



STEP 1 - Focus on KEY FACTS and Identify a GRAMMAR POINT with your team!

Be able to understand a story in the past.

A- Highlight key facts in your text corresponding to Wh-questions.



B- Select the corresponding **title**. Add the title in the **box**.

Childhood / Unequal girls / A free prisoner / Editor's note / Away and Free at last! / The Church and slavery / Reward! / The Escape

C- Be ready to report your findings to your **new team**.

D- Underline 4 **Past** verbs.

E- Try to classify your verbs and **add** the corresponding **time phrases**.

(Some blanks can be empty! ;)

<p style="text-align: center;">Preterit Aka. Simple Past</p> <p><i>"Ran away from..."</i></p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Time Markers & Phrases</p> <p><i>"<u>as</u> a young woman ..."</i></p> <ul style="list-style-type: none"> •
<p style="text-align: center;">Preterit +ing Aka. Continuous Past</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p style="text-align: center;">Passive Voice</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



STEP 2 - FOCUS ON PAST TENSES with your new team!
Be able to tell a story in the past using the correct verb tenses and time markers.



- A- Tell** about you extract's **key facts**.
- B- Reorder** the story. **Add numbers** in the circles.
- C- Get ready to present Harriet's life story.** (1 student = 1 time marker + 1 event)
Use "FIRST - THEN - AFTER THAT - AS A RESULT - LATER ON - THAT'S WHY - IN THE END - SO"
- D- Complete** the grammar rules and **add examples**:



-ed - stay - completed - DIDx2 - learn - irregular

- ;) We use the **Preterit aka. Simple Past** to tell about actions in the past. **Regular** verbs end in -..... . But there are * verbs that we have to (*2nd column)

Ex. ;) ; ;

- ^°^ We ask **simple past questions** and create **negative** sentences with the auxiliary :
- # °+° We **don't use** if the question is about the **subject**.

Ex. ^°^ What **did** she **do**? She **didn't** in the South.
°+° What **happened**? She **left**.



- **Time markers** can include : **in + date.** ;



happening - were - working - heard - WAS - auxiliary

- We use the **Preterit +ing aka. Continuous Past** to tell about actions in the process of in the **Past**.

Ex. She **was sleeping** when she a noise.

- ^°^ We ask **Preterit +ing questions** and create **negative** sentences with the : + sg. // **WERE + pl.**

Ex. ^°^ She **wasn't** in the cotton fields in the South
as the abolitionists **trying** to rescue her.



- **Time markers** can include : ;

Passive - rescued - were - victim - was - beaten



- *°!°* When we use the **Voice** , we want to insist on the
- We use:

BE (> IS sg. / ARE pl. (present) // sg. /pl. (past)) + Past Participle of lexical verb. (**3rd column if irregular).

Ex. *°!°* She **was never** *°!°* ..In the end, she **was** **..... .



STEP 3 - Be able to understand a personal story set in the past.

Listen to James Green's story. Find out who he is / where he lived and what happened on the unluckiest day of his life.



STEP 4 - Be able to write a convincing letter using past tenses and time markers.

Harriet decides to **write a letter to James Green to convince him to escape to the North**. She explains how **her situation** in the North **has changed** from what she experienced in the South. She convinces him to **hide** at her grandmother's shed **even if** it's small and dirty. She **describes** her rescue **plan** mentioning Sally, her grandmother and the sailor.

Write Harriet's letter using **preterit** and **passive voice forms**, **feelings** and **action verbs** and **time markers**. **150 words**.



FINAL STEP - Be able to react to a personal story set in the past, express feelings and ask past questions.

You are James Green. **Reply** to Harriet's letter. **Tell** her about your situation and **why** you are **scared** to escape. **Ask** her **5 questions in the past**. (**150 words**)

