



CHAPTER 8

Expressing Past Time, Part 1

Overview

As with the other chapters, this one contains far more information than the title suggests. The focus is first on the past tense forms of the verb *be* in statements, negatives, and questions. Then *-ed* verbs are introduced in statements, negatives, and questions along with common past time words. The first four groups of frequently used irregular verbs come next, followed by chapter review exercises.

CHART 8-1: USING *BE*: PAST TIME

- The chart uses the adverbs *today* and *yesterday* to show the meanings of the verb forms. The text consistently uses adverbs of time with verb tenses; together they establish the time period more clearly for learners than the verbs do alone.
- The bottom half of the chart organizes the forms of *be* in the past tense in two ways: on the left is the traditional list of first-, second-, and third-person pronouns in singular and plural; on the right is a list of pronouns associated with the two past forms of *be*. Your learners may have a preference for one list or the other to help them remember the forms.
- Point out that noun subjects require *was* if singular or *were* if plural. The chart includes some noun subjects in examples (c)–(f).
- WORKBOOK: For additional exercises based on Chart 8-1, see *Workbook* Practices 1 and 2.

□ EXERCISE 1, p. 213. Sentence practice. (Chart 8-1)

This exercise can easily be done in class. It's simply a quick check of how well students understand the forms presented in Chart 8-1. Although it is natural to use contractions (*I'm, we're, she's*, etc.) in the present tense, they are not used with past tense forms of *be*. However, in normal, rapid, contracted speech, the form *was* has the unstressed pronunciation /wz/.

ANSWERS: 3. Mary was at the library yesterday too. 4. We were in class yesterday too. 5. You were busy yesterday too. 6. I was happy yesterday too. 7. The classroom was hot yesterday too. 8. Ann was in her office yesterday too. 9. Tom was in his office yesterday too. 10. Ann and Tom were in their offices yesterday too.

□ EXERCISE 2, p. 214. Let's talk: class activity. (Chart 8-1)

Substitute the names of your students for the words in parentheses. Remind students to close their books.

TEACHING SUGGESTION: Adapt or add more examples to fit the classroom situation.

CHART 8-2: PAST OF BE: NEGATIVE

- The text introduces *was* and *were* gradually. Each of the three basic patterns (statement, negative, and question) has its own chart (see Charts 8-2 → 8-4). This is to ensure that information doesn't get lost or buried. In all likelihood, you can cover these three charts quickly.
- Students should try to use negative contractions in their speaking.
Pronunciations: *wasn't* = /wəznt/
weren't = /wɜːnt/
- Remind students that a noun subject requires *wasn't* if it is singular and *weren't* if it is plural.
- **WORKBOOK:** For additional exercises based on Chart 8-2, see *Workbook Practices* 3–6.

□ EXERCISE 3, p. 214. Sentence practice. (Chart 8-2)

This exercise can be done in class or assigned as homework. The main point of this exercise is to ensure that students understand the negative contractions *wasn't* and *weren't* presented in Chart 8-2.

Another purpose is to introduce a few adverbs of time (prior to a fuller presentation in Chart 8-5). In the boxed list of adverbial time phrases, students should understand that each item on the left (in the present) is equivalent to the item on the right (in the past). The oddity is that English speakers use *yesterday* with *morning*, *afternoon*, and *evening*, but use *last* with *night*.

A third possible point of discussion in this exercise is the use of *but*. You could point out that the conjunction *but* requires a contrast between the fact in the first clause and the fact in the second clause. You might show that the sentences in the previous exercise (Exercise 2) could be joined by *and* because there is no contrast (e.g., *I am in class today, and I was in class yesterday too.*).

Students must use pronouns to complete each sentence, so they need to pay attention to the antecedents (e.g., in item 1, *he* is the pronoun and *Ken* is the antecedent that *he* refers to).

This is an easy exercise — but fertile ground for the aware teacher. Students are focusing on the past tense of *be* in negative contractions. But they're also learning (or reviewing) adverbial time phrases; being passively introduced to the meaning and use of *but*; and having to demonstrate control of personal pronoun references.

ANSWERS: 3. she wasn't busy yesterday. 4. he wasn't at the library last night.
5. they weren't at work yesterday afternoon. 6. you weren't here yesterday.
7. she wasn't in her office yesterday morning. 8. it wasn't cold last week.

□ EXERCISE 4, p. 215. Let's talk: class activity. (Chart 8-2)

TEACHING SUGGESTIONS: Discuss the vocabulary in all six items before students begin the exercise. If necessary, model or pantomime each adjective for the class.

