



CHAPTER 9

Expressing Past Time, Part 2

Overview

This chapter begins with how to use information questions in the past tense, then moves on to include three more groups of irregular verbs. Time clauses are explained in two successive charts followed by a comparison of the present progressive and past progressive tenses. This leads to the importance of *wh*-clauses (*while and when*). The chapter ends with the differences between the simple past and the past progressive.

CHART 9-1: THE SIMPLE PAST: USING *WHERE, WHEN, WHAT TIME, AND WHY*

- You might point out the similarity with present tense questions in Charts 3-11 and 3-12 in the student book, pp. 78 and 80, respectively.
- It's useful to point out that learners need to listen to the first word of a question. If they can't hear that word (*When, Where, Why*, etc.), they can't answer the question meaningfully.
- **WORKBOOK:** For additional exercises based on Chart 9-1, see *Workbook* Practices 1–4.

□ EXERCISE 1, p. 252. Question practice. (Chart 9-1)

TEACHING SUGGESTION: Students can work in pairs; if so, they should exchange A and B roles after seven items. Give them time to think about these items because they have to work with word order and the correct question word.

ANSWERS: 2. When did Mr. Chu arrive in Canada? 3. When/What time did your plane arrive? 4. Why did you stay home last night? 5. Why were you tired? 6. Where did Sara go for her vacation? 7. When/What time did you finish your homework? 8. When did you come to this city? 9. Why did you laugh? 10. Where is Kate? 11. When/What time does the movie start? 12. Why was Tina behind the door? 13. Why does Jim lift weights?

□ EXERCISE 2, p. 254. Let's talk: class activity. (Chart 9-1)

You supply the answer, and the student asks the question that produced your answer. This is a kind of "backward conversation," just for practice. It's an enjoyable language game and a useful tool in the language classroom.

For many of the items in this exercise, there is more than one correct question. Accept any correct question a student gives you.

□ EXERCISE 3, p. 254. Let's talk: pairwork. (Chart 9-1)

TEACHING SUGGESTION: Students may need some help getting started because the questions are so open-ended. Review the example carefully before dividing the class into pairs. Then walk around the room to check on your students' progress as they work.

□ EXERCISE 4, p. 255. Listening. (Chart 9-1)

TEACHING SUGGESTIONS: Have students look at the four datebook pages. Say the names of the four people. Ask students to tell you what information the pages give (appointment, time, place). Then play the audio example. When you are sure students understand the task, continue with item 1. Be sure to give students enough time to look for the answer and write it.

NOTE: The prepositions in the answers are optional, as shown by the example (and the answers below). If your students have trouble with the prepositions, skip them.

ANSWERS: 1. (To the) City Café 2. (For a) business meeting 3. (To the) gym
4. (At) 1:00 P.M. 5. (For a) workout 6. (To) school 7. (For a meeting with the) teacher
8. (At) 12:00 noon 9. (To) Dr. Clark / (To the) dentist
10. (At) 10:00 A.M. 11. (For) a dental checkup 12. (At) 7:00 A.M.

□ EXERCISE 5, p. 256. Question practice. (Chart 9-1)

The use of negative verbs after *why* is relatively straightforward and common. In *why didn't* questions, the speaker knows that something didn't happen and wants to know the reason. Typical errors with this pattern:

- * *Why you didn't come to class?*
- * *Why you not come to class?*

This is an open-ended exercise, so students need to use their imaginations for the questions. See p. xv in this *Teacher's Guide* for ways this type of exercise can be used.

ANSWERS: 2. you finish your homework 3. you eat breakfast 4. you clean your apartment
5. you answer the phone

□ EXERCISE 6, p. 256. Question practice: pairwork. (Chart 9-1)

TEACHING SUGGESTION: Students can use their imaginations and perhaps add some humor to their questions. Ask each pair to repeat their best question and answer for the class.

CHART 9-2: QUESTIONS WITH *WHAT*

- In examples (c) and (d), a form of *be* is a helping (auxiliary) verb, not the main verb. The helping verb is part of the present progressive tense. (See Chart 4-1, p. 92, in the student book.)
- Compare Chart 2-8, p. 42, in the student book for questions with *what*, when *be* is the main verb.
- In (a) and (b), a form of *do* is a helping verb because the main verb is not *be* and is not in a progressive tense.
- Learners frequently make this mistake: **What Carol bought?*
- **WORKBOOK:** For additional exercises based on Chart 9-2, see *Workbook Practice 5*.

