

Grammar start

We **visited** an art gallery last week.
The artists **didn't mix** the colors.

1 Listen, say, and point.



an art gallery



an artist



a guide



a painting



a dot



draw



mix

2 Read and listen. Choose the best title.

A museum visit

My favorite painting

Our school trip

Last Tuesday, we didn't stay at school. We visited an art gallery. We looked at the paintings. I liked them. The guide talked about the paintings and the artists.



We learned a lot. The artists didn't mix the colors. They used dots of color. After that, we painted pictures with dots. We copied a famous painting, but I didn't like my picture. It was terrible!

3 Read and complete.

We use the **simple past** to talk about actions and events in the past.

1 To form the **affirmative**, we usually add **-ed** to the infinitive form of the verb:

visit → visited look → look_____ talk → talk_____

If the verb ends in **-e**, we add **-d**:

like → liked use → use_____

If the verb ends in **-y**, we change **y** to **i** and add **-ed**:

copy → cop_____

2 To form the negative, we use **didn't** and the infinitive form of the verb:

didn't stay _____ mix _____ like

Note that the simple past form is the same for all persons:

I walked. **She** walked. **He** didn't stay. **We** didn't stay.

Affirmative

I liked the paintings.

He talked about the artists.

We learned a lot.

Negative

I **didn't like** my picture.

We **didn't stay** at school.

They **didn't mix** the colors.

4 Find the simple past verbs in exercise 2. Complete the chart.

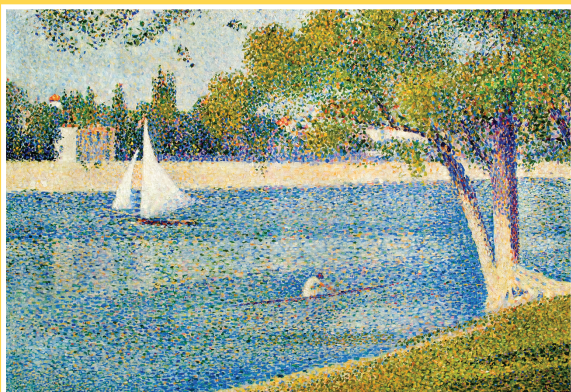
Infinitive	Simple past (affirmative)	Infinitive	Simple past (affirmative)
visit	visited	learn	
look		use	
like		paint	
talk		copy	

1 Read and complete with the verbs in the box.

copied liked looked painted stayed
 stopped traveled used ~~visited~~ walked

Last Saturday, we (a) visited a big art gallery in New York. We (b) _____ by bus. The bus (c) _____ near a park. We (d) _____ through the park to the museum. In the gallery we (e) _____ at a lot of paintings and drawings. After that, we (f) _____ our favorite painting in our notebooks. On Sunday morning, I (g) _____ in bed late. I was tired! In the afternoon, I (h) _____ a picture for my mom. I (i) _____ lots of different colors. My mom was happy – she (j) _____ my picture a lot!

2 Complete with the simple past form of the verbs.

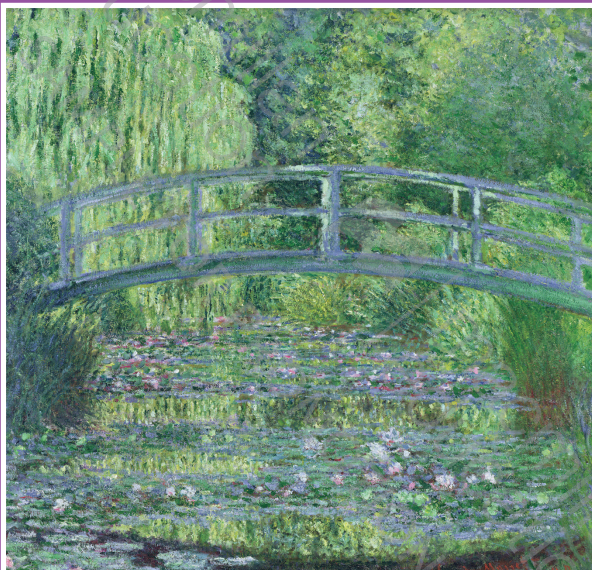


Georges Seurat
1859–1891

Seurat was a French painter. He (a) lived (live) in Paris, France. He (b) _____ (study) art there. He (c) _____ (not travel) a lot during his life. He (d) _____ (start) to draw in black and white. Then he (e) _____ (learn) about science and colors. He (f) _____ (use) dots

of color in his paintings. He (g) _____ (not mix) the colors. Some people (h) _____ (not like) his paintings because they were different. Seurat (i) _____ (not live) for very long. He (j) _____ (die) when he was 31.