□ EXERCISE 5, p. 215. Listening. (Chart 8-2)

The /t/ in *wasn't* can be hard for students to hear. Many native speakers use a glottal stop instead of /t/. (A glottal stop is the sound you hear in the negative utterance “uh-uh.”)

ANSWERS: 2. was 3. was 4. wasn't 5. were 6. weren't 7. was
8. was 9. weren't 10. were

□ EXERCISE 6, p. 215. Let's talk: find someone who (Chart 8-2)

TEACHING SUGGESTIONS: Review the vocabulary with the class before you begin. For additional practice, students can write the answers for homework.

CHART 8-3: PAST OF BE: QUESTIONS

- You might review Charts 2-1 → 2-3 with your students. They can see the similarities between questions with *be* in the present and in the past. The word order is the same.
- In short answers, the verb *was* is stressed and must be fully pronounced: /wəz/ or /wɒz/.
- In questions, the verb *was* is unstressed and its pronunciation is shortened: /wz/.
- Speakers of some languages (e.g., Japanese) may have difficulty answering with *yes* and *no* as speakers of English expect. They often say “Yes” and mean “What you just asked is true” — something like the old song “Yes, We Have No Bananas.” In English, *yes* or *no* must express the truth of the situation: *No, we don't have any bananas.* Also, in Japanese a way of saying “No, thank you” is to say something that roughly translates as “Yes, that's perfect.”
- **WORKBOOK:** For additional exercises based on Chart 8-3, see *Workbook* Practices 7–9.

□ EXERCISE 7, p. 217. Question practice. (Chart 8-3)

TEACHING SUGGESTIONS: Students could work in pairs to complete the dialogues (orally or in writing); then you could ask pairs to perform the dialogues. Students can look in their books before speaking, but must look at their partners while talking. (If they don't write the answers in class, they should write them for homework.)

Occasionally, students have difficulty following *yes* or *no* with an appropriate short answer. Be prepared to deal with this, as explained in Chart 8-3, p. 216, in the student book. *Yes* must be followed by an affirmative verb and *no* by a negative verb.

ANSWERS:

2. A: Was Mr. Yamamoto absent from class yesterday?
B: he was.
3. A: Were Oscar and Anya at home last night?
B: they were.
4. A: Were you nervous the first day of class?
B: I wasn't.
5. A: Was Ahmed at the library last night?
B: he was.
6. A: Was Mr. Shin in class yesterday?
B: he wasn't.
A: was he?
7. A: Were you and your family in Canada last year?
B: we weren't.
A: were you?
8. A: Are you at the library right now?
B: I'm not.
A: are you?

□ EXERCISE 8, p. 218. Let's talk: pairwork. (Chart 8-3)

TEACHING SUGGESTION: Set up this exercise carefully. First, decide who will be Partner A (book open) and who will be Partner B (book closed). Make sure that students understand that with a *no* response, they need to ask a follow-up question. Note that students change roles after item 8 so that each person has practice in asking and answering questions.

The note at the bottom of p. 219 in the student book brings up grammar that is introduced in Chart 10-5. At this point, you probably don't need to explain that present and past tenses can be used with the same adverbial time phrases depending on the relation of the adverb to the moment of speaking. The footnote should be sufficient to allow the students to use the appropriate tense with the adverbial phrase *this morning*.

□ EXERCISE 9, p. 219. Question practice. (Chart 8-3)

In this exercise, both present and past answers are required. Students have to pay attention to the adverbs of time. This exercise can be done in class or as homework.

ANSWERS:

3. A: Were you tired last night?
B: I was
4. A: Are you hungry right now?
B: I'm not
5. A: Was the weather hot in New York City last summer?
B: it was
6. A: Is the weather cold in Alaska in the winter?
B: it is
7. A: Were Yoko and Mohammed here yesterday afternoon?
B: they were.
8. A: Are the students in this class intelligent?
B: they are
9. A: Is Mr. Tok absent today?
B: he is.
A: is he?
B: He is (*free response*)

10. A: Were Tony and Benito at the party last night?
 B: they weren't.
 A: were they?
 B: They were (*free response*)
11. A: Was Amy out of town last week?
 B: she was.
 A: was she?
 B: She was (*free response*)
12. A: Are Mr. and Mrs. Rice in town this week?
 B: they aren't
 A: are they?
 B: They're (*free response*)

CHART 8-4: THE SIMPLE PAST TENSE: USING -ED

- After practicing forms of *be*, students now learn about other verbs in the past tense. This chart presents the regular form, the *-ed* ending.
- WORKBOOK: For additional exercises based on Chart 8-4, see *Workbook* Practices 10–15.

EXERCISE 10, p. 221. Sentence practice. (Chart 8-4)

TEACHING SUGGESTION: Model the *-ed* endings clearly for the class so that students can hear them. *-Ed* pronunciation is not introduced until Exercise 13, so you don't need to be concerned with your students' pronunciation at this point.