□ EXERCISE 7, p. 257. Question practice. (Chart 9-2)

There is a lot to think about in this exercise: the kind of question, the verb tense, helping verbs, irregular forms, and word order. If done in class, give students time to work out their answers.

ANSWERS: 3. Is Mary carrying a suitcase? 4. What is Mary carrying?
5. Do you see an airplane? 6. What do you see? 7. What did Bob eat for lunch?
8. Did Bob eat some soup for lunch? 9. What does Bob usually eat for lunch?
10. Does Bob like salads? 11. Are you afraid of snakes? 12. What is the teacher pointing to?

□ EXERCISE 8, p. 258. Question practice: pairwork. (Chart 9-2)

This may be very difficult for some learners because it is so open-ended. Walk around the room, helping students as needed.

□ EXERCISE 9, p. 259. Question practice. (Chart 9-2)

Students enjoy this vocabulary-building exercise. Encourage them to give their own definitions of the words (in any form they choose, including gestures or pictures), but allow them to consult their dictionaries if they are stuck.

NOTE: In item 3, *quite* is an error that will be corrected in subsequent printings of the student book. The correct word is *quiet*.

ANSWERS: 1. humid, damp 2. disagreeable; dreadful 3. make little or no sound 4. 100 years 5. kill a person 6. a big store; a large self-serve retail store that sells food and other household goods 7. containing nothing 8. sick 9. the part of a house directly under the roof; garret 10. easy to understand 11. the spoken or written form used to ask a person to join another in an activity 12. take pleasure in; like a lot 13. a large area covered with trees 14. *pretty* = an informal intensifier indicating an intensity less than *very*; *difficult* = hard, not easy 15. something from a former time that is no longer in style

□ EXERCISE 10, p. 259. Listening. (Chart 9-2)

This exercise focuses on *wh*-questions with *do*, *does*, and *did*. Your students may have trouble distinguishing past from present, as well as the various *wh*-words from one another. You may need to play the sentences two or more times.

ANSWERS: 1. When did you 2. Why did you 3. Where do they 4. What
did she 5. What does this 6. Why didn't you 7. Where did he 8. When
does class

CHART 9-3: QUESTIONS WITH *WHO*

- This is not an easy chart for students. Those who understand the basic S-V-O (Subject-Verb-Object) structure of a simple sentence will have a much easier time than those who don't. Give ample additional examples when you present this chart. Draw arrows and circles around words on the board to show relationships and ordering.
- Some teachers and grammar books insist that only (d) is correct and that (b) and (c) are incorrect. Most people today, however, rarely use *whom* at the beginning of a question. For this reason, (e) shows the letter *m* as optional: *who(m)*.
- Many learners have difficulty grasping the difference between (b) and (h). They need a lot of practice with *who* as subject and *who* as object before they begin to understand the patterns.
- **WORKBOOK:** For additional exercises based on Chart 9-3, see *Workbook* Practices 6–9.

□ EXERCISE 11, p. 260. Question practice. (Chart 9-3)

This exercise shows students the two different patterns in a very systematic way. It's important that students write out all the answers even though it may seem repetitive. Note that in item 3, the questions alternate between subject and object. At this point, students may really begin to see the difference in patterns.

ANSWERS:

- | | |
|---|--|
| 1. Who called Yuko?
Who visited Yuko?
Who studied with Yuko?
Who did John call?
Who did John visit?
Who did John study with? | 3. Who talked to the children?
Who did Ron watch?
Who played with the children?
Who did Ron talk to?
Who watched the children?
Who did Ron play with? |
| 2. Who did Mary carry?
Who did Mary help?
Who did Mary sing to?
Who carried the baby?
Who helped the baby?
Who sang to the baby? | |

□ EXERCISE 12, p. 261. Question practice. (Chart 9-3)

This exercise can be done in class (in pairs) or assigned as homework. If done in pairs, students should alternate A and B roles.

