

Unit 9

The Past

Essential knowledge

Vocabulary: action words, theme-related (pastimes)

Language conventions: word order in a sentence, verb tenses (simple past)

MATERIALS NEEDED

Highlighter

L2 **RS** 27A, 27B, 27C, 27D, 27E



1 Yesterday

A What do you know?

- ▶ Read the sentences.
- ▶ Highlight the verbs.
- ▶ Match the pictures and sentences.



A 5 	B 7 	C 11 	D 3 
E 2 	<p>1. Yesterday I ate yogourt and cereal for breakfast. 2. I walked my dog in the park. 3. I jogged at the track. 4. I called my friend James. 5. We played video games. 6. My dad prepared my favourite supper. 7. After supper I studied for my math test. 8. My sister listened to music. 9. I watched a hockey game on TV. 10. I took a shower. 11. I brushed my teeth. 12. I went to bed at 10:20.</p>		F 6 
G 9 	I 12 	J 8 	K 10 
		L 4 	H 7 

1A What do you know?

Students have probably had contact with the past tense in their reading, especially the regular *ed* forms. Activate prior knowledge by completing this activity. Students highlight the verbs, then match the pictures and sentences. Three irregular verbs are included here: *ate*, *took* and *went*. In each case, students have sufficient context clues to deduce the meaning and thus the verb.

L2 Use the jigsaw technique to allow students to participate actively in their learning. Each student in the team is responsible for part of the knowledge necessary to form the past and shares the information with his or her teammates.

Make sufficient copies of *RS 27A, B, C* and *D* for the class: each team of four students requires a section from each reproducible; for example, students Jenny, Lori, Samuel and Maxime will have one section from *RS 27A, B, C* and *D* respectively. It is helpful to copy the sheets on four different colours of cardstock and plasticize them for durability.

Step 1: Have each team identify their members as 1, 2, 3 and 4. Ask each group to gather in a corner of the classroom. Hand the cards out to each group and give the students time to read aloud, share and discuss the information. Help and guide as required.

Step 2: When everyone has understood their card, they then return to their “home” team to share what they have learned.

Step 3: Distribute one quiz form from *RS 27E* to each team. Students complete the activity cooperatively to show they have understood and can apply their new knowledge. Correct together.

The Past

Essential knowledge

Vocabulary: action words

Language conventions: word order in a sentence, verb tenses (simple past), capital letters, punctuation (periods), spelling

B The past and present

- List the verbs from page 122.
- Write the present for each verb.

Past	Present	Past	Present
1. ate	eat	7. studied	study
2. walked	walk	8. listened	listen
3. jogged	jog	9. watched	watch
4. called	call	10. took	take
5. played	play	11. brushed	brush
6. prepared	prepare	12. went	go

C Word order

- Observe the word order in affirmative sentences.

Subject	Verb	Rest of sentence
Ben	visited	his grandparents last weekend.
Alice	played	soccer yesterday.

- Unscramble these sentences.
- Remember to use a capital and a period.

1. o'clock home at arrived James six

James arrived home at six o'clock.

2. games supper played we video after

We played video games after supper.

3. chocolate baked chip cookies Dad

Dad baked chocolate chip cookies.

4. our apple lunch we with drank juice

We drank apple juice with our lunch.



1B The past and present

Students first list the verbs as they appear in the sentences on page 122 (in the past tense) and then write the present for each one.

1C Word order

Go over the word order in a simple sentence in the past and have the students unscramble the words. Remind the class to use a capital letter and a period.

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The Past

Essential knowledge

Vocabulary: action words, expressions of time, question words

Language conventions: verb tenses (simple past), spelling

A Past practice

- Write the past for each verb.
- Write the rule number from page 124 in each box.

			Rule				Rule
1	dance	danced	2	9	answer	answered	1
2	hug	hugged	3	10	scan	scanned	3
3	arrive	arrived	2	11	brush	brushed	1
4	clean	cleaned	1	12	apply	applied	4
5	hate	hated	2	13	invite	invited	2
6	cry	cried	4	14	fix	fixed	3
7	hop	hopped	3	15	marry	married	4
8	pray	prayed	4	16	print	printed	1

B 1-1-1 practice

Stop and **stir** are examples of 1-1-1 verbs in **Rule 3**.

Find other verbs that follow this rule.


- Answers will vary.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

C When?


Use the simple past with these important time indicators.

