

# 10

Past Simple – regular and irregular  
Questions and negatives  
Sports and leisure • Filling in forms

**We had a good time!**

## Introduction to the unit

The title of this unit is 'We had a good time!' and the overall theme is leisure and holidays. The unit follows on from Unit 9 with the introduction of all forms of the Past Simple with both regular and irregular verbs. Skills practice is provided with speaking, listening, and writing tasks.

The lexical set of sports and leisure is reviewed and extended. The *Everyday English* section focuses on filling in an application form.

## Language aims

**Grammar – Past Simple regular and irregular; questions and negatives** The set of irregular past forms from Unit 9 is extended and the regular forms are also introduced. The unit covers positive, negative, and question forms. Students' knowledge of the Present Simple usually helps them with the Past Simple, in that students are already familiar with the uses of the auxiliary *do*, and so will grasp how *did* functions. The past auxiliary is easier in that it is the same in all persons. It is important for students to see the contrast in the use of Present Simple and Past Simple and practice in using the two tenses in parallel is provided in the unit.

### POSSIBLE PROBLEMS

- Although knowledge of the Present Simple helps students to access the Past Simple, students often make mistakes in the new tense. Common errors are:
  - \* *Did they watched TV?*
  - \* *They no played tennis.*
  - \* *When you lived in the US?*

- Irregular verbs need constant use and reviewing. Students often try to apply the regular *-ed* ending to irregular verbs, e.g.
  - \* *I goed to the cinema.*

Encourage students to refer to the irregular verb list on p142 and get students to review the verbs regularly for homework.

- There are different ways of pronouncing the *-ed* regular ending and students need help with this. There is a pronunciation focus on p72 highlighting the /t/ and /d/ *-ed* endings, e.g.

*worked* /w ɜ:kɪ/

*played* /pleɪd/

Students often try to divide out the *-ed* ending in the pronunciation inappropriately, e.g.

*watched* /wɒtʃed/ rather than /wɒtʃt/

Monitor and check for this mistake, and also help students to perceive the different *-ed* endings, but do not insist that they produce the endings each time.

**Vocabulary** The lexical set of sports and leisure activities is reviewed and extended. Students focus on sports/activities collocations with *go/play*, e.g. *go swimming, play hockey*, etc.

**Everyday English** This section focuses on filling in an application form. The theme of leisure and sports is maintained with a form to join a sports centre.

**Workbook** Regular and irregular Past Simple verbs in the positive are reviewed and consolidated in a range of exercises.

There is a *Listening and writing* section focusing on a day in the life of a character.

A *Writing* section gets students to talk about what they did last Saturday.

Past Simple questions and negatives are reviewed in a range of exercises.

There is further practice on the lexical set of sports and leisure.

A short *Reading* section gives further consolidation of negative and positive Past Simple forms.

There is further practice in filling in forms in the *Everyday English* section.

## Notes on the unit

### STARTER (SB p72)

1 This section reviews days and dates, Present and Past Simple forms, and key time expressions. Focus attention on the questions and elicit the answers. Make sure students use *is/was* correctly, pronounce the days correctly, and use ordinal numbers and *the* in the dates.

2 **T 10.1** Focus attention on the sentences. Go through and ask *Past or present?* about each one, and also elicit which verb is used in each sentence. Demonstrate the activity by eliciting the time expression for line 1 (*now*). Elicit from students the fact that the other time expressions are not possible and establish that this is because they refer to the past. Students then match the remaining lines and time expressions. Play the recording and get students to check their answers.

#### Answers and tapescript

- 1 We're at school now.
- 2 You were at home yesterday.
- 3 I went to Australia in 1997.
- 4 She lives in London now.
- 5 They bought their house in 1997.
- 6 It was cold and wet yesterday.

Play the recording again and get students to repeat chorally and individually.

### YESTERDAY (SB p72)

#### Past Simple – regular and irregular

1 This section reviews and extends the irregular verbs students met in Unit 9 and also presents regular *-ed* forms. Focus attention on the photo and ask *What's her name?* (*Betsy*.) *Where is she?* (*At home*.) Tell students they are going to hear Betsy talking about what she did yesterday. Focus attention on the list of verbs and ask *Past or present?* Check comprehension of each verb and

get students to tell you the infinitive of the irregular past forms. (If students query the regular *-ed* endings, tell them this is the ending for most verbs in the Past Simple, but do not go into a long explanation at this stage.)