- #### ANSWERS:
- | | | |
|----------------------------------|---------------------------|---------------------------------|
| 1. Who did you see at the party? | 2. Who came to the party? | |
| 3. Who lives in that house? | 4. Who did Janet call? | 5. Who did you visit? |
| 6. Who visited you? | 7. Who did you talk to? | 8. Who helped Ann? |
| 9. Who did Bob help? | 10. Did Bob help Ann? | 11. Who are you thinking about? |
| 12. Are you confused? | | |

□ EXERCISE 13, p. 262. Let's talk: pairwork. (Chart 9-3)

If students have worked in pairs to finish Exercise 12, have them change partners for this exercise. Ask for volunteers to write some of their questions on the board.

EXPANSION: Have students write their questions on another piece of paper to turn in. Compile 15–20 questions that have common errors, put them on one page, and make photocopies for students. At the next class session, divide the class into small groups. Call out a sentence number; the first group to give the proper correction wins a point.

□ EXERCISE 14, p. 263. Listening. (Chart 9-3)

Only one answer in each group is correct. Give students enough time to process each question and choose their response.

EXPANSION: For extra practice, create questions for other responses in the items. Read them to your students and have them circle the answers in their books. Examples:

1. *When did John wake up? (Ten minutes ago.)* 2. *Why didn't you finish your homework? (Because it was late.)*. Etc.

ANSWERS: 1. In a small town. 2. At midnight. 3. Some help. 4. I am.
5. Mary did. 6. An apartment downtown. 7. Two hours ago. 8. Because I didn't have time.

CHART 9-4: IRREGULAR VERBS (GROUP 5)

- Note that *cost*, *cut*, *hit*, and *hurt* have no change in their past tense forms.
- Use Exercise 15 to lead students through this list of verb forms.
- **WORKBOOK:** For additional exercises based on Chart 9-4, see *Workbook* Practices 10 and 11.

□ EXERCISE 15, p. 264. Let's talk: class activity. (Chart 9-4)

TEACHING SUGGESTION: See the notes for Chart 8-6 and subsequent Exercise 19 in this *Teacher's Guide* for ideas on how to present irregular verbs to your students.

You might point out that *give* is the opposite of *receive*; *lend* is the opposite of *borrow*; *forget* is the opposite of *remember*; *spend* is the opposite of *save*; and *shut* is the same as *close* and the opposite of *open*.

□ EXERCISE 16, p. 265. Sentence practice. (Chart 9-4)

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

ANSWERS: 1. A: does a new car cost B: costs 2. cost 3. gave 4. hit
5. B: forgot A: forgot 6. made 7. puts 8. put 9. spent 10. lent
11. cuts 12. cut

□ EXERCISE 17, p. 266. Listening. (Chart 9-4)

TEACHING SUGGESTION: Prepare explanations for the wrong answers beforehand since your students may ask why the answer they chose didn't work.

ANSWERS: 1. the answer; the conversation; the teacher 2. money 3. your hair; some paper 4. a tree; an animal 5. his appointment; the question

CHART 9-5: IRREGULAR VERBS (GROUP 6)

- Lead students through the list, pointing out spelling patterns.
- Some learners mix up the past forms of *fall* and *feel*. Give extra attention to those words.
- **WORKBOOK:** For additional exercises based on Chart 9-5, see *Workbook* Practices 12 and 13.

EXERCISE 18, p. 266. Let's talk: class activity. (Chart 9-5)

TEACHING SUGGESTION: See the notes for Chart 8-6 and subsequent Exercise 19 in this *Teacher's Guide* for ideas on how to present irregular verbs to your students.

EXERCISE 19, p. 267. Sentence practice. (Chart 9-5)

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.

ANSWERS: 1. won 2. fell 3. kept 4. drew 5. grew 6. blew
7. knew 8. swam 9. felt 10. threw

EXERCISE 20, p. 268. Listening. (Chart 9-5)

TEACHING SUGGESTION: Prepare explanations for the wrong answers beforehand, as your students may ask why an answer they chose didn't work.

ANSWERS: 1. on a car; in the park 2. the game; a prize 3. on the paper; a picture; with some chalk 4. happy; excited 5. a ball; a pillow

CHART 9-6: IRREGULAR VERBS (GROUP 7)

- Pronounce each word and have the class repeat it. Then ask one student to spell the word aloud.
- Clarify the meanings of the words.
- **WORKBOOK:** For additional exercises based on Chart 9-6, see *Workbook* Practices 14 and 15.

EXERCISE 21, p. 269. Let's talk: class activity. (Chart 9-6)

TEACHING SUGGESTION: See the notes for Chart 8-6 and subsequent Exercise 19 in this *Teacher's Guide* for ideas on how to present irregular verbs to your students.