3 Complete with verbs in the simple past. Listen and check.



Claude Monet
1840–1926

Monet was a French painter. He
(a) lived in France, but he
(b) traveled a lot. He (c) visited
England, Italy, and Norway. He
(d) studied art in school, but he
(e) dropped leaving school
and only stayed until he was 16.

Monet (f) preferred gardens, water,
and buildings. He painted outdoors
because he (g) loved light and
color. He (h) didn't use
brown in his paintings. He (i) used
wonderful bright colors. In 1860, he
joined the army in Algeria. He

(j) didn't paint at all for seven years.

Monet lived for a long time. He was almost blind at the end of his life, but
he (k) didn't stop painting. He (l) died when he was 86.

4 What did you do last weekend? Write true sentences.

I visited a museum. / I didn't visit a museum.

- a I _____ (visit) an art gallery.
- b I _____ (stay) home.
- c I _____ (watch) a movie.
- d I _____ (study) English.
- e I _____ (play) video games.
- f I _____ (paint) a picture.

Did you **visit** the aquarium on Saturday?
Yes, I **did**. / No, I **didn't**.

1 Read and listen. What animals did Suzy watch?

- A: Did you visit the aquarium on Saturday?
B: Yes, we did.
A: Did you listen to a guide?
B: Yes, we did. But it was an audio guide.
A: Ah! Did you watch the sharks at feeding time?
B: No, we didn't. We watched the dolphins.
A: Awesome! Did you like the aquarium?
B: Yes, I did. It was fantastic!



To ask questions in the simple past, we use **Did** + subject (*you/he/she*, etc.) + the **infinitive**.

Question

Short answers

Did you **visit** the aquarium?

Yes, I **did**.

No, I **didn't**.

Did you **listen** to a guide?

Yes, we **did**.

No, we **didn't**.

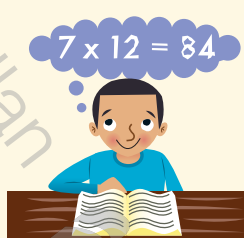
2 Complete the dialog.

- A: Did you visit the art gallery last weekend?
B: No, we _____.
A: Oh! _____ you stay home?
B: No, we _____. We visited a movie museum.
A: Really! _____ you learn a lot there?
B: Yes, we _____. We learned about making movies.
A: _____ you like the museum?
B: Yes, I _____. It was really interesting!

3 Match the questions to the pictures. Write the questions and answers.



1



2



3



4



5

a you / clean your room?

☒ 3

Did you clean your room _____? _____, I _____.

b your mom / work?

☐

Did _____? _____, she _____.

c your dad / wash the car?

☐

_____ he _____.

d you / study math?

☐

e your mom / cook a meal?

☐

4 Complete the questions.

Last weekend

a Did you visit _____ a new place?

☐

b _____ a movie?

☐

c _____ by train?

☐

d _____ a friend?

☐

e _____ to music?

☐

f _____ in the park?

☐

5 Ask and answer with a partner. Check (✓) or cross (X).

Did you visit a new place?

Yes, I did. I visited a museum.

Unit objectives

To talk about what people did in the past

Target language: *We visited an art gallery last week. The artists didn't mix the colors.*

Did you visit the aquarium on Saturday?

Yes, I did. No, I didn't.

Grammar: simple past (regular verbs): affirmative and negative; questions and short answers

Key vocabulary: *art gallery, artist, guide, painting, dot, draw, mix*

Lesson 1

Grammar start Student's Book, pages 46–47

Warm up

- Brainstorm on the board the different places students have visited: *art gallery, museum, aquarium...* Students say what there was and wasn't in each place, which was their favorite place to visit, and why.

