



# Chapter 2

## Present and Past; Simple and Progressive

### CHAPTER SUMMARY

**OBJECTIVE:** To explore four high-frequency verb tenses, reviewing and reinforcing the students' ability to use them, and to introduce some finer points of tense usage.

**APPROACH:** The text presents and compares the simple present and present progressive, including their use with non-progressive verbs, and then moves on to the simple past and past progressive. The simple past section includes pronunciation of *-ed* endings and special practice with irregular verbs.

**TERMINOLOGY:** "Progressive" is also called "continuous" in some texts. A clause is a structure containing a subject and a verb. A clause may be either independent (also called a main clause) or dependent (subordinate clause).

### Optional Chapter Introduction Activity

(can be done before or after Exercise 1)

Time: 10–20 minutes

- Ask two students what they do first when they wake up in the morning. Write their answers on the board.

*Yao gets dressed, brushes his teeth, and then eats breakfast.*

*Maria drinks a cup of coffee as soon as she gets up.*

- Ask two other students what they are doing right now, and write their answers on the board.

*Paulo is listening to the teacher.*

*Mieko is writing in her notebook.*

- Underline the tenses and ask students to explain the differences (the first set of sentences is about regularly scheduled actions or habits; the second set of sentences shows what is happening right now).
- Ask two other students what they did last weekend, and write their answers on the board.
- Ask two other students what they were doing at 7:30 P.M. last night. Write their answers on the board.
- Underline the tenses in the four new sentences, and ask students to explain the differences.
- Ask students which set of sentences describes actions completed in the past.
- Elicit that the second set of sentences shows what was happening (ongoing) at a specific time in the past.

### EXERCISE 1. What do I already know?

Page 13

Time: 10–20 minutes

This exercise can be used as a pretest, pairwork, or a whole-class activity. The purpose is for students to discover which grammar points they need to pay special attention to in this chapter.

The text assumes that students do not know all the grammar covered in this exercise. If your students can do this exercise without any difficulty or questions, they may not need to study this chapter.

While this exercise previews the grammar found in Chapter 2, it also includes grammar not found in the chapter. The chapter assumes the students are already familiar with non-target grammar, such as word order in questions, parallel structures, and the use of final *-s / -es*. You may wish to take some time in class to review these points. (questions and negatives in the Appendix; parallel structure in Chapter 16, and final *-s / -es* in Chapter 6)

- Introduce the exercise and its purpose — for students to discover areas of the language that they need to study.
- Give students time to do the exercise individually.
- As a class, discuss correct answers. If time permits, have students write their answers on the board.

#### Optional Vocabulary

consist

gases

political situation

### EXERCISE 2. Warm-up. Page 13

Time: 5–10 minutes

#### Part I

- After students complete Part 1, ask the class, *Who reads a newspaper every day?* Ask a student who did not raise a hand to make a sentence that is true for him / her. For example:

*I don't read a newspaper every day. OR I read my email every day.*

- Ask the class, *Who is sitting next to someone from Asia?* Ask one of the students who did not raise his / her hand to make a true sentence. For example:

*I am not sitting next to someone from Asia.*

OR

*I am sitting next to someone from Spain.*

### Part II

- Ask students what a general truth is and what a daily habit is. Ask students what habit or daily practice is most important to them and write them on the board.
- Discuss student responses, especially unique or funny ones.

### Optional Vocabulary

revolve  
general truth  
daily habit

## CHARTS 2-1 and 2-2. Simple Present. Present Progressive. Page 14

Time: 10–15 minutes

Now that students have covered preliminary materials on the English tense system, the text focuses on each tense in more detail.

Throughout the rest of the chapters on verb tenses, the exercises contain questions, negatives, contractions, and mid-sentence adverbs. These topics are assumed to be primarily review at this level, but most students still need to work with them. You may wish to refer students to the Appendix during your class instruction.

