about picture 1 (*Einstein*). Students then complete the task, working in closed pairs. Monitor and check for correct use of *was*, reading of the dates, and use of the alphabet. Get students to compare their sheets to check they have exchanged the information correctly.

Negatives and pronunciation

- 4 This exercise introduces the negative forms and highlights the change in pronunciation of the vowel from positive to negative. It also highlights the need for contrastive stress when students correct information.

T 9.9 Focus attention on the examples. Remind students that the circles indicate the main stress of each sentence. Play the recording and get students to repeat chorally and individually. Encourage them to reproduce the correct sentence stress and strong vowel forms in *wasn't* and *weren't*.



Focus attention on the Caution Box.

- 1 Make sure students understand that *wasn't* and *weren't* are contracted forms and what the corresponding full forms are.
 - 2 Focus attention on the examples and read the full sentences aloud. Then read the positive and negative verb forms in isolation, emphasizing the change from the weak form /ə/ in *was* and *were* to the strong forms /ɒ/ in *wasn't* and /ɜ:/ in *weren't*. Drill the sentences and individual verb forms chorally and individually.
- 5 Elicit the answer to number 1 as an example (*No, he wasn't. He was a racing driver.*) Remind students they will need a plural verb form in numbers 3 and 5. Students continue correcting the information working individually.

T 9.10 Play the recording and get students to check their answers.

Answers and tapescript

- 1 **Ayrton Senna was an actor.**
No, he wasn't. He was a racing driver.
- 2 **Marie Curie was a princess.**
No, she wasn't. She was a scientist.
- 3 **Marilyn Monroe and Elvis Presley were Italian.**
No, they weren't. They were American.
- 4 **Beethoven was a scientist.**
No, he wasn't. He was a musician.
- 5 **Leonardo da Vinci and Van Gogh were musicians.**
No, they weren't. They were painters.
- 6 **Indira Gandhi was a singer.**
No, she wasn't. She was Prime Minister of India.

Play the recording again and get students to repeat. If students have problems, highlight the weak and strong verb forms in the Caution Box again and elicit where the main stress goes on each sentence. Then get students to repeat again. Get students to practise the sentences in pairs, Student A reading the first sentence and Student B the correction. Monitor and check for correct sentence stress and correct pronunciation of the past verb forms.

ADDITIONAL MATERIAL

Workbook Unit 9

- Exercises 6 and 7** A gap-fill and guided writing task to consolidate *was/were* and *was/were born*.
- Exercise 8** Further practice of *was/were* in questions, short answers, and positive forms.
- Exercise 9** Further practice of *was/were* in positive and negative forms.
- Exercise 10** Consolidation of *was/were* in all forms.

Today and yesterday

- 6 Pre-teach/check *yesterday* and briefly review the days of the week round the class. Briefly elicit other items that can fit in the table, e.g.

Today/Yesterday ...

I'm/I was *in town/at the shops/at the cinema/in the country/in the park*

the weather is/was *good/all right/bad*

my parents are/were (see above examples)

Demonstrate the activity by saying where you and your parents are today and were yesterday. Elicit an example of the days of the week and the weather and then get students to continue in closed pairs. This exercise can be extended also to practise the negative. Monitor and check for correct present and past verbs forms, and for correct pronunciation.

Check it

- 7 Elicit the answer to number 1 as an example (*was*). Students complete the other sentences, working individually.

Get students to check their answers in pairs before checking with the whole class. Get students to read the complete sentences out in order to get more pronunciation practice.

Answers

- 1 **Where was your mother born?**
- 2 **When were your parents born?**
- 3 **No, my parents weren't both born in 1951. My father was born in 1951, and my mother in 1953.**
- 4 **Yes, I was in New York in 1999.**
- 5 **Was he at home yesterday? No, he wasn't.**
- 6 **Were you at work yesterday? Yes, we were.**
- 7 **Were they at school yesterday morning? No, they weren't.**

VOCABULARY AND READING (SB p68)

Past Simple – irregular verbs

- 1 This section introduces a small set of irregular past forms in a story context. Students access the verbs through their knowledge of the verbs in the Present Simple and the main focus is a lexical rather than grammatical one. It is therefore not advisable to go into a detailed presentation of the Past Simple at this stage. This is covered in Unit 10.

Check the meaning of *present* and *past* and review the meaning of the verbs in their present form. Demonstrate the activity by eliciting the past of *is* and *are* (*was* and *were*). Refer students to the irregular verb list on p142. Get students to match the verbs forms, working in pairs.

T 9.11 Play the recording through once and get students to check their answers.

Answers and tapescript

are	were
is	was
buy	bought
go	went
say	said
see	saw
take	took

Play the recording and get students to repeat chorally and individually. Make sure students aren't confused by the spelling of *bought* – /bɔ:t/. Say the present forms and get students to say the past equivalent round the class.

Refer students to Grammar Reference 9.2 on p125.

- 2 Pre-teach the new vocabulary in the sentences: *market, painting, expert* (noun), *be worth, million, franc, upset, dirty, for sale*, using the pictures where appropriate.