**T 10.2** Play the first line of the recording as far as *half past eleven* and focus attention on the example. Play the recording through to the end and get students to tick the remaining verbs. Get students to check their answers in pairs before checking with the whole class.

#### Answers

- 1 ✓ got up late
- 2 ✓ had a big breakfast
- 3 ✓ went shopping
- 4 ✓ stayed at home
- 5 ✓ bought a newspaper
- 6 ✓ listened to music
- 7 ✓ watched TV
- 8 ✓ cooked a meal
- 9 ✓ went to bed early

#### T 10.2

Yesterday was Sunday, so I got up late, eleven thirty. I had a big breakfast, orange juice, toast, eggs, and coffee. Then I went shopping, to the supermarket, and I bought some chocolate and a Sunday newspaper, the *Sunday Times*. In the afternoon I listened to music for a bit and then I watched a film on TV. In the evening cooked a meal just for me, not a big meal, just soup and a salad. I went to bed early. It was a lovely, lazy day.

2 Focus on the speech bubble and highlight the use of *Then* to link a series of actions. Elicit from the class what Betsy did yesterday. Students then take it in turns to say what Betsy did, working in closed pairs. Monitor and check for pronunciation of the *-ed* regular endings but do not overcorrect if students have problems during this initial production stage.

### GRAMMAR SPOT

1 Focus attention on the list of verbs and on the examples *worked* and *played*. Ask students to write the other past forms. Check the answers with the whole class.

#### Answers and tapescript

/t/	work	watch	cook
	worked	watched	cooked
/d/	play	stay	listen
	played	stayed	listened

Explain that these are regular verbs and so are different from those students met in Unit 9. Elicit the last two letters in each of the verb forms: *-ed*.

Establish that adding *-ed* is the rule for the formation of the Past Simple in the majority of verbs.

**T 10.3** Pronounce the sounds /t/ and /d/ and then play the recording. Get students to repeat chorally and individually. Make sure students don't divide out the *-ed* ending into a syllable of its own, e.g. \*/kʊked/. Encourage them to reproduce the /t/ and /d/ endings accurately, but do not overdo this if students find it difficult. It is enough at this stage for them to perceive the difference.

- 2 Ask students to write the past tense of the verbs ending in /t/. Check the answers.

**T 10.4** Pronounce the sound /ɪd/ and then play the recording. Get students to repeat chorally and individually. Elicit the difference between these verbs and the ones in exercise 1: the *-ed* ending is pronounced /ɪd/.

#### Answers and tapescript

/ɪd/	visit	want	hate
	visited	wanted	hated

- 3 Read the sentence aloud. Check students understand there is no difference in the verb forms for different persons in the Past Simple. Contrast this with the third person *-s* in the Present Simple.

Read Grammar Reference 10.1 on p125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 3 Refer students back to the list in exercise 1. Get students to underline the things that they did yesterday. Demonstrate the activity by telling the class things that you did yesterday. If appropriate, write the sentences on the board and underline the verbs, e.g. *I had a big breakfast*. Elicit a few more short examples from the class and then get students to continue in closed pairs. Monitor and check for correct use of regular and irregular past forms.

#### ADDITIONAL MATERIAL

##### Workbook Unit 10

Exercises 1–3 Further practice of Past Simple regular verbs.

Exercises 4 and 5 Further practice of Past Simple irregular verbs.

Exercises 6 and 7 Listening practice to review the Past Simple.

Exercise 8 Personalized writing practice.

## Questions and negatives

- 4 **T 10.5** This section presents the Past Simple question and negative forms. Focus attention on the photo. Ask *What's her name?* (*Betsy.*) and *What's his name?* (*Dan.*) Tell students they are going to hear Betsy and Dan talking about their weekend. Play the recording as far as *tennis with some friends* and elicit the verb for the first gap (*played*). Play the recording to the end and get students to complete the conversation. Get students to check their answers in pairs. Play the recording again if necessary. Check the answers with the whole class.

#### Answers and tapescript

B Hi, Dan. Did you have a good weekend?