ANSWERS: 1. walked 2. worked 3. shaved 4. watched 5. cooked
 6. smiled 7. rained 8. asked 9. talked 10. listened

EXERCISE 11, p. 222. Sentence practice. (Chart 8-4)

This exercise can be done in class or assigned as homework. Its purpose is to convey the idea that *-ed* signifies past time.

ANSWERS: 2. walk . . . walked 3. asks . . . asked 4. watched . . . watch
 5. cooked . . . cooks 6. stay . . . stayed 7. work . . . worked 8. dream . . .
 dreamed/dreamt 9. waits . . . waited 10. erased 11. smiles 12. shaved
 . . . shaves

EXERCISE 12, p. 223. Let's talk: pairwork. (Chart 8-4)

TEACHING SUGGESTION: Pairs that finish early can begin writing their partner's answers.

EXERCISE 13, p. 223. Pronunciation practice. (Chart 8-4)

This exercise expands the discussion of pronunciation of *-ed* endings. Clearly model the pronunciation of the words in each group. Have students repeat the words after you. Stress the /t/, /d/, and /əd/ pronunciations. For many students, their goal will be simply to have an ending. It's not realistic to expect that they will produce these endings correctly at this stage of their learning.

□ EXERCISE 14, p. 224. Listening. (Chart 8-4)

TEACHING SUGGESTION: If your students have trouble hearing the different endings on the audio, you may want to read the sentences yourself from the listening script in the back of the student book.

ANSWERS: 2. plays 3. watched 4. enjoyed 5. watch 6. asked
7. answered 8. listened 9. like 10. works

□ EXERCISE 15, p. 224. Let's talk: class activity. (Chart 8-4)

TEACHING SUGGESTION: You may first need to review vocabulary from the exercise (e.g., *sneeze, point, yawn*, etc.). Write each word on the board and ask students to pantomime the action.

CHART 8-5: PAST TIME WORDS: YESTERDAY, LAST, AND AGO

- These adverbs of time are very useful for students learning the past tense system. Help them understand that the lists are separate; elements from one list cannot be mixed with the other. For example, it is not possible to say *yesterday night* or *last afternoon*. (There is one exception the text chooses not to mention: *last evening* is also correct.)
- As a pedagogical note, the text continually connects adverbs of time with verb tenses (present, past, or future) so that students are learning both at once; learning one helps students learn the other.
- WORKBOOK: For additional exercises based on Chart 8-5, see *Workbook* Practices 16 and 17.

□ EXERCISE 16, p. 225. Sentence practice. (Chart 8-5)

This exercise can be done in class or assigned as homework. Exercises 16 and 17 will help students learn the separate uses of the adverbs in Chart 8-5.

Make sure students do not use the article *the* with *last* in their answers. *Last* has various uses and meanings. When used with *the*, *last* usually means “final”: *Tom arrived the last week in April*. The meaning of *last* in the adverbial phrases in Chart 8-5 is more or less “the most recent one” or “the previous one.” In *I saw her last week*, the phrase *last week* means “the week previous to this one” or “the week most recent to this week.”

ANSWERS: 2. yesterday 3. last 4. last 5. yesterday 6. last 7. last
8. yesterday 9. last 10. last 11. yesterday 12. last 13. last
14. last 15. yesterday

□ EXERCISE 17, p. 226. Sentence practice. (Chart 8-5)

This exercise can be done in class or assigned as homework.

Items 3 and 4 might not be suitable for your students' situation. You could substitute other items that mention events that occurred at a specific time in the past, such as *visited a museum, graduated from high school, or had a part-time job*.

SAMPLE COMPLETIONS: 2. two days ago 3. two years ago 4. Caracas a week ago
5. 15 years ago 6. one month ago 7. two weeks ago 8. a day ago
9. four hours ago 10. a week ago

□ EXERCISE 18, p. 226. Listening. (Chart 8-5)

Give students plenty of time to answer each question. You'll probably want to pause the audio after each item.

ANSWERS: (These will vary depending on the current date and time.)

CHART 8-6: THE SIMPLE PAST: IRREGULAR VERBS (GROUP 1)

- This chart is the students' introduction to the phenomenon of irregular verbs in English. This chart presents a selection of frequently used irregular verbs as a starting point. Others are introduced later in this chapter and in Chapter 9, ten to twelve words at a time. There is a list of irregular verbs in the student book *Appendix*, p. 487.

- Many of the most commonly used verbs in English are irregular verbs. Students cannot avoid them.

