



# Chapter 9

## Expressing Past Time, Part 2

### CHAPTER SUMMARY

**OBJECTIVE:** In this chapter, students expand their knowledge and mastery of the simple past tense. They learn how to ask and answer *wh*-questions pertaining to the simple past and learn to anticipate whether a thing or person is required as they answer these information questions. *When* is introduced in combination with the simple past tense referring to one specific time in the past. It is also used to introduce the past progressive, to show the specific, simple past interruption of an ongoing past action already in progress.

**APPROACH:** The text first introduces simple past *wh*-questions that require either an adverb clause or phrase as a response. These questions ask *when / what* time, *where*, and *why* things happen. The text then asks students to provide both subjects and objects in questions posed in the simple past. Additional groups of irregular verbs are included as students gain mastery over the tense. Next, students move on to *before* and *after* time clauses, which allow students to string together sequential events in multiclausal sentences. Finally, the past progressive tense is introduced, and the charts emphasize how to distinguish these two past tenses by both form and function.

**TERMINOLOGY:** As is typical throughout the text, terminology is used minimally and only to support students' ready comprehension of the material further. The most important terms used are *simple past* and *past progressive*, both of which connote important and useful meaning.

**EXERCISE 1.** Warm-up. Page 265  
Time: 5–10 minutes

As was true of target structures in the previous chapter, many simple past tense questions are probably already familiar to some beginners. Ask additional questions of students and encourage them to tell you more about their past experiences by building on initial simple past questions. (For example: *When did you go downtown? Yesterday? Where did you go?*) As much as possible, engage students by writing up any language they generate as board work.

- Read the direction line.
- Ask students to read and respond to the items.
- Ask students if they know what questions the nonchosen responses would answer, and if they can give you such questions.

- Write additional questions on the board as well as other student-generated sentences. For example:

*Downtown is a place so the question is where.*

*At midnight is a time so the question is when.*

**CHART 9-1.** Simple Past Tense: Using *Where*, *Why*, *When*, and *What Time*. Page 265  
Time: 10–15 minutes

Explain that the question words in this chart all require either adverb phrases of time or place or *because* clauses, which explain why something happened. Beginners will have at least heard if not attempted these structures themselves. Remind students that they already know the basic question form with the helping verb *do* and that here they simply change to the past of *do* but use the same word order.

- Write the chart title on the board.
- Write two column headings:
 

<i>Question</i>	<i>Short Answer</i>
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- Have students read example sentences (a) and (b) aloud to the class while you write the sentences under the appropriate headings.
- Line up the words *did you go* underneath one another and stress that the word order (helping verb + subject + base verb) is the same in both versions.

<i>Question</i>	<i>Short Answer</i>
(a) <i>Did you go downtown?</i>	(a) <i>Yes, I did. / No, I didn't.</i>
(b) <i>Where did you go?</i>	(b) <i>Downtown.</i>

- Ask students to read example sentences (c) and (d) aloud to the class while you write the sentences under the appropriate headings.
- Continue having students read example sentences (e) and (f) aloud while you write the sentences under the correct heading.
- Write example sentences (g) and (h) by again lining up the related words to highlight the same word order.
- Continue presenting in this deliberate manner until you have reviewed all the example sentences in the chart and written them on the board.
- Discuss the difference between *When \_\_\_\_?* and *What time \_\_\_\_?* and write additional examples on the board.
- Because Exercise 2 involves freer production so soon after initial presentation, provide your students with additional practice before moving on to it.

- Without erasing the board, go through the various question forms one more time, asking different questions that are similar to each example and eliciting answers from different students.

□ **EXERCISE 2.** Looking at grammar.

Page 266

Time: 5–10 minutes

- Read the direction line and completed example to your students.
- Have a student read the item 1 example aloud and refer back to Rosa's plan.
- Lead the exercise by asking students to create a simple past question using the phrases in 2 and 3.
- Write students' questions and responses on the board.

□ **EXERCISE 3.** Looking at grammar.

Page 266

Time: 10 minutes

- Review the direction line and example sentences with students.
- Give students time to write appropriate questions for each answer.
- Correct as a class, asking students to read both their questions and the existing responses aloud.
- Address grammar and pronunciation errors immediately, and use the board for further emphasis or clarification.