1



Listen, say, and point.

- Students look at the pictures. Elicit the topic (paintings, art) and any vocabulary students already know in English.
- Play Track 34. Pause after each word. Students repeat the word and point to the corresponding picture.
- Elicit what students would find in an art gallery. Elicit the difference between *drawing* (with a pencil or crayons) and *painting* (with brushes and paint).



Track 34

an art gallery, an artist, a guide, a painting, a dot, draw, mix

- Play Track 35, pausing after each word. Students listen and point to the corresponding picture.



Track 35

a guide, a dot, mix, an art gallery, a painting, draw, an artist

2



Read and listen. Choose the best title.



This exercise promotes thinking skills as students have to work out the main idea of the story in order to choose the appropriate title.

- Students look at the pictures. Elicit what is happening in each picture (first picture: students are on a school visit to an art gallery; second picture: a girl is trying to copy the style of a painting).
- Play Track 36. Students follow the text and listen for any words from the vocabulary panel (*an art gallery, painting, the guide, the artists*). Pause after ...*and the artists* and ask: *When did they visit the gallery?* (*last Tuesday*).
- Read the three title options. Play the track again. Students read and listen, then decide which title is the best. Discuss the choices (the best title is: *Our school trip*, because they didn't visit a museum, and it wasn't about a favorite painting).



Track 36

Last Tuesday, we didn't stay at school. We visited an art gallery. We looked at the paintings. I liked them. The guide talked about the paintings and the artists. We learned a lot. The artists didn't mix the colors. They used dots of color. After that, we painted pictures with dots. We copied a famous painting, but I didn't like my picture. It was terrible!

3 Read and complete.

- Read out the first sentence. Elicit any time phrases used with the past that students might know: *yesterday, last Tuesday...* Read out the first statement. Draw students' attention to *visit* → *visited* and the -ed ending. Elicit the simple past of *look* (*looked*) and *talk* (*talked*). Repeat with the other verb types.
- Draw students' attention to the pronunciation of verbs that end in *t* (and *d*): /vɪzɪtɪd/, /peɪntɪd/
- Refer students back to exercise 2. Elicit when the trip to the gallery happened (*last Tuesday*). Students find one example of the simple past affirmative in the text.
- Read out the second statement. Draw students' attention to *didn't* and the fact that the infinitive form of the verb is used. Elicit the simple past negative of *mix* (*didn't mix*) and *like* (*didn't like*).
- Draw students' attention to the fact that the simple past form is the same for all persons.
- Invite volunteers to read the sentences, affirmative and negative, to the class.

Answers

- 1 looked, talked, used, copied
- 2 didn't mix, didn't like

4 Find the simple past verbs in exercise 2. Complete the chart.

- Read out the completed example from the chart. Then students find the simple past of *look* (*looked*) in exercise 2.
- Students work individually to complete the exercise. They then match each verb to the correct spelling rule in the grammar box.
- Copy the chart on the board. Volunteers come to the board and fill in the verbs.

Answers

visit – visited, look – looked, like – liked,
talk – talked, learn – learned, use – used,
paint – painted, copy – copied

MIXED ABILITY More confident students can write different sentences using some of the verbs in the grammar box.

EXTENSION Students make all the affirmative verbs from exercise 2 negative and all the negative verbs affirmative. Explain that verbs like *stay* don't change *y* to *i* because of the vowel (*stayed*, *didn't visit*, *didn't look*, *didn't like*, *didn't talk*, *didn't learn*, *mixed*, *didn't use*, *didn't paint*, *didn't copy*, *liked*).

Lesson 2

Grammar practice Student's Book, pages 48–49

Warm up

- Divide the class into groups. Mime a verb from page 47. The first group to guess the verb gets a point. A bonus point is awarded if the students can say and spell the simple past form. Invite volunteers to take over doing the mimes.