- How best to learn them? Some teachers believe students should not try to memorize these lists; they believe that it's better to do exercises and learn the forms in the context of sentences. Other teachers assign lists of irregular verbs for memorization; they believe it helps students to know the principal parts of all irregular verbs.

- Each irregular verb chart in this text is followed by an oral (books-closed) exercise (e.g., Exercise 19 following this chart). These exercises only suggest a way for you to help your students learn the given irregular verbs. You don't have to follow the "script" verbatim. The idea is for you to put the verbs in meaningful contexts, demonstrating their use and eliciting correct usage from your students. The script is written out because teachers sometimes find a little priming useful to get a drill like this one moving.

Remind yourself that these are odd, unfamiliar words for your students. Try to put students into situations where they have to use these words, and then make sure they know they have communicated the correct meaning by assuring them you understood what they said.

- Go through the list with the class, pronouncing each word clearly and following the example.

- WORKBOOK: For additional exercises based on Chart 8-6, see *Workbook* Practices 18–20.

□ EXERCISE 19, p. 227. Let's talk: class activity. (Chart 8-6)

Read the notes in Chart 8-6 (above) for information on how to use this type of exercise. You might want to photocopy the exercise so you don't have to hold the heavy student book as you interact with your class.

TEACHING SUGGESTIONS: First, pronounce the verb forms and have students repeat them after you. Then use them in the given contexts. You may want to write the verb forms on the board as you read out the sentences. When you ask the questions, you could allow the whole class to call out short answers, or you could ask individuals to respond. Then ask a follow-up question of just one student, who should answer truthfully, trying to use the same verb you used in your question. Keep the pace lively and interesting.

□ EXERCISE 20, p. 228. Let's talk: pairwork. (Chart 8-6)

TEACHING SUGGESTION: Pairs that finish early can write the past tense form of the verb in each sentence on a piece of paper.

PARTNER A SENTENCES: 1. Rita got some mail yesterday. 2. They went downtown yesterday. 3. The students stood in line at the cafeteria yesterday. 4. I saw my friends yesterday. 5. Hamid sat in the front row yesterday. 6. I slept for eight hours last night.

PARTNER B SENTENCES: 1. We had lunch yesterday. 2. I wrote e-mails to my parents last week. 3. Wai-Leng came to class late yesterday. 4. I did my homework yesterday. 5. I ate breakfast yesterday morning. 6. Roberto put his books in his briefcase yesterday.

□ EXERCISE 21, p. 229. Verb review. (Chapters 2, 3, and 8)

This exercise mixes the three tenses students have studied thus far. The time expressions are the keys to the tenses. Remind students that spelling is important when they write the answers.

ANSWERS: 2. talked 3. is talking 4. talks 5. ate 6. eat 7. went
8. studied 9. wrote 10. writes 11. is sitting 12. did 13. saw
14. had . . . dreamed/dreamt . . . slept 15. happened 16. comes 17. came
18. is standing 19. stood 20. put 21. puts 22. sits . . . sat . . . is . . . was

□ EXERCISE 22, p. 230. Listening. (Chart 8-6)

This exercise may lead to questions as to why the wrong answers don't work. For example, students may want to know why in item 3, *They came* and *car* don't go together. Be prepared to explain that more is needed: *by car, in a car*, etc. You may want to prepare explanations for the wrong answers beforehand.

ANSWERS: 1. some rice 2. on the floor; together 3. late; yesterday
4. an answer; a book 5. a good grade; a new truck 6. next to my parents; at the bus stop

□ EXERCISE 23, p. 230. Let's talk: small groups. (Chart 8-6)

Divide the class into small groups of four or five.

TEACHING SUGGESTIONS: One student can be the secretary for the group. All students contribute to the story, but the secretary does all the writing. You can then collect and correct this copy and make photocopies for all the students in that group. Each student can then rewrite the story independently and turn it back to you for final correction and/or a grade.

Students don't need to write a long story; they may just add two or three additional sentences. The point is that they have a chance to practice the verbs in Chart 8-6, both orally and in writing.

NOTE: Items 8 and 9 are interchangeable.

ANSWERS: 1. One night, John went camping. 2. He looked up at the stars.
3. They were beautiful. 4. He wrote a postcard to his girlfriend. 5. He put the postcard down and went to sleep. 6. The next morning, John sat up and rubbed his eyes. 7. He saw a bear. 8. The bear stood next to his tent. OR The bear had his postcard. 9. The bear had his postcard. OR The bear stood next to his tent.
10. (Group story endings will vary.)

CHART 8-7: THE SIMPLE PAST: NEGATIVE

- This chart introduces *did* as a helping verb. Relate these sentences to simple present sentences to show the relationship between the use of *do* and the use of *did*.