□ **EXERCISE 4.** Let's talk: interview.

Page 267

Time: 10–15 minutes

- Have a student read the direction line aloud.
- Review the example, having one student model Student A's role and another student read Student B's responses aloud.
- Walk around while students are interviewing one another and take notes on common errors.
- When students have completed most items with one another, gather again as a group and have students read the completed questions aloud, encouraging other students to respond.
- Review any common errors, using the board for clarification.

□ **EXERCISE 5.** Listening. Page 267

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Ask students to read the example aloud and discuss why b is the only appropriate response.
- Play the track and have students complete all items on the datebook pages.
- Correct as a class, referring to the CD script as needed.

□ **EXERCISE 6.** Looking at grammar.

Page 268

Time: 10 minutes

- Have a student read the direction line and completed example.
- Lead this exercise on sight, asking different students to complete the negative question that goes with each response.
- Correct pronunciation and target grammar immediately, using the board to clarify as needed.

□ **EXERCISE 7.** Listening. Page 268

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud and write the *did-ja* pronunciation of *did you* on the board, to highlight the real sounds students will hear.
- Play the CD track and give students time to complete the exercise.
- Then play the track again, pausing for students to give their answers.

**Optional Vocabulary**

downtown  
various  
arrived  
choose  
decide

□ **EXERCISE 8.** Warm-up. Page 268

Time: 5–10 minutes

Stress with students that any question beginning with *what* will have a thing as an answer. Any question beginning with *who* will have a person as a response.

- Read the direction line and write the Warm-up question on the board.
- Have students explain why b and c are not possible.
- Have students explain why d is not possible.
- Ask students for other possible responses to this question and write them on the board. For example:

*What did you want?*  
*Some help.*  
*A new book.*  
*An answer.*  
*Some food.*

**CHART 9-2.** Questions with *What*. Page 269

Time: 10–15 minutes

- Write the chart title on the board.
- Write two column headings:
 

<i>Question</i>	<i>Short Answer</i>
-----------------	---------------------
- Have students read example sentences (a) and (b) aloud to the class while you write the sentences under the appropriate headings.

- Line up the words *did Carol buy* underneath one another and stress that the word order (helping verb + subject + base verb) is the same in both versions.

<i>Question</i>	<i>Short Answer</i>
(a) <i>Did Carol buy a car?</i>	(a) <i>Yes, she did. / No, she didn't.</i>
(b) <i>What did Carol buy?</i>	(b) <i>A car.</i>

- Ask different students to read example sentences (c) and (d) aloud.
- Write these sentences beneath the correct column headings and line up the verbs as in the illustration above.

(c) <i>Is Fred holding a book?</i>	(c) <i>Yes, he is. / No, he isn't.</i>
(d) <i>What is Fred holding?</i>	(d) <i>A book.</i>

- Have other students read example sentence (e) and then (f) aloud.
- Write these sentences on the board.
- Explain that in sentence (e), the object of the verb follows the verb.
- Stress that in question (f), the object of the verb is the word *what* and it comes before the verb.
- Encourage students to create their own questions based on these models and write them on the board. For example:

*Did Shiko want a new cell phone? Yes, he did.  
What did Shiko want? A new cell phone.*

### □ EXERCISE 9. Looking at grammar.

Page 269

Time: 10 minutes

- Have students work in pairs to read items 1 and 2 aloud in their completed forms as a question and answer.
- Give the pairs time to complete each item on their own as seatwork.
- Have pairs read their completions aloud and provide immediate correction.
- Write corrected items on the board, for clarification.

### □ EXERCISE 10. Let's talk: class activity.

Page 270

Time: 10–15 minutes

Remind students that they first used the imperative form (for giving directions) in Chapter 1. Explain that this form does not have a written subject but the understood subject is always *you* (singular or plural).

- Lead this exercise from the center, giving directions and asking questions of students.
- Model the examples using Student A and Student B at the beginning of the exercise while students have their books open.
- Instruct students to close their books.
- Using the items in the exercise, tell students you choose to be Student A to follow your directions.