D Yes, I did, thanks.

B What did you do yesterday?

D Well, yesterday morning I got up early and I played tennis with some friends.

B You got up early on Sunday!

D I know, I know. I don't usually get up early on Sunday.

B Did you go out yesterday afternoon?

D No, I didn't. I just stayed at home. I watched the football on TV.

B Ugh, football! What did you do yesterday evening?

D Oh, I didn't do much. I worked a bit at my computer. I didn't go to bed late. About 11.00.

- 5 **T 10.6** Focus attention on the first question in the conversation and elicit the answer (*Did you have a good weekend?*). Ask students to complete the rest of the conversation. Play the recording and get them to check their answers. Play the recording again and get students to repeat chorally and individually. Encourage falling intonation on the *wh-* questions.

#### Answers and tapescript

1 B Did you have a good weekend?

D Yes, I did.

2 B What did you do yesterday?

D I played tennis.

3 B Did you go out yesterday afternoon?

D No, I didn't.

4 B What did you do yesterday evening?

D I didn't do much. I didn't go to bed late.

- 6 Focus attention on the speech bubbles. Drill the questions and answers chorally and individually. Elicit other questions and answers in open pairs.
- 7 **T 10.7** Focus attention on the examples, and then get students to continue in closed pairs. Encourage accurate pronunciation of *didn't*. Monitor and check for correct formation of the negatives. A common error is the repetition of the positive past form after the auxiliary *didn't* – \* *He didn't cooked a meal*. If students have this problem, highlight the errors in a general feedback session, then refer students to the *Grammar Spot*.

## GRAMMAR SPOT

- 1 Read the notes on the formation of questions and negatives. Highlight the use of *did* and *didn't* and make sure students understand that *didn't* is the contracted form of *did not*.

**T 10.7** Play the recording. Get students to repeat the sentences chorally and individually.

- 2 Read the notes on the difference between Present Simple and Past Simple. Highlight the use of *do/did* in the questions. Remind students that *did* is used for all persons in Past Simple questions. Highlight the use of *doesn't/didn't* in the negatives and remind students that the other present forms require *don't*.

Ask students to underline the time expressions that are used with the different tenses (Present Simple: *every morning, every Sunday*; Past Simple: *yesterday morning, last Sunday*). Elicit other time expressions that can be used with the tenses, e.g. :

Present Simple: *every day/week/month, on Sunday, at the weekend, on Saturday afternoon*

Past Simple: *last week/month/year/weekend, yesterday*

Refer students to Grammar Reference 10.2 on p125.

## ADDITIONAL MATERIAL

### Workbook Unit 10

- Exercise 9 Past Simple *Yes/No* questions and short answers.  
Exercises 10 and 11 Past Simple *wh-* questions and answers.  
Exercise 12 Past Simple negatives.

## PRACTICE (SB p74)

### Did you have a good weekend?

- 1 Exercises 1, 2, and 3 focus on *Yes/No* questions in the Past Simple. Tell students they are going to talk about what *they* did last weekend. Focus attention on the list of activities in the chart and check comprehension of each one. Double-check comprehension of the difference between *do homework* and *do housework*. Students then continue to form the questions, working individually. Explain that there are three columns in the chart – one for each student, one for the teacher, and one for the student's partner. Get students to tick the activities they did last weekend in the *You* column.
- 2 Focus attention on the speech bubbles. Drill the question chorally and individually and then give your answer. Get students to ask you the rest of the questions and record the answers in the *Teacher* column.
- 3 Demonstrate the activity in open pairs and then get students to continue in closed pairs. Monitor and check for correct question formation and short answers. Focus attention on the examples and then get students to tell the class about what they and their partner did last weekend.
- 4 This exercise focuses on *wh-* questions in the Past Simple. Briefly review the question words *what, who, where, what time, and how much*. Focus attention on the example.

**T 10.8** Tell students they are going to hear the questions on tape, each preceded by a statement. Play the recording through once and get students to listen to the statements and check that they have formed the questions correctly. Play the recording again and elicit what the man says before each question.

## SUGGESTION

You can give students further practice in Past Simple *wh-* and *Yes/No* questions by using the photocopyable memory game on TB p114. This shows two flats, one for Student A and one for Student B, which show what the occupants did yesterday.