EXERCISE 22, p. 270. Sentence practice. (Chart 9-6)

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

ANSWERS: 2. hid 3. built 4. fed 5. became 6. held 7. fought
8. bit 9. bent

□ EXERCISE 23, p. 271. Listening. (Chart 9-6)

TEACHING SUGGESTION: Prepare explanations for the wrong answers beforehand, as your students may ask why an answer they chose didn't work.

ANSWERS: 1. the dog; her baby 2. a new house 3. a stick; my hand
4. in the bedroom; behind a tree; their money 5. some chalk; some papers

□ EXERCISE 24, p. 271. Class activity. (Chart 9-6)

Every answer must begin with “Yes.” Keep the pace fairly fast. If a student can't answer, he/she can say “Pass” so you can continue to the next student quickly. Later, come back to the student who passed and ask a different question.

EXPANSION: You may want to use this exercise as pairwork, or you may want to make it a team contest.

For a contest, divide the class into two or three equal teams. Ask the first person on one team one question. That person must answer immediately and correctly to get two points for the team. If the answer is not correct, the second person on the same team has a chance to answer correctly for one point. Ask a different team the next question. At the end of the game, the team with the most points is the winner.

CHART 9-7: BEFORE AND AFTER IN TIME CLAUSES

- Time clauses give learners a way to combine information into complex sentences. This chart is the students' introduction to complex (compared to simple) sentence structure in English.
- A time clause is a type of dependent clause usually called an “adverb(ial) clause” or a “subordinate clause.” *After* and *before* are called “subordinating conjunctions.” The text prefers to minimize terminology.
- Call attention to the punctuation: In (d) and (f), a comma is necessary when the time clause comes at the beginning of the sentence. In speaking, there is a short pause where the comma appears. (See the footnote below Chart 9-7, p. 273, of the student book.)
- Point out the prepositional phrases in (g) and (h). They do NOT contain a subject and verb as required in a clause.
- **WORKBOOK:** For additional exercises based on Chart 9-7, see *Workbook* Practices 16–18.

□ EXERCISE 25, p. 273. Sentence practice. (Chart 9-7)

In item 1, some students may ask about the pronoun *it*. They might want to say, “Before I ate it, I peeled the banana.” It is more common, however, to place the noun in the first part of the sentence and the pronoun later.

TEACHING SUGGESTION: Ask one student to analyze a sentence for the class. Ask him/her about the placement of commas.

ANSWERS: 2. *main clause* = We arrived at the airport; *time clause* = before the plane landed 3. *main clause* = I went to the movie; *time clause* = after I finished my homework 4. *main clause* = they watched TV; *time clause* = After the children got home from school 5. *main clause* = I lived at home with my parents; *time clause* = Before I moved to this city

□ EXERCISE 26, p. 274. Sentence practice. (Chart 9-7)

A common error is for students to write adverb clauses as though they were complete sentences. Learners need to understand that time clauses must be connected to the main (or independent) clause.

ANSWERS: 4. *Inc.* 5. We went to the zoo. 6. We went to the zoo before we ate our picnic lunch. 7. The children played games after they did their work. 8. The children played games. 9. *Inc.* 10. The lions killed a zebra. 11. *Inc.* 12. They ate it. 13. After the lions killed a zebra, they ate it.

□ EXERCISE 27, p. 274. Let's talk: small groups. (Chart 9-7)

ANSWERS: 1. She ate breakfast before she went to work. Before she went to work, she ate breakfast. She went to work after she ate breakfast. After she ate breakfast, she went to work. 2. He did his homework before he went to bed. Before he went to bed, he did his homework. He went to bed after he did his homework. After he did his homework, he went to bed. 3. We bought tickets before we entered the movie theater. Before we entered the movie theater, we bought tickets. We entered the movie theater after we bought tickets. After we bought tickets, we entered the movie theater.

□ EXERCISE 28, p. 276. Sentence practice. (Chart 9-7)

You may want students to write their answers on a separate piece of paper so you can collect their work and correct it yourself. When you check it, watch for comma placement as well as logical combinations of ideas.

CHART 9-8: WHEN IN TIME CLAUSES

- *When* basically means “at that time.” It has variations of meaning that students at this level probably aren’t ready for. For example, in (a) *when* means “as soon as” or “immediately after,” compared with (b) where it means “for the same period of time.”
- WORKBOOK: For additional exercises based on Chart 9-8, see *Workbook* Practices 19–21.