- As shown in the model, ask other students (Student B) to explain what each Student A did and ask the student who took your direction to explain what he or she did.

**Expansion:** This is a great exercise for expansion as you can give directions to, and ask questions of, individual students and groups, alike. Expand by writing more action verbs on the board. Ask a student to come to the board and instruct others to perform an action and then ask others to say what the “actor” did, using the simple past. Additional action verbs include:

*hop on one foot  
jump up and down on two feet  
do five push-ups  
do ten sit-ups  
walk backward  
walk to the door with eyes closed  
meditate quietly for two minutes  
make an animal noise  
pretend to fall asleep*

### □ EXERCISE 11. Vocabulary and grammar.

Page 271

Time: 10 minutes

- Have a student read the direction line.
- Ask students how they can ask others the meaning of a word, eliciting “What does X mean?”
- Ask another student to read the example question with you reading the answer.
- Ask students to take turns with the items, assigning different items to different students.

**Expansion:** Instead of responding to the question for each item, encourage students to supply meanings and definitions to their peers.

### □ EXERCISE 12. Let's talk: class activity.

Page 271

Time: 10–15 minutes

- Prepare by having the information for this activity open and accessible.
- Have a student read the direction line and situation description.
- Read the example with two different students.
- Have students ask for information as illustrated in the examples and give them specific answers based on the information from the *Let's talk: class activity* answers on page 503.
- As students gain the information to complete the chart, review and correct as a class.

### □ EXERCISE 13. Listening. Page 271

Time: 10 minutes.

- Have the CD player and track ready.
- Explain the direction line and review the completed example.
- Play the CD track and have students write what they hear to complete each item.

- Using the script as support, correct students' completions and be prepared to reread items as needed.

### Optional Vocabulary

want	century
hold	humid
object of the verb	awful
suitcase	pretty difficult
mice	murder
salad	school tuition
activity	

### EXERCISE 14. Warm-up. Page 272

Time: 5 minutes

- Read the direction line to students.
- Have students match the illustration to the correct item.
- Discuss the difference between the two items.

### CHART 9-3. Questions with *Who* and *Whom*.

Page 272

Time: 10–15 minutes

Explain to students that *whom* is used in formal and written English but rarely in ordinary spoken English. Encourage students to be familiar with the difference but tell them that it is not a critical difference and that it is more important that they be able to understand the basic difference between subjects and objects, rather than use distinct terms for each when a person is in question.

- Write the chart title on the board.
- Write two column headings:
 

<i>Question</i>	<i>Answer</i>
-----------------	---------------
- Have students read example sentences (a) and (b) aloud to the class and write these example sentences (or similar ones you and your students generate) under the appropriate headings.
- Emphasize that *what* is used to ask questions about things and *who* is used to ask questions about people.
- Explain that questions (c) and (d) differ only in their use of *who* and *whom*.
- Have students read questions (c) and (d) aloud.
- Write questions (c) and (d) on the board and label every part of speech in both questions.

<b>O</b>	<b>HV</b>	<b>S</b>	<b>V</b>	<b>O</b>
(c) <i>Who</i>	<i>did</i>	<i>they</i>	<i>see?</i>	<i>Jay.</i>
<i>(They saw Jay.)</i>				

<b>O</b>	<b>HV</b>	<b>S</b>	<b>V</b>	<b>O</b>
(d) <i>Whom</i>	<i>did</i>	<i>they</i>	<i>see?</i>	<i>Jay.</i>
<i>(They saw Jay.)</i>				

- Have students read questions (e) and (f) aloud.
- Explain that *whom* can only be used for objects of the verb, but that *who* is also used in the same way.

- Write questions (e) and (f) on the board and label each part of speech.

<b>O</b>	<b>HV</b>	<b>S</b>	<b>V</b>	<b>O</b>
(e) <i>Who(m)</i>	<i>did</i>	<i>they</i>	<i>see?</i>	<i>Jay.</i>
<i>(They saw Jay.)</i>				

<b>S</b>	<b>V</b>	<b>O</b>	<b>S</b>
(f) <i>Who</i>	<i>saw</i>	<i>Jay?</i>	<i>Ella.</i>
<i>(Ella saw Jay.)</i>			

- Emphasize that when *who* is the subject of the sentence, no helping verb is needed.
- Review questions (g) and (h) and the notes to the right of the chart.