1 Read and complete with the verbs in the box.

- Read out the verbs in the box. Draw students' attention to *stopped* (form the simple past with *pp*, like in *stopping*) and *stayed* (add *-ed* but don't change the *y* because of the vowel before the *y*).
- Read out the first sentence. Elicit where they went on the school trip (*an art gallery*) and which city they are in (*New York*). Draw attention to the example and the crossed out verb in the box.

Students check the other verbs to be sure this is the correct one.

- Students work individually to complete the exercise.
- Check answers by inviting individuals to read sentences to the class.

Answers

- | | | | |
|------------|----------|-----------|---------|
| a visited | d walked | g stayed | i used |
| b traveled | e looked | h painted | j liked |
| c stopped | f copied | | |

EXTRA ACTIVITY Students write down the infinitive form of each of the verbs in the box. Check spelling of *copy*, *like*, and *use*.

2 Complete with the simple past form of the verbs.

- Students look at the painting. Explain that it was painted by Georges Seurat. Point out that the painting is made of dots of color. Refer students back to the text on page 46, where students looked at and copied paintings by Seurat.
- Read the first two sentences. Students confirm that *lived* is the correct simple past form of *live* and the rule it follows (add *-d* to verbs ending in *-e*). Elicit the answer to the second sentence (*studied*) and the rule (change *-y* to *i* and add *-ed*).
- Students work individually to complete the exercise.
- Invite volunteers to read a sentence and write the verb form on the board to check the spelling.

Answers

- | | | |
|-----------------|--------------|---------------|
| a lived | e learned | h didn't like |
| b studied | f used | i didn't live |
| c didn't travel | g didn't mix | j died |
| d started | | |

EXTRA ACTIVITY Give short cues from the text for students to tell you the correct verb: *Paris – lived and studied*; *science and colors – learned*.



Praise students for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

3



Complete with verbs in the simple past. Listen and check.



This exercise encourages thinking skills as students have to work out which verb to use by thinking about the sequence of events in a life history and using clues in the text.

- Students look at the picture. Explain that it is by a different painter. Ask if students know who (Claude Monet).
- Read out the first sentence. Draw attention to the first letter given (I) and point out that the clue to the answer is *in France*.
- Students complete the remaining sentences. They can use Seurat's biography on page 48 to help them. If necessary, explain that *d* ____ (*I*) ____ indicates *didn't* (verb).
- Play Track 37, pausing as necessary for students to listen and check their answers.

Track 37

Claude Monet, 1840–1926
Monet was a French painter. He lived in France, but he traveled a lot. He visited England, Italy, and Norway. He studied art in school, but he didn't like school and only stayed until he was 16. Monet painted gardens, water, and buildings. He painted outdoors because he liked light and color. He didn't use brown in his paintings. He used wonderful bright colors. In 1860, he joined the army in Algeria. He didn't paint at all for seven years. Monet lived for a long time. He was almost blind at the end of his life, but he didn't stop painting. He died when he was 86.

Answers

a lived	e didn't like	i used
b traveled	f painted	j didn't paint
c visited	g liked	k didn't stop
d studied	h didn't use	l died

4 What did you do last weekend? Write true sentences.

- Read the version of the first sentence which is true for you. Choose one of the prompts and make another sentence which is true for you.
- Students complete the exercise, choosing the form that is true for them.
- Divide the class into pairs. Students compare their answers with their partner's. Invite volunteers to report to the class what their partner did:
Tomas didn't visit an art gallery. He stayed home.

EXTENSION Make a false statement about Monet.

The class says *true* or *false*, and volunteers correct:
Monet was an American painter. False. He wasn't an American painter. He was a French painter. Invite a volunteer to make a statement about Monet. The class says *true* or *false*. Continue in pairs.



Praise students for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Student's Book, pages 50–51

Warm up

- Write a list of regular verbs on the board, including those from this unit: *visit, stay, watch, study, play, paint, learn, talk, walk*. Tell the class one thing you did or didn't do yesterday, using the verbs on the board: *Yesterday, I visited my mom*. Go around the class. The first student says: *Yesterday, (your name) visited his/her mom. I played in the park*. The next student says: *Yesterday, (your name) visited his/her mom. Sara played in the park. I didn't visit my grandparents*. Continue around the class as far as possible then start again.