□ EXERCISE 29, p. 276. Sentence practice. (Chart 9-8)

Students can do this exercise in class (alone or with partners) or for homework.

ANSWERS: 2. When I was in Japan, I stayed in a hotel in Tokyo. I stayed in a hotel in Tokyo when I was in Japan. 3. Maria bought some new shoes when she went shopping yesterday. When she went shopping yesterday, Maria bought some new shoes. 4. I took a lot of photographs when I was in Hawaii. When I was in Hawaii, I took a lot of photographs. 5. Jim was a soccer player when he was in high school. When he was in high school, Jim was a soccer player. 6. When the rain stopped, I closed my umbrella. I closed my umbrella when the rain stopped. 7. The antique vase broke when I dropped it. When I dropped it, the antique vase broke.

□ EXERCISE 30, p. 277. Sentence practice. (Chart 9-8)

After students complete this exercise, they can compare their answers with partners and discuss any differences.

EXPANSION: Have students work in small groups to write completions for the incomplete sentences.

ANSWERS: 3. *Inc.* 4. When were you in Iran? 5. When did the movie end?
6. *Inc.* 7. *Inc.* 8. *Inc.* 9. *Inc.* 10. When does the museum open?

□ EXERCISE 31, p. 277. Sentence practice. (Chart 9-8)

Praise your students for their ability to complete these sentences. The underlying grammar is quite complicated. You could tell them that they have shown that they can distinguish between the use of *when* as a subordinating conjunction and its use as an interrogative pronoun — just to impress them with their knowledge of English grammar. They know and can correctly use the grammar whether they know the terminology or not — just like native speakers.

You could include items such as these on a test.

CHART 9-9: THE PRESENT PROGRESSIVE AND THE PAST PROGRESSIVE

- You might have the class cover the right side of this chart and talk about the differences they see between examples (a) and (b). Then look at the illustrations (below the chart) and ask the class about the clocks and how they relate to the meanings of the sentences.
- The progressive has other meanings and functions, but “activity in progress” is the most basic one.
- Grammarians call the progressive an “aspect” instead of a verb tense. However, learners do not need this specialized vocabulary. Here we just call it “the progressive” or “the progressive form.” Calling the present progressive or the past progressive a tense works well in the classroom. “Tense” is a term students are familiar and comfortable with.
- Some grammars use the term “continuous” instead of “progressive.”
- **WORKBOOK:** For additional exercises based on Chart 9-9, see *Workbook* Practices 22 and 23.

□ EXERCISE 32, p. 279. Sentence practice. (Chart 9-9)

The progressive tense is useful in referring to two activities at the same time. The continuing (or background) activity uses the progressive, and the interrupting activity uses the simple tense. Discuss this with the class after they look at the drawings and complete the answers. Write some of their answers on the board.

ANSWERS: 1. was eating . . . came 2. called . . . was watching 3. was playing

□ EXERCISE 33, p. 280. Let's talk: class activity. (Chart 9-9)

The activities in the illustration were in progress at midnight. They began before midnight and were happening at the time the thief stole Mrs. Gold's jewelry. Hence, the past progressive is used for all the responses.

The purpose of this exercise is for students to understand the meaning of the past progressive, i.e., that it expresses an activity in progress at a particular time in the past when another event occurred.

EXPECTED RESPONSES (from bottom to top of illustration):

Mr. Brown and Miss Gray were playing pool in the basement. Mr. White was playing the piano for Mrs. Blue, who was singing. Mr. Black and Mr. Green were playing cards and smoking cigars. Ms. Orange was reading in bed at midnight. Mr. Blue was watching TV in his bedroom. Mr. and Mrs. Gold were sleeping in their bedroom. A bat was hanging in the attic. A mouse was running toward a piece of cheese.

CHART 9-10: USING *WHILE* WITH THE PAST PROGRESSIVE

- The word *while* is a subordinating conjunction. It subordinates (makes less important, puts in the background) the ongoing, progressive activity.
- *While* introduces a time clause. (See also Chart 9-7, p. 273, in the student book.)
- Ask students to explain the comma in example (b). (See the footnote below Chart 9-10, p. 281, of the student book.)
- **WORKBOOK:** For additional exercises based on Chart 9-10, see *Workbook* Practices 24–26.