Photocopy enough sheets for your class. Pre-teach/check *write a letter* and irregular past *wrote, read a book/newspaper* and irregular past *read /red/, have a bath, have a shower, and play the guitar /gɪ'tɑ:/.*

Demonstrate the activity with two confident students. Get Student A to look carefully at the picture of Jane's flat for 30 seconds and then put it out of sight. Student B then uses the question cues to ask about what Jane did yesterday. Pre-teach *I can't remember*. Get students to complete the task in closed pairs for Student A's picture. Students then change roles with Student B looking at Paul's flat for 30 seconds and Student A using the question cues to ask about what Paul did yesterday.

Monitor and check for correct question formation and use of regular and irregular pasts. (With a weaker class, you could put all the A and B students together in separate groups to give them time to write out the cues as full questions. Then divide the class into A and B pairs and continue as above.)

### Answers and tapescript

- 1 A I went to the cinema.  
B What did you see?
- 2 A I went shopping.  
B What did you buy?
- 3 A I had a meal in a restaurant.  
B What did you have?
- 4 A I saw my friends.  
B Who did you see?
- 5 A I played football.  
B Where did you play?
- 6 A I went to a party.  
B What time did you leave?
- 7 A I did my homework.  
B How much homework did you do?
- 8 A I did the housework.  
B How much housework did you do?

- 5 **T 10.9** Pre-teach/check *meal*, and *steak and chips*. Play the recording and get students to listen. Get students to practise the conversations in closed pairs. Monitor and check for pronunciation. If students have problems, drill key sections, and then get them to practise again in closed pairs.

Refer students back to exercises 1 and 4. Explain that they are going to ask each other about the activities in question 1 again. If their partner answers 'Yes' about an activity, they should ask the appropriate follow-up question from exercise 4. If you think they need it, demonstrate by building a model dialogue on the board.

### Model conversation

- A Did you go shopping last weekend?  
B Yes, I did.  
A What did you buy?  
B A new jumper.  
A Was it expensive?  
B Yes, it was.

Get students to continue working in closed pairs. Monitor and check for the correct form of Past Simple questions, short answers, and positive forms, and for the use of *was/were*.

- 6 This exercise reviews short answers in the Present and Past Simple. Pre-teach/check *party* and *newspaper*. Focus attention on the examples and then get students to complete the answers, working individually.

**T 10.10** Get students to check their answers in pairs before checking with the whole class.

### Answers and tapescript

- |   |                  |
|---|------------------|
| 1 Do you work in New York?              | No, I don't.     |
| 2 Did she like the film?                | Yes, she did.    |
| 3 Does he watch TV every evening?       | Yes, he does.    |
| 4 Did you go out yesterday evening?     | No, we didn't.   |
| 5 Did he go to the party?               | Yes, he did.     |
| 6 Do you buy a newspaper every morning? | Yes, I do.       |
| 7 Does she usually go to bed late?      | No, she doesn't. |
| 8 Did they have a good time?            | No, they didn't. |

Get students to practise the questions and answers in open and then in closed pairs. Monitor and check for pronunciation. If students have problems, drill key sentences and then get students to practise again in closed pairs.

### Check it

- 7 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

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

### Answers

- 1 She bought an expensive car.
- 2 Did they go shopping yesterday?
- 3 Where did you go last weekend?
- 4 We didn't see our friends.
- 5 Did you like the film? Yes, I did.
- 6 I played tennis yesterday.

### SUGGESTION

Take the opportunity to review the Past Simple by getting students to ask and answer about the weekend in the first lesson that you have each week. This provides a useful review and also highlights the value of what students are learning in a realistic situation.

## VOCABULARY AND SPEAKING (SB p76)

### Sports and leisure

- 1 Focus attention on the photographs. Elicit the activity that goes with photo 1 (*swimming*). Students continue to match the photos and activities. Check the answers with the whole class.

### Answers

- 1 swimming
- 2 windsurfing
- 3 skiing
- 4 dancing
- 5 sailing
- 6 walking
- 7 baseball
- 8 tennis
- 9 ice-skating
- 10 football
- 11 cards
- 12 ice hockey
- 13 golf

Check the pronunciation of the activities and drill if necessary.