Focus on the example to demonstrate the activity. Students continue matching the pictures and sentences, working in pairs. Check the answers with the whole class.

Answers

1d 2f 3a 4c 5e 6b

- 3 Tell students they are going to read a report of the story about the painting. Focus attention on the example to demonstrate the activity. Tell students to complete the rest of the story, working individually. Encourage them not to worry if they come across new words and to try to understand them from the context.

T 9.12 Get students to check in pairs before checking with the whole class.

Answers and tapescript

In August 1999 three friends, Jacques Proust, Guy Fadat, and François Leclerc, were on holiday in the town of Laraque in France. On Sunday they went shopping in the market and they saw a dirty, old painting of the Virgin Mary. They bought it for 1,400 francs and they took it to Paris. In Paris, an expert said that the painting was by Leonardo da Vinci and it was worth 500,000,000 francs. The man in Laraque market said: 'I was happy to sell the painting but now I'm very upset. I don't want to think about it!'

Check any vocabulary students had problems with. Students then read the story to a partner. Monitor and check for pronunciation. If students have problems, drill key sections and get students to repeat the task.

- 4 Get students to cover the text in exercise 3. Focus attention back on the pictures. You can either re-tell the story as a class activity first and then get students to repeat in pairs. Alternatively, set up the pairwork first and then re-tell as a class in a checking phase. Either way, when you monitor, don't expect students to reproduce the story with complete accuracy. Do not over-correct in the feedback stage – just pick up on common errors in the irregular past forms.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 11 and 12 Further practice of irregular past simple forms.

When's your birthday?

- 1 Focus attention on the months. Pre-teach *calendar* and elicit the second month of the year (*February*). Get students to continue writing the months in order on the calendar.

T 9.13 Play the recording and get students to check their answers.

Answers and tapescript

January, February, March, April, May, June, July, August, September, October, November, December.

Focus attention on the stress marks on each word. Play the recording again and get students to repeat chorally and individually. Get students to say the months in order round the class. Check for accurate pronunciation and drill the months again if necessary.

- 2 Focus attention on the speech bubbles. Check comprehension of *So is my birthday!* Drill the language chorally and then get students to stand up and practise the language in a mingle activity. Get them to note down the months of other students' birthdays as they ask. Elicit the answers to the follow-up questions and establish which is the most common month for birthdays in your class.
- 3 This exercise presents ordinal numbers. Check students understand the difference between cardinal numbers and ordinal numbers with the following examples: *There are seven days in a week and there are twelve months in a year. The first day is Monday and the seventh day is Sunday. The first month is January and the twelfth month is December.* Get students to tell you the ordinal numbers (*first, seventh, and twelfth*).

T 9.14 Focus attention on the numbers and on how we form the abbreviations with the numeral and the last two letters of the ordinal number. Play the recording and get students to repeat chorally and individually. Write the abbreviated numbers on the board in random order and elicit the ordinal from individual students.

- 4 Elicit the first ordinal as an example (*sixteenth*). Get students to say the other ordinal numbers, working in pairs. Monitor and check and note any common errors.

T 9.15 Play the recording and let students check their answers. If necessary, drill any ordinals students had problems with.

- 5 **T 9.16** This exercise presents how we read dates in English. Tell students they are going to hear eight dates and that they should write down the correct ordinal. Play the first date and focus on the example answer (*the first of January*). Play the rest of the dates and get students to complete the task.

Get students to check their answers in pairs before checking with the whole class.

Answers and tapescript

the **first** of January

the **third** of March

the **seventh** of April

the **twentieth** of May

the **second** of June

the **twelfth** of August

the **fifteenth** of November

the **thirty-first** of December

! Focus attention on the Caution Box and highlight the use of *the* and the ordinal in spoken dates and the use of the abbreviation, but not *the* in writing. If appropriate, point out that students may also see dates written as *3rd January*, *10th March*, etc.

Elicit the dates in exercise 5 orally and then get students to continue practising in closed pairs. Monitor and check for correct use of *the*, correct ordinals, and pronunciation of the months.

- 6 Focus attention on the speech bubbles. Get students to ask you the questions and give answers. Drill the language chorally and then get students to practise in open pairs. Students continue in groups. Monitor and check for correct falling intonation in the questions and for the correct use of prepositions – *on* + date and *at* + time. Tell the class again the date and time of your birth, following the example in the last speech bubble. Elicit more examples from the class.

SUGGESTION

You can give students regular practice in dates by asking *What's today's date?* at the beginning of every class. Encourage students to write the dates in full at the top of any written work, i.e. *January 3rd 2002*, rather than *3/1/02*.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 15 and 16 Consolidation of the months of the year.

Exercise 17 Consolidation of ordinal numbers.

Exercise 18 Consolidation of dates.

Exercise 19 Further practice of ordinal numbers.

Don't forget!

Workbook Unit 9

Exercise 13 In this exercise students translate sentences containing the main grammar points presented in the unit.

Exercise 14 A review of the key lexical sets from previous units.

Word list

Ask the students to turn to p134 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.