Simple present: *I do not walk to school every day.*

Simple past: *I did not walk to school yesterday.*

- Some grammarians call these sentences examples of “*do*-support.” English adds the “helping (auxiliary) verb *do*” in order to support the verb tense which is not attached to the main verb. In other words, we could say that the *-ed* has moved from the main verb and attached itself to *do*, forming the word *did*.
- Learners often make the mistake of adding the past tense to both *do* and the main verb (e.g., **They didn't came yesterday.*).
- Encourage students to use contractions when they speak.
- WORKBOOK: For additional exercises based on Chart 8-7, see *Workbook Practices 21–23*.

EXERCISE 24, p. 231. Sentence practice. (Chart 8-7)

Students can give their answers orally in class and write them for homework.

ANSWERS: 2. didn't have 3. didn't sit 4. didn't talk

EXERCISE 25, p. 231. Let's talk: pairwork. (Charts 3-9 and 8-7)

Remind yourself that at least some of your students have never used *didn't* before, and it may seem like an odd word to them. They need a little time to get used to it, and this exercise gives students the chance to produce *didn't* creatively. They will need to pay attention to time adverbs, tenses, and contractions, so give them enough time to finish the exercise. Pairs that finish early can write the past tense negative for each sentence.

PARTNER A SENTENCES: 1. I don't eat breakfast every day. I didn't eat breakfast yesterday. 2. I don't watch TV every day. I didn't watch TV yesterday. 3. I don't go shopping every day. I didn't go shopping yesterday. 4. I don't read a newspaper every day. I didn't read a newspaper yesterday. 5. I don't study every day. I didn't study yesterday.

PARTNER B SENTENCES: 1. I don't go to the library every day. I didn't go to the library yesterday. 2. I don't visit my friends every day. I didn't visit my friends yesterday. 3. I don't see (. . .) every day. I didn't see (. . .) yesterday. 4. I don't do my homework every day. I didn't do my homework yesterday. 5. I don't get on the Internet every day. I didn't get on the Internet yesterday.

EXERCISE 26, p. 232. Let's talk: class activity. (Charts 3-9 and 8-7)

This exercise can be fun and challenging. The students need to speak loudly enough for their classmates to hear, and everyone needs to listen carefully.

TEACHING SUGGESTION: You could stand behind one student and ask another about the first student's response; then, move to another student and continue. This allows everyone to focus on the student seated in front of him/her rather than looking at you in another part of the classroom.

ANSWERS:

1. A: I don't eat breakfast every morning. I didn't eat breakfast yesterday morning.
B: She/He doesn't eat breakfast every morning. She/He didn't eat breakfast yesterday morning.
2. A: I don't watch TV every night. I didn't watch TV last night.
B: She/He doesn't watch TV every night. She/He didn't watch TV last night.
3. A: I don't talk to Georgio every day. I didn't talk to Georgio yesterday.
B: She/He doesn't talk to Georgio every day. She/He didn't talk to Georgio yesterday.
4. A: I don't play soccer every afternoon. I didn't play soccer yesterday afternoon.
B: She/He doesn't play soccer every afternoon. She/He didn't play soccer yesterday afternoon.
5. A: I don't study grammar every evening. I didn't study grammar last evening.
B: She/He doesn't study grammar every evening. She/He didn't study grammar last evening.
6. A: I don't dream in English every night. I didn't dream in English last night.
B: She/He doesn't dream in English every night. She/He didn't dream in English last night.
7. A: I don't visit my aunt and uncle every year. I didn't visit my aunt and uncle last year.
B: She/He doesn't visit her/his aunt and uncle every year. She/He didn't visit her/his aunt and uncle last year.
8. A: I don't write to my parents every week. I didn't write to my parents last week.
B: She/He doesn't write to her/his parents every week. She/He didn't write to her/his parents last week.
9. A: I don't read the newspaper every morning. I didn't read the newspaper yesterday morning.
B: She/He doesn't read the newspaper every morning. She/He didn't read the newspaper yesterday morning.
10. A: I don't pay all of my bills every month. I didn't pay all of my bills last month.
B: She/He doesn't pay all of her/his bills every month. She/He didn't pay all of her/his bills last month.

EXERCISE 27, p. 232. Sentence practice. (Charts 3-9 and 8-7)

This exercise can be done in class or as homework. Students must think about the verb tenses that match the adverbs of time, irregular forms, and using *is/are* and *do/does/did* with negatives.

ANSWERS: 1. (didn't come) . . . stayed 2. went . . . didn't enjoy . . . wasn't
3. is reading . . . isn't watching . . . doesn't like 4. doesn't eat . . . doesn't have . . .
didn't have . . . got

EXERCISE 28, p. 233. Let's talk: small groups. (Chart 8-7)

TEACHING SUGGESTION: Ask students to answer truthfully about what they "didn't" do yesterday. Go over a few of the suggested phrases before beginning the exercise.