- Make a large chart on the board with the headings *General Truth* in the left column, *Habit* in the middle column, and *In Progress* in the right column.
- Ask different students to read the example sentences from Charts 2-1 and 2-2.
- Ask the class if the sentence is a habit, a truth, or if it's in progress. Write the item letter — (a), (b), etc. — in the correct column. Work through all the example sentences.

**Expansion:** Help students create their own sentences for each category, using their own lives as content. Ask the class which heading each new sentence should go under, and write the sentence on the board. When each heading has two or three sentences, underline the verbs and have students discuss the differences among them.

### EXERCISE 3. Let's talk. Page 14

Time: 15–25 minutes

#### Part I

- Divide students into pairs or small groups. Then model the activity with one group.
- Circulate and help each group with their discussion.

#### Part II

- Review the meaning of *generalizations*, another word for *general truth*, as well as the vocabulary in both the topics and verbs lists.
- Model the exercise with a student or group before assigning the task to the whole class.

### EXERCISE 5. Listening. Page 15

Time: 5–10 minutes

- Remind students that more than one completion may be correct.
- Ask students to close their books, and play the audio through once.
- Have students open their books, and give them a moment to look over the time phrases.
- Play the audio again, stopping after each item.
- Optional: After going through all the items, have students compare their answers with a partner.
- Elicit the correct answers from the class, either orally or on the board. Then listen a final time for confirmation.

**Expansion:** Before playing the audio the second time, go through the time phrases and have students suggest which tenses go with each time phrase. For example, they should be able to predict that *right now* calls for present progressive tense.

### EXERCISE 6. Let's talk: class activity. Page 15

Time: 10–20 minutes

**Expansion:** Bring in cards with harder-to-guess actions written on them, such as *blow a bubble*, *floss your teeth*, *surf*, etc. Also bring in some blank cards for students to write their own hard-to-guess ideas.

## CHART 2-3. Non-Progressive Verbs. Page 16

Time: 15–25 minutes

The key point here is the difference between “states” and “activities.” The intention of this chart and its terminology is simply to inform the students that certain common verbs are usually not used in the progressive.

In the list of non-progressive verbs, even the verbs without asterisks can occasionally be used in the progressive. The text, however, only concentrates on the usual, most frequent use of these verbs.

The list of non-progressive verbs is by no means complete. For the most part, it stresses only those verbs used in the exercises. Depending on the level of your class and the amount of time you have, you may want to mention these additional non-progressive verbs used to describe states: *astonish*, *concern*, *equal*, *impress*, *involve*, *lack*, *measure*, *regret*, *satisfy*.

- Write the term “non-progressive” on the board, and then write two or three sample sentences, using verbs from the chart.
- Illustrate the impossibility of progressive with these non-progressive verbs by adding a sample incorrect progressive sentence for each. For example:

CORRECT: *Paulina belongs to the tennis team.*

INCORRECT: *Paulina is ~~belonging~~ to the tennis team.*

- Move to the section of the chart showing verbs that can be either progressive or non-progressive.
- Write two sample sentences for a few more verbs included in this chart, and discuss the difference in meaning. For example:  
*Coffee smells good.* vs. *Mei-Lin is smelling her coffee.*

### □ EXERCISE 11. Let’s write. Page 19 Time: 20–30 minutes

- To introduce this assignment, have the class brainstorm ideas for a sample composition that might begin with *I am sitting in my English class . . .* as a way of explaining what you want.
- Compose a paragraph on the board using several student sentences. Write the sentences exactly as they are spoken.
- Then revise the writing with the help of the class, and focus the students’ attention on verb tenses and time words.

**Expansion:** Ask students to imagine they are somewhere else. Have them describe either orally or in writing what they are doing. The rest of the class has to guess what the locale is. For example:

*I am sitting on an uncomfortable chair. People are rushing by me pulling or carrying their suitcases. Others are looking at their watches and pacing. Where am I? (Airport/Train Station etc.)*

### CHARTS 2-4 and 2-5. Regular and Irregular Verbs. Irregular Verb List. Pages 20–21 Time: 15–25 minutes

The lists and groups in these charts serve as a handy reference tool for students. Many of them will already be familiar with the categories of irregular verbs presented here.