Time indicators: the past


yesterday
last night
last week
last weekend
last year



a long time ago
a week ago
two months ago
twenty years ago



once upon a time
a time before now:
this morning



2A Past practice

Students write the past for each verb, referring to page 124. This activity can be completed individually, in pairs or in teams.

2B 1-1-1 practice

The 1-1-1 rule can be tricky to master; students sometimes need help to discover exactly what verbs are targeted. Help them focus on the last three letters of single-syllable words: the sequence should be consonant - vowel - consonant: *step, mop, drag*, etc. The rule does not apply to verbs with two vowels (*float, clean*) or two final consonants (*start, mend*).

2C When?

Go over the words and expressions in the *Memo* box. Ask the students for other examples: *last month, an hour ago, a few minutes ago*, etc.

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The Past

Essential knowledge

Vocabulary: action words, theme-related (friends, family)

Language conventions: verb tenses (simple past), spelling

MATERIALS NEEDED

L1 RS 28

D Alice's weekend

▶ Complete each sentence with a verb in the past.



This is what my family and I did on the weekend.



On Friday...

1. Maya and I watched cartoons on TV.
2. I cleaned my bedroom.
3. Dad and I baked carrot muffins.
4. I helped Maya with her homework.
5. I texted Karen about my plans for the weekend.



On Saturday...

6. We talked to Uncle Tim on the phone.
7. We invited him for a birthday supper on Sunday.
8. Mom shopped for Uncle Tim's present.
9. She wrapped the present in blue paper.
10. We decorated his birthday cake.

On Sunday...

11. Dad prepared a lasagna for supper.
12. We celebrated Uncle Tim's birthday.
13. Uncle Tim received a camera for his birthday.
14. Dad and I washed the dishes.
15. I played dolls with Maya.



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2D Alice's weekend

Students use pertinent verbs written in the correct form to complete the sentences.

L1 Students use RS 28 to help them find the missing verbs. They may work individually, in pairs or in teams.

L2 Students can work using their personal resources.

Note: The answers provided correspond to RS 28.

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The Past

Essential knowledge

Useful expressions: instructions

Vocabulary: grammar terms

Language conventions: verb tenses (simple past), intonation and pronunciation

E Pronouncing the past

i Pronunciation

Identifying sounds

- Put your fingers on your neck.
- Say these sounds: **b, d, g, l, m, n, r, v, z**.
You feel a vibration.
- Say these sounds: **ch, f, k, p, s, sh, x**.
You don't feel a vibration.



Pronouncing the past

There are three pronunciations of verbs in the past: **t, d** and **id**.

- Pronounce **d** when you feel a vibration.
cleaned **sounds like cleand**
- Also pronounce **d** with verbs ending in vowel sounds.
played **sounds like playd**
- Pronounce **t** when you don't feel a vibration.
stopped **sounds like stop**
- Pronounce **id** when there is a **d** or a **t** before **ed**.
invited **sounds like invitid**

F Past pronunciation practice

► Write **t, d** or **id** to indicate how each verb is pronounced.

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1. matched <u> t </u> | 9. raked <u> t </u> | 17. knitted <u> id </u> |
| 2. copied <u> d </u> | 10. scolded <u> id </u> | 18. hopped <u> t </u> |
| 3. collected <u> id </u> | 11. walked <u> t </u> | 19. showed <u> d </u> |
| 4. offered <u> d </u> | 12. included <u> id </u> | 20. chased <u> t </u> |
| 5. printed <u> id </u> | 13. closed <u> d </u> | 21. opened <u> d </u> |
| 6. skied <u> d </u> | 14. jumped <u> t </u> | 22. locked <u> t </u> |
| 7. erased <u> t </u> | 15. hated <u> id </u> | 23. invented <u> id </u> |
| 8. noted <u> id </u> | 16. studied <u> d </u> | 24. named <u> d </u> |

2E Pronouncing the past

Pronouncing the past correctly is a challenge for young ESL learners. The guidelines provided here will help the students recognize when to use the *t, d* and *id* pronunciations. After going over the information on this page, remind the students that this is a reference they can come back to when they are unsure. As with any aspect of learning, sufficient practice leads to successful transfer.

2F Past pronunciation practice

There are several ways to complete this activity. It may be totally teacher-guided; that is, the students listen as

you pronounce each verb and write the ending they hear. Students can also work independently in pairs or teams, using the resource and experimenting as they say the different verbs. The activity can also be a combination of the two: start by providing pronunciation models, then allow the students to discover by trial, error and practice. Correct together to make sure everyone has the same answers. It is helpful to complete the activity in steps (exposure, practice, review and recall), that is, not all 24 verbs at once. Students find it easier to focus on fewer examples at a time. Also, they will be able to see their progress over the days or weeks.