- 2 This exercise focuses on collocations with *play* and *go + -ing*. Focus attention on the examples and then get students to complete the categorizing, working in pairs. Check the answers with the whole class. As a general rule, you could tell students that sports with a ball and games like cards, chess, etc. take *play*, and physical activities ending in *-ing* take *go*.

### Answers

play	go + -ing
tennis	skiing
football	sailing
golf	windsurfing
baseball	ice-skating
cards	dancing
ice hockey	walking
	swimming

- 3 This exercise practises *Yes/No* and *wh-* questions with the collocations from exercise 2. Focus attention on the speech bubbles. Highlight the use of the tenses – Present Simple to talk about general habits in the present and Past Simple to ask *When?* in the past. Drill the language chorally and individually. Elicit two or three more examples from students working in open pairs. Students continue in closed pairs. Monitor and check for correct use of tenses, correct use of *play* and *go*, and pronunciation.
- 4 This exercise practises the third person forms. Focus attention on the examples. Elicit more examples from students about their partner. Check for accurate use of the third person forms in the Present Simple. Highlight common errors and get students to correct them.

## ADDITIONAL MATERIAL

### Workbook Unit 10

Exercise 14 Consolidation of sports and leisure vocabulary.

## LISTENING AND SPEAKING (SB p77)

### Holidays

- 1 This section gives further practice of the Present Simple and Past Simple in the context of holidays. It also reviews the sports and leisure activities from the *Vocabulary and speaking* section. Revise the months of the year by getting students to say them round the class. Check for accurate pronunciation. Check comprehension of *season*. Elicit the seasons students have already met – *spring*, *summer*, and *autumn*, and pre-teach *winter*. Get students to say the months that correspond to each season in their country, e.g. *In England, Spring is March, April and May.*

Focus attention on the speech bubble and give an example about yourself. Elicit more examples from the class, and then get students to continue in pairs.

- 2 **T 10.11** Focus attention on the photos. Ask *Who are they?* (*Colin and Fran.*) Focus attention on the list of information, A and B. Check students recognize that A is Present Simple and B is Past Simple. Focus attention on the examples. Tell students to listen and underline the correct information about Colin and Fran's holidays. Make sure they understand that the information will come in slightly different order from the order on the page. Play the recording through once and get students to complete the task.

Get students to check their answers in pairs. Play the recording through again and get students to check/complete their answers. Check the answers with the whole class.

## Answers

A

They usually ...

go in summer

go to Spain

stay in a hotel

eat in restaurants

go swimming

play golf

have a good time

B

Last year they ...

went in winter

went to Switzerland

stayed in a chalet

cooked their own meals

went skiing / ice-skating

played cards

had a good time

### T 10.11

C Well, usually we go on holiday in summer.

F Yes, and usually we go to Spain ... but last year we ...

C ... last year we went to Switzerland, and we went in winter.

F We stayed in a chalet and we cooked all our own meals there. It was lovely.

C Yes, in Spain we usually stay in a hotel and eat in restaurants.

F It was good to do different things too. Usually we just go swimming and sit in the sun ...

C And I sometimes play golf. I love that!

F Ah yes, you do. But of course in Switzerland we went skiing every day, and sometimes we went ice-skating in the afternoons – it was great fun.

C And in the evenings we cooked a meal and then played cards. We had a very good time.

F We love holidays – we always have a good time in Spain too.

- 3 This exercise practises questions in the Present Simple and Past Simple. Focus attention on the speech bubbles. Drill the questions and answers encouraging students to reproduce the correct sentence stress:

• • • •  
When do they usually go on holiday?

• • •  
When did they go last year?

Elicit the questions and answers for the second prompt in open pairs. (*Where do they usually go on holiday? To Spain. Where did they go last year? They went to Switzerland.*) Remind students that the questions for the last prompt are a different type (*Yes/No* questions). Get students to ask and answer in closed pairs. Monitor and check for correct question formation in both tenses, for correct sentence stress, and for correct use of prepositions *to* and *in*. Check the answers by getting students to ask and answer in open pairs across the class. Feed back on any common errors if necessary.

## Answers

- Where do they usually go on holiday? To Spain.  
Where did they go last year? They went to Switzerland.
- Where do they usually stay? In a hotel.  
Where did they stay last year? They stayed in a chalet.