You may want to spend three to five minutes a day quizzing the class on irregular verb forms as ongoing review throughout several weeks of the term. This can be done orally and / or using the board. Give students a verb, and ask them to say all three principal parts of the verb. Correct their pronunciation and / or spelling.

- Write the three common verb forms (*Simple, Simple Past, Past Participle*) on the board.
- Elicit some time words commonly associated with each, e.g., *every day, yesterday, and since last year*. Write them on the board under the verb form.
- Ask a student to choose a regular verb.

- Use that verb to create three sentences on the board; one in simple present, one in simple past, and one in present perfect. For example:

*I watch a movie every Friday night. I watched a movie last night. I have watched that movie three times this month.*

- Using the same verb, write a present perfect progressive sentence on the board. Point out the present participle. Remind students of the use of present participles in forming progressive tenses.

### □ EXERCISES 12–19: Pages 22–25

Exercises 12–19 review irregular verb forms in the simple past tense. The exercises can be done over several class periods. They also work well for the last five minutes of class. They can then be repeated at a later time, after a few days or weeks, for review, or as test items.

The Listening exercises (Exercises 12, 14, 16) provide practice hearing, distinguishing, and then spelling the verb forms. To reinforce spelling, it is helpful to have students write their answers on the board when reviewing these exercises.

The Let’s talk exercises (Exercises 13, 15, 17) should go at a fast pace, almost like a game. The directions call for pairwork, but you may want to lead the exercises yourself, in which case responses can be individual or the whole class together. Students should be encouraged to respond as quickly as possible rather than taking time to formulate their answers first.

Additional ideas for teaching these exercises can be found in the Teaching Suggestions at the beginning of this book.

### □ EXERCISE 12. Listening. Page 22 Time: 10–15 minutes

- Ask students to look over the sentences in situation 1. Tell them they need to change each simple present verb they hear into the correct simple past form.
- Play the audio, stopping after each item. Play the audio again straight through.
- Ask individual students to write their answers on the board. Discuss and correct as necessary.
- Give students time to preview the next situation, and then follow the same steps.

### □ EXERCISE 15. Let’s talk: pairwork. Page 24 Time: 10–15 minutes

**Expansion:** Ask students to create their own questions about what they did the previous weekend.

□ **EXERCISE 16.** Listening. Page 24  
Time: 5–10 minutes

**Optional Vocabulary**

temperature  
fever

**Expansion:** Connect the grammar to your students' lives by encouraging mini-discussions. For example, when going through Exercise 16 with students, find out what home remedies (as in item 11) are popular in their countries for problems such as colds, fevers, toothaches, headaches, etc.

□ **EXERCISE 18.** Listening. Page 25  
Time: 10 minutes

**Expansion:** For more intensive listening practice, make this a dictation exercise. After finishing the exercise, choose three or four sentences and play the audio for them again. Have students write the entire sentences. Review as a class by asking individual students to write their sentences on the board, and correct as a class.

□ **EXERCISE 19.** Listening. Page 25  
Time: 10–15 minutes

**Part I**

- Play the story once. Then play the statements and have students circle their answers. Review answers as a class and replay story if needed.

**Part II**

- Play the story again. Have students complete the cloze exercise with the verbs they hear. Replay if needed.
- Have individual students (in turn) read the completed story aloud and get help from peers when a correction is needed.

**Optional Vocabulary**

peacefully	intruder
thief	sneaking around
sliding door	sirens
managed to (do something)	crack
operator	

□ **EXERCISE 20.** Warm-up: listening. Page 26  
Time: 5–10 minutes

This warm-up gives students the chance to hear the correct pronunciation of simple past endings.