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The Past

Essential knowledge

Useful expressions: rejoinders, teamwork

Vocabulary: action words, theme-related (pastimes)

Language conventions: verb tenses (simple past), spelling

MATERIALS NEEDED

Highlighter

3 Irregular verbs in the past

A Identification

Irregular verbs do not take **ed** in the past.

- ▶ Read the sentences.
- ▶ Highlight the verbs.
- ▶ Use context clues to write the present for each verb.

- Ben **ate** pizza and a salad for supper.
- We **drank** orange juice for lunch.
- My puppy **slept** on my bed last night.
- James **paid** \$20 for new paintbrushes.
- Everybody **sat** on the sofa to watch the new movie.
- Alice **won** her soccer game, 5 to 3.
- Ben's uncle **drove** a taxi in Toronto.
- Mr. Porter **rode** his bicycle to work.
- Ben **cut** his finger preparing vegetables.
- James **spoke** to his mom on the phone.

eat _____
 drink _____
 sleep _____
 pay _____
 sit _____
 win _____
 drive _____
 ride _____
 cut _____
 speak _____

My puppy slept on my bed last night.



B Past practice

- ▶ Play a memory game with your teammates.
- ▶ Add an item when it's your turn.

1 Shopping

I went shopping and I bought a T-shirt.



I went shopping and I bought a T-shirt and a backpack.



I went shopping and I bought a T-shirt, a backpack and a basketball.



I went shopping and I bought a T-shirt, a backpack, a basketball and a book.

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3A Identification

Context allows students to discover the irregular verbs in these sentences. As you correct together, ask what words provide the clues.

3B Past practice

In this cumulative game and in the second part on page 129, students repeat the lead-in phrase and their teammates' ideas, then add one of their own. The object of the game is to remember what everyone has said. Remind the students to play cooperatively. If a person forgets a word, his teammates can mime or give verbal clues to give him a hand.

Note: There is a list of irregular verbs commonly used at this level on page 163. Pictures illustrating these verbs follow on pages 164, 165, 166 and 167. On page 168, students can add other irregular verbs they discover as they do their projects and activities. They write the present and past and draw a picture. This page can be a personal project (each student completes it according to his needs) or a class effort (a student can make a suggestion if she thinks it is relevant, and everyone takes note).

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The Past

Essential knowledge

Useful expressions: rejoinders, teamwork

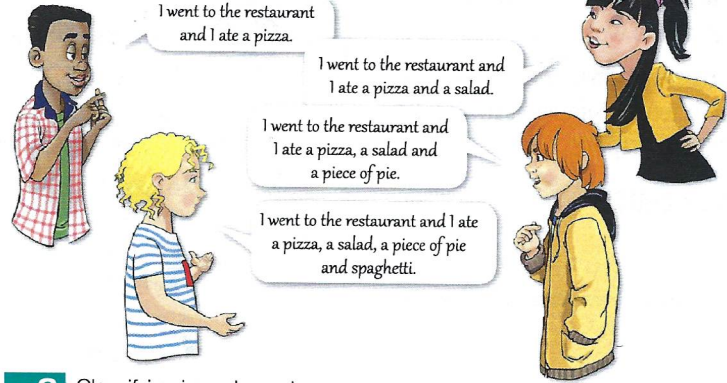
Vocabulary: action words, theme-related (pastimes)

Language conventions: verb tenses (simple past), spelling

MATERIALS NEEDED

RS 29

2 At the restaurant



C Classifying irregular verbs

▶ Look at the list of irregular verbs on page 163 to complete these lists.

1 Verbs that **don't** change in the past:

cut	cost	hit	hurt
put	read	set	shut

2 Verbs that change a **single vowel** in the past:

begin	blow	come	dig	draw
drink	drive	fall	forget	get
give	grow	know	ride	ring
run	sing	sit	stick	stink
swim	throw	wake	win	write

3 Verbs that end in **d** in the past:

bleed	do	feed	find	have
hear	hide	pay	say	sell
slide	stand	tell	understand	

4 Verbs that end in **ght** in the past:

bring	buy	catch	fight	teach	think
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3C Classifying irregular verbs

The list of irregular verbs can be daunting for students. Classifying certain verbs by spelling change can help them organize some of this information. Use RS 29 so students have an easily accessible resource to complete this activity. They can highlight the verbs as they write them in each category. The task becomes simpler as they work.

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