- Where do they usually eat? In restaurants.  
Where did they eat last year? They cooked their own meals.
- What do they usually do? Go swimming and play golf.  
What did they do last year? They went skiing and ice-skating.
- Do they usually have a good time? Yes, they do.  
Did they have a good time last year? Yes, they did.

## WRITING (SB p78)

### My last holiday

- 1 This section reviews Past Simple negative and positive forms. Establish that this exercise is about Colin and Fran's holiday last year and so students will need to use the Past Simple tense. Focus attention on the example and highlight the need for a negative form, then a positive form. (With a weaker group, you might like to elicit the verbs students will need to use before they start: 2 – *go*, 3 – *stay*, 4 – *eat/cook*, 5 – *go*.) Get students to complete the sentences working individually.

**T 10.12** Let students check their answers in pairs before checking against the tape.

### Answers and tapescript

- 1 Last year Colin and Fran **didn't go** on holiday in summer.  
They **went** in winter.
  - 2 They **didn't go** to Spain.  
They **went** to Switzerland.
  - 3 They **didn't stay** in a hotel.  
They **stayed** in a chalet.
  - 4 They **didn't eat** in restaurants.  
They **cooked** their own meals.
  - 5 They **didn't go** swimming.  
They **went** skiing.
- 2 This exercise allows students to personalize the language of holidays and the Past Simple in a guided writing task. Tell students they are going to write to a friend about their last holiday. Ask *Present or past?* and establish that students need to use the past tense. Focus attention on the model sentences and elicit what language can complete the skeleton. Highlight the use of *was* in *Was the weather good?* and check students recognize this as the past of *be*.
- Tell the class about your own last holiday and then get students to write their description, using the skeleton in the Student's Book. Go round and help, correcting as necessary.

Get students to read their description to the class. If time is short, or if you have a very large class, get students to read their descriptions in groups of four.

## Filling in forms

### NOTE

Students may need help with understanding the titles used with surnames in English: *Mr/Mrs/Ms/Miss*. Be prepared to give a brief explanation of the titles.

*Mr* – used for men

*Mrs* – used for married women

*Ms /mz/* – used before a woman's surname when you do not know whether she is married or not, or when she prefers for this not to be known

*Miss* – used for unmarried women

- 1 This section focuses on the language of forms and extends the overall unit theme of leisure. Focus attention on the form and ask *What does Jennifer Cottrell want to do? (Join a sports centre.) What's the name of the Sports Centre? (Olympic.)* Focus attention on the categories that applicants have to fill in. Check comprehension of the titles *Mr/Mrs/Miss/Ms*, *full name*, *postcode*, *date of birth*, *squash*, *athletics*, *fitness training*, *signature*, *type of card* (= card that applicant will be allocated), *data input date* (= date when applicant's details were processed).
- 2 Get students to complete the form with their own details. Go round and help as necessary.
- 3 Focus attention on the speech bubbles. Highlight the use of *both* to say students share interests, and the way of contradicting information with *but I'm not*. Also highlight the preposition *in*. Drill the language chorally and individually, encouraging students to reproduce the sentence stress correctly:

• • • • •  
*Georges and I are both interested in athletics.*

• • •  
*Maria is interested in fitness training, but I'm not.*

Divide the class into groups and give students time to compare their forms and decide who is interested in what. Elicit examples from the class of similarities and differences in interests.

## ADDITIONAL MATERIAL

### Workbook Unit 10

**Exercise 16** Further practice of filling in forms as part of a listening task.

## Don't forget!

### Workbook Unit 10

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

**Exercise 15** Reading practice.

### 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.

### Video

#### Episode 4 *Surprise, surprise!*

During a dull evening at home, Matt reveals that Jane's birthday is on Saturday – in two days' time. Helen, Matt, and David decide to give her a surprise party. They buy all they need, and are getting everything ready in the kitchen, when Jane gets back to the house early. Matt tries to stall her in the hall. When she finally gets past him, we discover that Matt has yet again got the wrong idea – and misunderstood the date.

**Stop and check 3** for Units 7–10 (TB p136).

**Progress test 2** for Units 6–10 (TB p124).