Be prepared to exaggerate the sounds of the endings even more than the audio does in order to ensure students can hear and recognize the difference.

- Write the three endings (/t/, /d/, /əd/) on the board. Demonstrate the sound of each ending. As you answer questions and review answers, point to the correct ending to help those students who have trouble hearing the different sounds.

- Play the examples and then elicit the answers. Demonstrate the pronunciation of each word while pointing to the correct ending.
- Play the audio for items 1–9, and review the answers as a class.

**CHART 2-6.** Regular Verbs: Pronunciation of -ed Endings. Page 27  
Time: 10–15 minutes

Failure to include pronunciation suffixes such as -ed and -s is common among learners of English. Since these sounds are unstressed, students often don't hear them. If students don't hear the suffixes, then they tend not to use them in their own production, whether written or oral. Concentrating on the spoken forms of the -ed suffix may help students correct ingrained usage problems with this form in their own production. Students are not expected to stop and figure out the correct pronunciation while speaking, but the awareness of the three differing forms may help them hear these suffixes more readily and internalize them more easily.

- Demonstrate (and as needed, exaggerate) the difference between a voiceless and a voiced consonant by having students put their hands to their throats. Then have students repeat after you:  
*vowel foul*
- Students should feel their voice box vibrate when they say the "v" sound but not when they make the "f" sound.
- Point out that in both *vowel* and *foul*, students' teeth and lips are in exactly the same position.
- Give your students the following examples and ask them to again put their hands on their voice boxes to feel the differences:

*dip—tip zip—sip bill—pill*

- Explain that the final consonant of the base form (whether voiceless or voiced) changes the -ed ending from /t/ to /d/.
- Write the following examples on the board and have students repeat the correct pronunciation after you.  
*stamp — stamped (/t/ ending because the "p" sound in stamp is voiceless)*  
*stab — stabbed (/d/ ending because the "b" sound in stab is voiced)*

□ **EXERCISES 21 and 22.** Listening.  
Listening and pronunciation. Page 27  
Time: 5–10 minutes each exercise

Be sure to write the three endings (/t/, /d/, /əd/) on the board. As you review each correct answer, point to the correct ending to help those students who have trouble hearing the different sounds. You might want to number the three endings as well so they can be referenced more easily.

- Play the audio through once without stopping.
- Play it again and stop the audio after each verb.
- Ask students which ending they hear. Play it more than once if necessary. Go through items as slowly as necessary for students to hear the endings.
- Ask individual students to read their answers aloud.

### Optional Vocabulary (Exercise 22)

blinked	mopped
yawned	vacuumed
stretched	dusted

**Expansion: (Exercise 22)** Expand students' vocabulary for everyday gestures (e.g., blink, yawn, stretch) by teaching others, such as *wink, sigh, nod, shake your head, roll your eyes, shudder, shiver, and shrug*.

### EXERCISE 23. Let's talk: small groups.

Page 28

Time: 10–15 minutes

- Model the exercise with a group.
- While groups are working, write the grid from the book on the board.
- Assign one group to each column and have them write their answers on the board.
- Discuss and correct the grid as a class. You may need to pronounce some verbs for the class.

### CHARTS 2-7 and 2-8. Simple Past. Past

Progressive. Page 29

Time: 10–20 minutes

At this point you may wish to explain that a clause is a structure that has a subject and a verb, and make the distinction between a main or independent clause and a dependent clause. (Students will concentrate on complex sentences in later chapters.) This text assumes that students are quite familiar with sentences containing basic adverb clauses of time using *when, while, before, and after*. A more detailed discussion of adverb clauses appears in Chapter 17. At this point, keep the focus on verb tenses, with minimal attention to complex structures.

Note in (g) and (h): In sentences with *when*, the progressive usually occurs in the main clause. In sentences with *while*, the progressive usually occurs in the *while*-clause.

- Ask specific students about their actions the previous evening.

*Galina, what were you doing at 8:07 last night?*

*What were you doing at 8:07 last night, Luis?*

- Write students' responses on the board as correct sentences.