1 Read and listen. What animals did Suzy watch?

- Students look at the picture. Elicit where it is and what students can see (*at the aquarium; a girl and some dolphins*).
- Play Track 38. Students listen and follow in their books. Ask: *Did Suzy watch the sharks? Did she watch the dolphins?* Elicit short answers.
- Divide the class into two groups, A and B. Play the track again, pausing after each speaker for the groups to repeat their parts.

Track 38

A: *Did you visit the aquarium on Saturday?*

B: *Yes, we did.*

A: *Did you listen to a guide?*

B: *Yes, we did. But it was an audio guide.*

A: *Ah! Did you watch the sharks at feeding time?*

B: *No, we didn't. We watched the dolphins.*

A: *Awesome! Did you like the aquarium?*

B: *Yes, I did. It was fantastic!*

Grammar box

- Read out the explanation. Compare it with questions and short answers in the simple present, using *do/does*. Read out each question and the two short

answers. Draw attention to the use of *did* for all persons and the infinitive form of the verb in the question.

- Students find examples of questions and short answers in the text above.

Students may expect to use the auxiliary *have* for the past if their L1 uses the present perfect to talk about the recent past: *Have you visited...* Reinforce the use of *did* and refer them to page 78 of the Grammar reference.



2 Complete the dialog.

- Read out the first sentence and draw attention to the question form. Elicit the answer: *No, we didn't*. Point out that the key word is *No*.
- Students work individually to complete the exercise, looking for key words *yes* and *no*.
- Divide the class into pairs. Students ask and answer the questions with their partner.

Answers

Did, didn't, Did, didn't, Did, did, Did, did

EXTRA ACTIVITY Invite volunteers to act out the dialog for the class.

3 Match the questions to the pictures. Write the questions and answers.



This exercise encourages thinking skills as students have to perform three different tasks to complete the exercise.

- Point to the pictures and elicit what is happening (*dad is washing his car; a boy is studying math; the boy is tidying his room; mom is working; mom is cooking*). Establish that this all happened on the weekend.
- Read out the first question. Point to the focus of the first question: *clean your room*. Students find the correct picture (3).
- Students write the remaining questions and match them to the pictures.
- Invite volunteers to read out the questions and the picture numbers.
- Ask a volunteer the first question. They answer: *Yes, I did* or *No, I didn't*. Explain that they should answer what is true for them.
- Students complete the answers according to what their family did last weekend.
- Divide the class into pairs. Students take turns asking and answering the questions. They then tell the class about their partner: *Rita's mom cooked a meal. Tomas' dad didn't wash the car.*

Answers

- a Did you clean your room? 3
- b Did your mom work? 4
- c Did your dad wash the car? 1
- d Did you study math? 2
- e Did your mom cook a meal? 5

4 Complete the questions.

- Read out the first question. Elicit short answers from two or three students.
- Students work individually to complete the exercise, writing the questions only.
- Invite volunteers to read their questions for the class to check.

Sample answers

- a Did you visit a new place?
- b Did you watch a movie?
- c Did you travel by train?
- d Did you visit/call a friend?
- e Did you listen to music?
- f Did you walk/play in the park?

MIXED ABILITY If students need more support, elicit suitable verbs before they do the exercise: *call, listen, paint, play, travel, visit, watch*. Make sure they choose only regular verbs, avoiding verbs like: *go, see, meet*.

5 Ask and answer with a partner. Check (✓) or cross (x).

- Invite volunteers to ask you the questions from exercise 4. Give a mix of affirmative and negative answers. Use the example to show how to give details. Details can also be given with a negative answer: *No, I didn't. I stayed home*. To make sure students use only regular verbs, brainstorm suitable verbs and write a list on the board.
- Divide the class into pairs. Students take turns asking and answering the questions with their partner. They check or cross the box for their partner's answer.

EXTENSION Students write short sentences about what their partner did: *Peter didn't watch a movie. He watched TV*. Volunteers report to the class.



Praise students for their work and tell them that they have now finished the unit and earned a gold medal.