□ EXERCISE 34, p. 281. Let's talk: class activity. (Chart 9-10)

Ask two students to answer each item differently, as in the example. The drawing illustrates item 6; note the different times on the clocks.

ANSWERS: 2. Someone knocked on my apartment door while I was eating breakfast yesterday morning. While I was eating breakfast yesterday morning, someone knocked on my apartment door. 3. While I was cooking dinner yesterday evening, I burned my hand. I burned my hand while I was cooking dinner yesterday evening. 4. Yoko raised her hand while the teacher was talking. While the teacher was talking, Yoko raised her hand. 5. A tree fell on my car while I was driving home yesterday. While I was driving home yesterday, a tree fell on my car. 6. While I was studying last night, a mouse suddenly appeared on my desk. A mouse suddenly appeared on my desk while I was studying last night.

CHART 9-11: *WHILE* vs. *WHEN* IN PAST TIME CLAUSES

- Tell the class to look closely at examples (a) and (c). Ask them to tell you the differences. Then do the same with (b) and (d). Ask the class to explain in their own words how the word *when* is different from *while*.
- Note that the explanation says that these forms are “often” used, not always (not 100% of the time). Your students should learn these patterns well, but they might see other verb forms with *when* and *while*. For example:

Jack and I got home at 5:00 P.M. Then, while I took a bath, he cooked dinner. We ate at 6:00.

The bath and dinner were in the same time period but unrelated. Neither was a background for the other. Therefore, neither was in progress before the other. (Don't teach this now.)

Another example: Sometimes the verbs in the main clause and the *while*-clause are both past progressive: *While I was washing the dishes, Jane was sweeping the floor.* Students can learn these patterns later in their study of English grammar.

- In the next exercises, it is easy for students to become confused. Ask your class to think about which activity was in progress; *while* means “in progress.”
- **WORKBOOK:** For additional exercises based on Chart 9-11, see *Workbook* Practice 27.

EXERCISE 35, p. 282. Sentence practice. (Chart 9-11)

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

ANSWERS: 2. called . . . was washing 3. came . . . was eating 4. was eating . . . came
5. came . . . was watching . . . invited 6. was watching . . . came 7. was wearing . . . saw
8. was watching . . . relaxing . . . took

EXERCISE 36, p. 283. Let's talk: class activity. (Chart 9-11)

TEACHING SUGGESTION: Explain and demonstrate the instructions and the example so that the class understands what to do. Then for item 1, tell Student A what to do. After Student A begins, tell Student B what to do. After they stop, ask Student C to describe the two actions. This is a fun exercise that gives the grammar an immediate and real context.

CHART 9-12: *SIMPLE PAST* vs. *PAST PROGRESSIVE*

- This chart seeks to clarify the differences between the simple past and the past progressive.
- Example (g) can be difficult for students to understand. Point out that there was a sequence of actions; one followed the other. Nothing was in progress.
- Compare examples (h) and (i). The students should see that nothing was in progress in (h).
- **WORKBOOK:** Only review *Workbook* practices include information from Chart 9-12.

□ EXERCISE 37, p. 284. Sentence practice. (Chart 9-12)

This exercise can be done in class or assigned as homework. Students have to think about the relationship of events in time. Some are sequences. Others are in progress, then interrupted. The verb forms must show these relationships.

ANSWERS: 1. were having . . . saw . . . introduced 2. heard . . . walked . . . opened . . . opened . . . saw . . . greeted . . . asked 3. were watching . . . came . . . watched 4. was walking . . . saw . . . said . . . walked

□ EXERCISE 38, p. 285. Sentence practice. (Chart 9-12)

This is similar to Exercise 37 — but with longer contexts.

ANSWERS: 1. turned . . . was driving . . . was listening . . . heard . . . looked . . . saw . . . pulled . . . waited 2. A: was . . . were eating . . . jumped . . . didn't seem B: did you say . . . didn't you ask A: didn't want

□ EXERCISE 39, p. 286. Sentence practice. (Charts 9-10 → 9-12)

Your students may know who Bill Gates is, but they are more likely familiar with a computer software program called “Word.” If they don’t know who Gates is, explain that he started Microsoft Corporation, which created Word. Explain that they are going to learn more about Bill Gates’ life.