*At 8:07 P.M., Galina was taking a shower and preparing to meet her friends.*

*At 8:07 P.M., Luis was emailing his wife in Madrid.*

- Explain that a specific point in time can also be described by an event that took place then. If we imagine the phone rang at 8:07 P.M., we can make a time clause using this information:

*When the phone rang, . . .*

- Write the following (or other sentences created from student information) on the board:

*When the phone rang, Galina was taking a shower.*

*When the phone rang, Luis was emailing his wife in Madrid.*

- Explain that *while* can also be used to make a time clause.
- Write the following (or other sentences created from student information) on the board:

*The phone rang while Galina was taking a shower.*

*The phone rang while Luis was emailing his wife in Madrid.*

- Have various students read sample sentences from charts 2-7 and 2-8 aloud.
- Emphasize and elaborate on targeted grammar by rephrasing questions. For example:

*What was Luis already doing (or in the middle of doing) when the phone rang?*

**Expansion:** Play the game "Alibi" with your students. The point of the game is that a crime has been committed (e.g., *My grammar book was stolen last night!*) and students have to construct alibis, or explanations for where they were when the crime took place.

Prepare index cards with events in simple verb form and corresponding times listed. Using this information, students provide an alibi for where they were and what they were doing at a particular time by making sentences from the actions and times listed on their cards. For example:

7:30 *walk to grocery store*

8:00 *meet friend for coffee*

9:00 *go to movie theater*

You can either make up a "crime" (*Help! My grammar book was stolen last night!*) or simply ask students to explain what they were doing at a particular time to get the ball rolling. For example:

You: *A crime was committed last night at 7:30. What were you doing? OR I called you at 7:30 last night. What were you doing?*

*Marcella, using the information on your card, tell me what you were doing at that time.*

*Marcella: I was walking to the grocery store.*

### EXERCISE 28. Let's talk: pairwork. Page 31

Time: 10–15 minutes

#### Optional Vocabulary

overseas	run a red light
slip	pay attention to
park illegally	

□ **EXERCISE 29.** Grammar and listening.  
Page 32  
Time: 10–15 minutes

**Optional Vocabulary**

United Nations  
multilingual

**Expansion:** Discuss your students' first day of class with them. Ask students questions such as:

*Were you nervous when you got to class?*

*Did you recognize any other students?*

*What did you bring with you on the first day?*

Students should be able to answer using past progressive and simple past appropriately. This activity can also be used as preparation for Exercise 32.

□ **EXERCISE 30.** Let's talk. Page 32  
Time: 10–30 minutes

A pantomime is performed silently. Ideas are communicated by gestures and movements, not by words. Be sure to give students sufficient time to think about how they will perform their pantomime.

This pantomime exercise should generate spontaneous use of the target structures — past verbs. Be sure to focus attention on the correct use of the verb tenses because, in the excitement of the activity, students may tend to slip into present or uninflected forms. The grammar focus should be on consistent use of past verbs. You may wish to let other errors go by uncorrected.

- Model the activity by demonstrating a pantomime yourself or asking a volunteer to do so.
- Then ask the class to describe what happened using past verbs.
- Give students sufficient time to perform and the audience time to produce the correct targeted structures.
- ALTERNATIVE: Divide the class into small groups and follow the above steps. Each group can appoint a leader to watch the time limit and monitor the use of past verbs.

**Expansion:** Before class, write the additional pantomime activities listed below on index cards. Give these to students to use in addition to the actions in the book.

*putting on makeup and checking one's appearance in the mirror*

*making a fruit salad or smoothie (peeling a banana is a distinctly recognizable action)*

*making a toast or speech*

*preparing and flipping pancakes*

*listening to music while walking down a crowded street*

*getting ready for bed, brushing and flossing teeth, etc.*

*trying to wake up when the alarm rings*

*making a bed*

*emptying the dryer, folding and/or ironing clothes*

*putting in or taking out contact lenses*

*checking your messages on a cell phone or answering machine*

□ **EXERCISE 31.** Let's write. Page 32  
Time: 10–20 minutes

This can be done as a timed writing exercise in class immediately following a pantomime or as a homework assignment.