### EXERCISE 15. Looking at grammar.

Page 273

Time: 10–15 minutes

- Review the direction line and example questions with students.
- Have students work with a partner to create appropriate questions for each item.
- Correct as a class, asking students to read both their questions and the existing responses aloud.

### EXERCISE 16. Looking at grammar.

Page 273

Time: 10 minutes

- Explain the direction line to students.
- Remind students that *who* can refer to both the subject and the object of the verb.
- Give students time to complete the exercise as seatwork.
- Correct as a class, having students read their completions aloud.

### EXERCISE 17. Looking at grammar.

Page 274

Time: 10 minutes

- Explain the direction line to students.
- Remind students that *who* can refer to both the subject and the object of the verb.
- Give students time to complete the questions as seatwork.
- Correct as a class, having students read their completions aloud.

### EXERCISE 18. Let's talk: pairwork.

Page 275

Time: 10 minutes

- Read the direction line aloud.
- Ask students to brainstorm about the kinds of things that parents and teens typically talk or even argue about.
- Put some of these brainstorming ideas on the board. For example:

*Parents and teens often discuss\_\_\_\_\_.*  
*the time they come home—curfew*

activities outside the home  
friends  
girlfriends / boyfriends  
study habits  
grades  
their room—is it clean or dirty?

- Encourage students to share their own experiences and observations as either teens or parents.
- Have students describe typical relationships between parents and teens, depending on their background, nationality, religion, and so on.
- Have students get into pairs.
- Give pairs time to complete the dialogue between the parent and the teenager.

**Expansion:** The exercise seems like a conversation between an American parent and teenager. Have students work in pairs or small groups from their own countries, if possible, to prepare a conversation between a parent and a teenager. How would it be different? How would it be similar?

### □ EXERCISE 19. Listening. Page 276

Time: 10 minutes

- Have the CD player and track ready.
- Explain to students that they will have time to listen to the CD and choose the best answer to each question. Stop the CD between items, if necessary.
- When the CD has finished, ask students to correct the listening by reading their answers aloud as you read out the scripted question.
- Put any challenging items on the board for further clarification.

### □ EXERCISE 20. Game. Page 276

Time: 10–15 minutes

- Have students get into groups or teams.
- Explain the direction line to students and emphasize that the questions they write must be both grammatical and logical.
- Give students time to work on this task and circulate around the room, helping as needed.
- Review as class, encouraging peer correction.

**Expansion:** When most groups have completed the task, gather everyone's attention and ask a member of each group to write only the group's questions, not the locations, on the board. Others at their desks must both correct the grammar and guess what the original locations are, based on the details included in the questions.

#### Optional Vocabulary

arrivals  
formal English  
everyday English  
grounded

### □ EXERCISE 21. Warm-up. Page 276

Time: 5 minutes

**Expansion:** To get more students speaking, expand item 1 to ask about other items that cost more now than they cost when students were younger. Additional items could include:

*a gallon of milk*                      *flying to another country*  
*a pair of jeans*                      *going to the movies*  
*a tank of gasoline*                      *a bus or subway ride*

- Ask students to complete and read both items aloud.
- Discuss the past forms of the irregular verbs *cost* and *make*.

### CHART 9-4. Simple Past Tense: Irregular Verbs (Group 5). Page 277

Time: 10–15 minutes

In Group 5, students should be able to discern common patterns. However, these patterns are not consistent, and you should point out this lack of consistency to students. Learning the parts of common irregular verbs, as presented here, is very useful, but you should stress that they will become familiar with what sounds right and what sounds wrong simply by using the language.

- Write the chart title on the board.
- Have students read the simple present and simple past pairs aloud.
- Stress that several verb pairs in this group have the same form for simple present and simple past.
- Let students know that memorizing the specific parts of these common verbs is useful and that they will gain mastery by hearing and using the simple past of irregular verbs.