Go over the example sentences on the board. Students can work in pairs or small groups to make two or three more sentences using the dates in Exercise 39. Select a few of their sentences to write on the board (or have students write them). You can assign the rest as homework.

SAMPLE SENTENCES:

In 1955, Bill Gates was born.

In 1967, he entered Lakeside School.

While Bill Gates was studying at Lakeside School, he wrote his first computer program.

While Bill Gates was studying at Lakeside School, he started his first software company.

In 1973, he graduated from Lakeside.

While he was studying at Harvard University, he began to design programs for personal computers.

In 1977, he left Harvard.

While he was working as Chief Executive Officer for Microsoft, he got married.

In 1996, his first child was born.

□ EXERCISE 40, p. 287. Listening. (Chapter 9)

Play the audio once through without stopping. Then play it again, pausing after each sentence so students can complete the sentences. If a sentence is long, you may want to pause after the first completion.

Discuss the answers in class. Write the verbs in two columns on the board: one headed *simple past* and the other *past progressive*. Call attention to the two negative verbs.

ANSWERS:

I had a strange experience yesterday. I was reading my book on the bus when a man sat down next to me and asked me if I wanted some money. I didn't want his money. I was very confused. I stood up and walked toward the door.

While I was waiting for the door to open, the man tried to give me the money. When the door opened, I got off the bus quickly. I still don't know why he was trying to give me money.

EXERCISE 41, p. 287. Verb review. (Charts 9-9 → 9-12)

This exercise can be used as a quiz.

ANSWERS: 2. C 3. C 4. A 5. C 6. B 7. C 8. A 9. C
10. D

EXERCISE 42, p. 288. Let's talk: interview. (Chapter 9)

Conduct the interviews in class, but assign the paragraph as homework. If it's to be graded, be sure the students understand what you'll be grading. At this stage, it's best to concentrate on the time expressions and the verb tenses.

EXERCISE 43, p. 288. Chapter review: error analysis. (Chapter 9)

ANSWERS: 1. Did you go downtown yesterday? 2. Yesterday I spoke to Ken before he left his office and went home. 3. I heard a good joke last night. 4. ~~When~~ Pablo finished his work. OR When Pablo finished his work, (he went home). 5. I visited my relatives in New York City last month. 6. Where did you go yesterday afternoon? 7. Ms. Wah ~~was~~ flew from Singapore to Tokyo last week. 8. When I saw my friend yesterday, he didn't speak to me. 9. Why didn't Mustafa come to class last week? 10. Where did you buy those shoes? I like them. 11. Mr. Adams taught our class last week. 12. I wrote a letter last night. 13. Who did you write a letter to? 14. Who opened the door? Jack opened it.

EXERCISE 44, p. 289. Verb review. (Chapters 8 and 9)

Don't make this exercise a test or work. It's supposed to be fun and interesting. It's meant to be a reward. Expand upon this exercise as time allows. You may want to do it in three parts, covering one part each day.

EXPANSION: Students can do role-plays, write summaries, discuss the meaning of the story in small groups, do artwork as a basis for retelling the story, continue the story (Will Bear eventually eat Fish?), etc.

PART I ANSWERS:

- | | | |
|-------------------|---------------------------|-----------------|
| 1. was | 6. sit | 11. is |
| 2. saw | 7. need | 12. don't trust |
| 3. are you | 8. don't need/do not need | 13. do you want |
| 4. am doing | 9. are you doing | 14. want |
| 5. Would you like | 10. am getting | 15. had |

PART II ANSWERS:

- | | | |
|-------------|----------------------------------|---------------------|
| 16. saw | 22. don't believe/do not believe | 28. are you doing |
| 17. love | 23. don't believe/do not believe | 29. are you holding |
| 18. stopped | 24. are | 30. am holding |
| 19. reached | 25. aren't/are not | 31. tricked |
| 20. came | 26. is it | 32. happened |
| 21. was | 27. did the bee sting | |

PART III ANSWERS:

- | | | |
|----------------------------------|--------------------------|--------------------|
| 33. got | 39. is | 45. taught |
| 34. wanted | 40. is coming | 46. learned |
| 35. to catch | 41. don't see/do not see | 47. am |
| 36. caught | 42. dropped | 48. have |
| 37. looks | 43. fooled | 49. Would you like |
| 38. don't believe/do not believe | 44. tricked | |