CHART 8-8: THE SIMPLE PAST: YES/NO QUESTIONS

- Students are now aware of the use of *did* as a helping verb in the simple past negative. You might tell them that in forming a question in the simple past, the helping verb *did* moves to the beginning of the sentence. The subject and main verb do not change positions.
- Perhaps write the following on the board and ask students what's wrong:
 - **Did Mary walked to school?*
 - **Did Mary walks to school?*
 - **Did Mary to walk to school?*
 - **Did Mary walking to school?*
- **WORKBOOK:** For additional exercises based on Chart 8-8, see *Workbook* Practices 24–28.

□ EXERCISE 29, p. 234. Question practice. (Chart 8-8)

TEACHING SUGGESTION: Give students time to work out their responses. You can have students work through the exercise with a partner, and then select some items for pairs to present to the whole class. When they perform the dialogues, remind them that they can look at their books before speaking, but they must look at their partners while speaking.

NOTE: You may wish to point out that Olga, Yoko, and Gina /jɪnə/ are feminine names, whereas Benito and Ali are masculine names.

ANSWERS:

- | | |
|--|---------------------|
| 3. A: Did you eat lunch at the cafeteria? | B: Yes, I did. |
| 4. A: Did Mr. Kwan go out of town last week? | B: No, he didn't. |
| 5. A: Did you have a cup of tea this morning? | B: Yes, I did. |
| 6. A: Did you and Benito go to a party last night? | B: Yes, we did. |
| 7. A: Did Olga study English in high school? | B: Yes, she did. |
| 8. A: Did Yoko and Ali do their homework last night? | B: No, they didn't. |
| 9. A: Did you see Gina at dinner last night? | B: Yes, I did. |
| 10. A: Did you dream in English last night? | B: No, I didn't. |

□ EXERCISE 30, p. 235. Listening. (Chart 8-8)

Although some of your students may ask about reductions with *did*, this exercise does not include reduced speech (e.g., *dih-juh* for *did you*, etc.). That will be introduced in Exercise 33.

- ANSWERS:** 1. Did we 2. Did you 3. Did it 4. Did I 5. Did they
6. Did he 7. Did I 8. Did they 9. Did you 10. Did she

□ EXERCISE 31, p. 235. Let's talk: pairwork. (Chart 8-8)

TEACHING SUGGESTION: Tell students that they must answer truthfully. To make a kind of game, tell them not to answer any question that is not grammatically correct. The phrase *this morning* is intended to refer to a time before now, even if it is still before noon at this moment. *This morning* should be interpreted to mean “before you came to class today.”

□ EXERCISE 32, p. 236. Let's talk: find someone who (Chart 8-8)

TEACHING SUGGESTIONS: Lead the class through the example. Make sure students understand that they're to give both a short and a long answer when they answer "yes." You may want to take notes during the exercise and go over the most common mistakes with the class afterward.

□ EXERCISE 33, p. 237. Listening. (Chart 8-8)

These reduced forms are very common in spoken English, but they can be hard for students to understand. You might pronounce these yourself for the class after each sentence on the audio. Tell students that it's important they hear these forms, but they don't need to practice the pronunciation at this stage of their learning. In fact, it may sound odd if they try.

PART II ANSWERS: 1. Did you 2. Did it 3. Did you 4. Did they
5. Did I 6. Did he 7. Did she 8. Did you 9. Did I 10. Did he

CHART 8-9: IRREGULAR VERBS (GROUP 2)

- The concept of irregular verbs was introduced in Chart 8-6. Additional irregular verbs are introduced in Charts 8-9 → 8-11 in this chapter and again in Chapter 9, Charts 9-4 → 9-6. The text asks students to learn only a few irregular verbs at a time, rather than expecting them to learn all 76 irregular verbs at once. The list is found in the student book *Appendix*, p. 487.
- The words *brought*, *bought*, *thought*, *caught*, and *taught* have the same pronunciation after the first sound: /_ɔt/. Unfortunately for learners, the historical development of English has produced some odd spellings.
- Again, go through the list with the class, pronouncing each word clearly and following the example.
- **WORKBOOK:** For additional exercises based on Chart 8-9, see *Workbook* Practices 29 and 30.

□ EXERCISE 34, p. 238. Let's talk: class activity. (Chart 8-9)

TEACHING SUGGESTION: See the notes for Chart 8-6 and subsequent Exercise 19 for ideas on how to present irregular verbs to your students.