### □ EXERCISE 22. Vocabulary and speaking. Page 277

Time: 10–15 minutes

- Lead this activity from the center.
- Have students close their books.
- Write each simple present–simple past pair on the board before engaging students so that they can see the verb pairs as they respond to you.
- Read each item aloud and ask the whole class to respond to the question at each item's end.
- Facilitate correct production, and correct mispronunciation or incorrect usage right away.

### □ EXERCISE 23. Looking at grammar. Page 278

Time: 10–15 minutes

- Read the direction line.
- Have students complete items independently as seatwork.
- Correct by having students in pairs read their completions aloud.



- Address mistakes in pronunciation and target forms immediately.
- Write simplified pronunciations of simple past verbs on the board to emphasize correct forms and help students avoid fossilized errors.

□ **EXERCISE 24.** Listening. Page 279

Time: 10 minutes

- Have the CD player and track ready.
- Explain to students that they will hear only the first part of a sentence, and then they should select as many completions as make sense.
- After students have completed the exercise, review by reading each item aloud from the script and having students explain the possible completions.

**Optional Vocabulary**

pack of gum  
rock concert  
telephone pole  
calculator  
barber

□ **EXERCISE 25.** Warm-up. Page 279

Time: 5 minutes

**Expansion:** To involve more students in using the verb *feel* in item 1, ask students to provide more adjectives to describe how they feel now and how they felt on the first day of classes. Additional adjectives include:

<i>amused</i>	<i>excited</i>
<i>anxious</i>	<i>exhausted</i>
<i>curious</i>	<i>frightened</i>
<i>eager</i>	

- Have students complete both items and expand on item 1, to engage a greater number of students.
- Discuss students' favorite sports teams with them and ask students if they know the names of any American sports teams.

**CHART 9-5.** Simple Past Tense: Irregular Verbs (Group 6). Page 279

Time: 10–15 minutes

In Group 6, students should be able to discern common patterns (*blow-blew*). However, these patterns are not consistent, and you should point out this lack of consistency to students. Learning the parts of common irregular verbs, as presented here, is very useful, but also stress that students will become familiar with what sounds right and what sounds wrong simply by using the language.

- Write the chart title on the board.
- Have students read the simple present and simple past pairs aloud.

- Let students know that memorizing the specific parts of these common verbs is useful and that they will gain mastery by hearing and using the simple past of irregular verbs.

□ **EXERCISE 26.** Vocabulary and speaking. Page 279

Time: 10–15 minutes

- Lead this activity from the center.
- Have students close their books.
- Write each simple present–simple past pair on the board before engaging students so that they can see the parts as they respond to you.
- Read each item aloud and ask the whole class to respond to the question at each item's end.
- Facilitate correct production, and correct mispronunciation or incorrect usage right away.

□ **EXERCISE 27.** Looking at grammar. Page 280

Time: 10 minutes

Time: 10 minutes

- Explain the direction line to students.
- Give students time to complete each item independently as seatwork.
- Correct by having students read their completions aloud. Attend to pronunciation and write any challenging items on the board.

□ **EXERCISE 28.** Listening. Page 281

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud and emphasize that there may be more than one correct response.
- As you play the sentence beginnings, have students paraphrase what they heard and provide their completions.
- Review the entire exercise by reading required parts of the script aloud.

**Optional Vocabulary**

leaves  
sleepy  
baseball  
ice  
sidewalk  
frog in your throat

□ **EXERCISE 29.** Warm-up. Page 281

Time: 5 minutes

- Ask students to read the sentences aloud and make them true for themselves.
- Compare other students' responses to the first true sentences you receive and expand upon students' answers to engage them further.
- For example, if students say they did feed animals at the zoo, ask them which animals they fed. Ask if they even fed the lions.

**CHART 9-6.** Simple Past Tense: Irregular Verbs (Group 7). Page 282  
Time: 10–15 minutes

By this point, students should be used to the fact that there may be no obvious pattern among a certain group of irregular verbs. As with the previous groups of irregular verbs, stress that students will become familiar with what sounds right and what sounds wrong simply by using the language.

- Write the chart title on the board.
- Have students read the simple present and simple past pairs aloud.
- Let students know that memorizing the specific parts of these common verbs is useful and that they will gain mastery by hearing and using the simple past of irregular verbs.