- Elicit time words from the class and write them on the board. Some examples are: *first, next, then, after.*

**Expansion:** Write one description paragraph as a whole-class activity, with you writing on the board as students suggest sentences. Then revise the paragraph with the help of the class, and focus attention on chronological organization and use of time words as connective devices.

□ **EXERCISE 32.** Let's write. Page 32  
Time: 10–20 minutes

This exercise pulls all of the grammar in Chapter 2 together and works well as a homework assignment.

When you mark students' papers, focus mainly on the use of verb tenses. Other errors should be given less attention. Add an enthusiastic note of praise or encouragement for good work.

- Spend a few moments discussing students' first experiences to help them recall details that will enhance interest. For example:  
*What did you notice when you were on your way from the airport / train / ship?*  
*Who was the first person you met?*  
*How did you feel? Did you feel nervous or excited or tired?*
- Remind students to use time words to clearly illustrate when events occurred: *first, next, then, after that, before, when, while, etc.* If comparing to present-day feelings, discuss time words for the present time.

**CHART 2-9.** Using Progressive Verbs with *Always*. Page 33  
Time: 10–15 minutes

The structure in this chart may not be especially significant in a student's overall language usage ability, but it's fun and can be used to point out that a grammatical form can convey a speaker's emotional attitude. The chart and the following exercises are also good places for students to practice conveying emotion in speech through sentence stress and intonation.

- Ask students to describe the annoying habits of people in their lives.
- Use their information to create sentences on the board. Emphasize the "annoying" factor by inserting *always* between auxiliary and progressive participle.

- Have students read through Chart 2-9 aloud, and encourage them to add drama and emotion to the sentences.

□ **EXERCISE 34.** Let's talk. Page 33

Time: 10–15 minutes

**Optional Vocabulary**

mess up      crack one's knuckles  
brag

**Expansion:** Elicit real-life annoying habits (“pet peeves”) from the class. Pet peeves are behaviors that annoy one person especially, even more so than do other irritating behaviors. For example, someone who is always on time may find other people being five or ten minutes late particularly annoying or consider lateness a pet peeve. Put a few “annoyed” sentences on the board such as:

*He is always talking on the phone.*

*She is forever chewing gum.*

*I am constantly doing laundry.*

Then ask students to create sentences based on their own pet peeves.

□ **EXERCISE 35.** In your own words. Page 33

Time: 10–15 minutes

**Optional Vocabulary**

stand someone  
hassle (problem)

**Expansion:** Discuss cross-cultural differences related to this topic. Possible questions:

*How late do you have to be to be thought “late,” and what are the social consequences?*

*Is it okay to ask someone how old she is or how much money he makes?*

*Is it considered rude to eat fast food in public?*

*What do Americans always do that the rest of the world finds annoying?*

Direct students to use *always* and progressive forms when describing their own culture's pet peeves.

**CHART 2-10.** Using Expressions of Place with Progressive Verbs. Page 34

Time: 10–15 minutes

The point of this chart is that the prepositional phrases of place can have two positions: (1) the neutral position at the end of the clause or (2) the focus position, which emphasizes the expression of place between *be* and the main verb.

In answer to *what*-questions, the neutral position is used because the emphasis is then on the activity. In answer to *where*-questions, the focus position is used.

- Explain to students that one way to alter emphasis or meaning of a sentence is by changing word order.
- Use student-generated information to create sentences and write them on the board. For example:

*Li-Tzu was in the library studying.* vs.

*Li-Tzu was studying in the library.*

- Like the samples above, your sentences should illustrate the different emphasis created by placing the expression of place between the auxiliary and the *-ing* verb.