Items 5 and 11 require students to remember what has just been discussed in the classroom. The items are intended as another way of eliciting irregular verb usage in a meaningful classroom context.

In item 3, the idiom *catch the bus* means "get on the bus."

□ EXERCISE 35, p. 239. Sentence practice. (Chart 8-9)

This exercise can be done in class or assigned as homework. It contextualizes the irregular verbs. The dialogues are models of how these verbs are used.

TEACHING SUGGESTIONS: Make the models more memorable for your students by asking them to say the dialogues without looking at their texts. Assign pairs to memorize particular dialogues and say them for the class. Don't make this too stressful. Students can check the text if they need to, but they should look at their partners while speaking. Make it a fun activity.

Alternatively, students can work with partners, discussing any difficult items, including spelling and pronunciation. Or, if class time is limited or your students are advanced, assign the exercise for homework and review the answers in your next class session.

ANSWERS: 1. ran 2. A: rode B: drove 3. thought 4. A: Did you go
B: bought 5. A: Did you study B: read . . . went 6. drank . . . was
7. brought 8. taught . . . taught 9. caught

EXERCISE 36, p. 240. Let's talk: pairwork. (Chart 8-9)

This is a review of simple past verb forms. Students can use any adverbs about the past, not just *this morning*.

EXERCISE 37, p. 241. Listening. (Chart 8-9)

See the notes for Exercise 22 in this chapter.

ANSWERS: 1. a fish 2. very fast; to the store 3. books; the newspaper
4. yesterday; a horse 5. some food 6. into town; home

EXERCISE 38, p. 241. Writing practice. (Chart 8-9)

TEACHING SUGGESTION: Before you collect your students' papers, have them exchange their lists with partners and make their own corrections.

EXPANSION: Collect your students' work. Write the most common errors (15–20 sentences) on a piece of paper. Make photocopies for all your students. At the next class session, divide students into groups for a game. First, have them correct the sentences you handed out; then call out a sentence number at random. The first group to raise their hands with the correct answer gets one point.

CHART 8-10: IRREGULAR VERBS (GROUP 3)

- See the notes for Chart 8-6 for information on how to present irregular verbs.
- Pronunciation note: *flew* is either /flu/ or /fliu/; *paid* is /peid/.
- Vocabulary note: *wake up* = “open your eyes after sleeping.”
- **WORKBOOK:** For additional exercises based on Chart 8-10, see *Workbook* Practices 31 and 32.

EXERCISE 39, p. 242. Let's talk: class activity. (Chart 8-10)

See the notes for Chart 8-6 and subsequent Exercise 19 for ideas on how to present irregular verbs to your students.

EXERCISE 40, p. 243. Sentence practice. (Chart 8-10)

TEACHING SUGGESTION: Students enjoy doing this exercise with partners. Ask for volunteers to perform the dialogues. Remind them that they can look at their books before they speak, but they must look at their partners while they speak. Then follow up with questions about the dialogue, such as “What happened to (*Speaker B*)’s finger?”

ANSWERS: 1. broke 2. spoke 3. left 4. sent 5. met 6. heard
7. took 8. rang 9. sang 10. woke 11. flew 12. paid

☐ EXERCISE 41, p. 244. Listening. (Chart 8-10)

TEACHING SUGGESTION: Play the audio twice before asking students to answer the questions. Then play it as many times as needed for students to understand the correct answers. You may need to write key parts of sentences on the board. Students are not accustomed to listening to discourse of this length, so this exercise may be challenging for them. For homework, they can read the audioscript for this exercise at the back of the student book and recheck their answers.

ANSWERS: 1. no 2. yes 3. no 4. no 5. no

CHART 8-11: IRREGULAR VERBS (GROUP 4)

- The text asks students to learn only a few irregular verbs at a time, not the entire list at once (see the *Appendix*, p. 487, of the student book for the entire list). See the comments in Chart 8-6 for ways of teaching this chart and the exercises that follow.
- Using Exercise 42, lead the class through the list of verbs, having them pronounce both forms. Discuss any meanings that are not clear.
- There are two verbs *hang* in English. The one in this chart means “to suspend, or to fasten something above with no support below.” The other verb *hang* means “to kill a person by suspending with a rope around the neck”; the past tense of this second verb is *hanged*.
- **WORKBOOK:** For additional exercises based on Chart 8-11, see *Workbook* Practices 33 and 34.

☐ EXERCISE 42, p. 244. Let’s talk: class activity. (Chart 8-11)

See the notes for Chart 8-6 and subsequent Exercise 19 for ideas on how to present irregular verbs to your students.

PRONUNCIATIONS:

In item 1, *lose* is pronounced /luz/. This should not be confused with the adjective *loose*, which is pronounced /lus/.