**EXERCISE 30.** Vocabulary and speaking. Page 282  
Time: 10–15 minutes

- Lead this activity from the center.
- Have students close their books.
- Write each simple present–simple past pair on the board before engaging students so that they can see the parts as they respond to you.
- Read each item aloud and ask the whole class to respond to the question at each item’s end.
- Facilitate correct production, and correct mispronunciation or incorrect usage right away.

**EXERCISE 31.** Looking at grammar. Page 282  
Time: 10 minutes

- Have a student read the direction line aloud.
- Have students complete each sentence on sight, without prior preparation.
- As students respond in turn (or in a random order, as called upon), correct pronunciation and usage.
- Ask students about nontarget structures and vocabulary, in order to engage them in the material further.

**EXERCISE 32.** Listening. Page 283  
Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud and emphasize that there may be more than one correct response.
- Have students paraphrase what they think they heard and provide their completions.
- Review the entire exercise by reading required parts of the script aloud.

**Optional Vocabulary**

storms  
petted

diseases  
umbrella  
bookcase  
wood  
peacefully  
What’s the matter?

**EXERCISE 33.** Warm-up. Page 284  
Time: 5 minutes

- Ask students to read through all possible completions in both items 1 and 2 and decide which completions are true for them.
- Compare students’ responses to the first completions you receive and write student completions on the board. For example:

*Before Marco ate breakfast this morning, he took a shower and combed his hair.*

*After Hye Chang got to school today, he finished his homework and talked to his friends.*

**CHART 9-7.** Before and After in Time Clauses. Page 284  
Time: 15–20 minutes

Because this is the first sophisticated combining of clauses in a sentence that students have encountered to this point, it is very important to present the grammar clearly and deliberately so students can see that there are two separate clauses (both with subjects and verbs) but only one of those clauses contains the main action of the sentence. You can explain this by saying that a time clause beginning with *before* or *after* can also be replaced by a specific time phrase.

Some beginners will have heard such *before* and *after* time clauses on many occasions, but they may not know how to use and control them. Others will need even more support.

In order to keep students at all ranges within the general level both challenged and engaged, call on students to contribute what they can, based on their levels. Going slowly, writing carefully labeled examples on the board, and checking in with your students to ensure they have understood what has been presented are critical to their mastery of this grammar.

- Write the chart title on the board.
- Using either example sentence (a) from the chart or a student-generated example, write a main clause on the board and clearly label the subject and verb accordingly. For example:

**S V**

*main clause = Hiro called his girlfriend.*

- Illustrate the function of *before* and *after* time clauses by initially writing a specific time phrase to show when the main clause took place. For example:

**S V**

*At 10:30 A.M., Hiro called his girlfriend.*

- Underline the specific time phrase and explain that this is one way to show time—by writing the time or time period that an event happens.

- Explain that another way to show time is to use a *before* or *after* time clause.
- Replace the time phrase above with a *before* or *after* clause and explain that in this way, you have described the same time but used other events rather than the time itself.

**S V**

*Before he arrived, Hiro called his girlfriend.*

- Explain that *Before he arrived* is a time clause, and that as such, it also has a subject and a verb, as all clauses do.
- Label the subject and verb in the time clause and emphasize that the main action is in the main clause and the time clause (like a time phrase) tells us when. For example:

**S V      S V**

*Before he arrived, Hiro called his girlfriend.*

- Explain that when the time clause comes before the main clause, a comma is needed.
- Have students read through all the example sentences, (a)–(h), aloud and review the notes to the right with the class.
- Write the example sentences or other examples on the board, as necessary.

### □ EXERCISE 34. Looking at grammar.

Page 284

Time: 10 minutes

- Ask a student to read the direction line aloud.
- Review the completed example with students so they are sure of their task.
- Give students time to complete the items independently while you walk around the room, assisting those who need it.
- Correct the exercise by having four students write items 2–5 on the board.
- Ask those students who remain at their seats to correct the board work and discuss as a class.