In item 7, *wear* /wɛr/; *wore* /wɔr/ (the same as *war*).

In item 8, *steal* /stil/.

In item 9, *said* /sɛd/.

☐ EXERCISE 43, p. 245. Sentence practice. (Chart 8-11)

TEACHING SUGGESTION: Students could work in pairs. Some of the items contain phrases and situations that might lead to discussions about cultural traditions.

ANSWERS: 1. began 2. told 3. lost 4. hung 5. found 6. sold
7. said 8. stole 9. wore 10. tore

□ EXERCISE 44, p. 247. Listening. (Chart 8-11)

See teaching notes for Exercise 41 in this chapter.

ANSWERS: 1. no 2. no 3. yes 4. yes 5. yes

□ EXERCISE 45, p. 247. Chapter review. (Chapter 8)

TEACHING SUGGESTION: Review the following with students: *Did* + subject + verb; *was/were* + subject + adjective or noun. For example: *Did you go?* vs. *Were you happy?* / *Was Tom a student?* / *Was Tom at work?*

ANSWERS: 1. Did 2. Were 3. Was 4. Were 5. Did 6. Did
7. Did 8. Was 9. Were 10. Did

□ EXERCISE 46, p. 247. Chapter review. (Chapter 8)

EXPANSION: You might ask for volunteers to perform the dialogues in items 3–5. Remind students that they can look at their books before speaking, but they must look at their partners while speaking.

ANSWERS: 2. was . . . did 3. A: Was . . . Did B: was 4. A: Were . . . Did
B: was . . . Were 5. A: were B: was A: Did B: was . . . were . . . was . . . did

□ EXERCISE 47, p. 248. Chapter review. (Chapter 8)

This exercise reviews simple present or simple past, the correct form of *be* or *do*, and correct word order. It can be done in class or as homework.

ANSWERS: 3. A: Do you want a roommate? B: No, I don't. 4. A: Did you have a roommate last year? B: Yes, I did. 5. A: Was he difficult to live with? B: Yes, he was. 6. A: Did you ask him to keep the apartment clean? B: Yes, I did. 7. A: Were you glad when he left? B: Yes, I was.

□ EXERCISE 48, p. 249. Class activity. (Chapter 8)

TEACHING SUGGESTIONS: To keep other students alert, you could occasionally ask Speaker A, “What did (*Speaker B*) answer?” or “Do you think that’s the truth?”

Explore interesting responses and engage your students in short, meaningful conversations. This exercise is not intended to be a rote drill.

Items 14 and 15 passively introduce the structure *go* + *-ing* (*go shopping, go swimming, go dancing, go fishing, go camping*, etc.). This structure is not presented in a chart in this text. You may want to mention it briefly.

□ EXERCISE 49, p. 250. Let’s talk: game. (Chapter 8)

ALTERNATIVE: For a different version of the game, try this: Divide students into groups of three to five. Have them choose a team leader. Say the verb to the entire class. Students should consult with team members; when they agree on the answer, the team leader can raise his/her hand and give the answer. If incorrect, ask the next team. The team with the most points at the end of the game wins. Students may want to answer without consulting others. Discourage this so that everyone participates.

ANSWERS:

- | | | |
|------------|-------------|-------------|
| 1. flew | 11. paid | 21. left |
| 2. brought | 12. heard | 22. had |
| 3. read | 13. caught | 23. paid |
| 4. told | 14. found | 24. met |
| 5. stood | 15. slept | 25. sat |
| 6. taught | 16. thought | 26. took |
| 7. drank | 17. rode | 27. rang |
| 8. wore | 18. broke | 28. wrote |
| 9. bought | 19. said | 29. sang |
| 10. spoke | 20. got | 30. woke up |

□ EXERCISE 50, p. 250. Chapter review: error analysis. (Chapter 8)

ANSWERS: 1. Someone stole my bicycle two days ago. 2. Did you go to the party last weekend? 3. I heard a really interesting story yesterday. 4. The teacher was not/wasn't ready for class yesterday. 5. Did Joe come to work last week? 6. Last night I stayed home and worked on my science project. 7. Several students weren't on time for the final exam yesterday. 8. Your fax came ten minutes ago. Did you get it? 9. Did you invite all your friends to your graduation party? 10. I slept too late this morning and ~~was~~ missed the bus. 11. The market didn't have any bananas yesterday. I got there too late. 12. Were you nervous about your test ~~the~~ last week? 13. I didn't see you at the party. Were you there?

□ EXERCISE 51, p. 251. Review. (Chapter 8)

TEACHING SUGGESTION: Ask for volunteers to write sentences on the board for the rest of the class to check.