### □ EXERCISE 35. Looking at grammar.

Page 285

Time: 10 minutes

- Read the direction line to your students.
- Have a student read through the completed example and discuss the logic of it.
- Explain that in order for this example to be logical and meaningful, watching a movie would have to occur before sleeping.
- Remind students that they need to apply the same logic to the other items in the exercise and think about what the verbs mean, and what happened first.
- Give students time to complete the items. Put them into pairs, if you wish. (Pairs that speak different languages would be ideal—then they will discuss the items in English.)
- Review by having students read the correct combinations aloud.

### □ EXERCISE 36. Game. Page 285

Time: 10–15 minutes

- Put students into teams of three or four.
- Read the direction line to students and explain that some of the sentences are complete and some are incomplete.
- Emphasize that students need to invent the main clause for those sentences that are incomplete and that each main clause must be grammatical and make sense.
- Give teams five to seven minutes to complete all the items.
- Have teams read their completions aloud and give one point for each completely grammatical sentence.

### □ EXERCISE 37. Let's talk: small groups.

Page 286

Time: 10–15 minutes

- Put students into small groups.
- Read the direction line to students and have them read the example sentences aloud.
- Have students decide who will write down the combined sentences.
- While students work through the items, walk around the room and help each group.
- Ask the writer in each group to read the first set of sentences aloud and do the same with the remaining items in this exercise.
- Correct clearly and immediately, using the board as needed.

#### Optional Vocabulary

combed  
brackets  
chased

### □ EXERCISE 38. Warm-up. Page 287

Time: 5 minutes

The two sentences have the same meaning, but occasionally a student may suggest that in item 1, the student arrived home and then, as a next step, had a snack, but that in item 2, the actions happened almost simultaneously. Discourage students from focusing on such subtle differences, as they are somewhat subjective.

- Ask students to tell you some things they do when they go home and write these suggestions on the board. For example:
 

<i>take off my coat</i>	<i>eat</i>
<i>put my books on the table</i>	<i>turn on the TV</i>
<i>work out</i>	
- Using the word *when*, ask students to make a few sentences that describe their activities upon arriving home and write these on the board:
 

*When Mariano got home, he took his coat off.*  
*Wan Yi put her books on the table when she got home.*  
*When Maria got home, she ate dinner.*



## CHART 9-8. When in Time Clauses.

Page 287

Time: 15–20 minutes

Because *when* is also a basic question word, many beginners will be familiar with it. However, using it to introduce a time clause will be new for many of them. Introduce the grammar carefully and write many examples on the board.

- Write the chart title on the board.
- Write both sentences included in example (a) on the board.
- Emphasize that the clause order does not change the meaning.
- Ask students to label the subjects and verbs in both the main and time clauses. Write these on the board. For example:

S V S V

*When the rain stopped, we took a walk.*

S V S V

*We took a walk when the rain stopped.*

- Ask students to read example (b) aloud.
- Remind students that as with *before* and *after* clauses, if the adverb clause comes first, a comma is needed before the main clause.
- Ask students to read examples (c) and (d) aloud and compare their meanings.
- Model question intonation in example (c).
- Repeat the time clause in example (d) and demonstrate that this thought seems unfinished without the main clause.
- Stress this last point with students to help them understand that some clauses cannot stand alone, and show them that they should be waiting for the main clause to complete a sentence begun with a time clause.

**Expansion:** Prepare index cards beforehand with equal numbers of *when* clauses to begin sentences (capital *W* in *when* and a comma after the clause) and main clauses. Distribute the cards to students. Instruct them to walk around and find their match. If they have a *when* clause, they should look for a main clause and vice versa. Remind students that they need to pay attention not only to the grammar (subjects must either match or complement each other) but also to the sense and logic of the match.

Sample *When* clauses and corresponding main clauses:

*When I finished running, I took a shower.*

*When I completed my homework,*

*When Antonia's mother called, she answered.*

*When we arrived at the airport, our flight had taken off.*

*When they walked to the store, it started to rain.*

*When Jung Seok traveled to New York, he visited the Statue of Liberty.*

*When Malak ran the race, he twisted his ankle.*

*When Pat and Joanna met, they fell in love.*

*When the lightning struck, the dogs hid under the bed.*

*When we rang the doorbell, no one answered.*

### EXERCISE 39. Looking at grammar.

Page 287

Time: 10 minutes

- Read and explain the direction line to students.
- Write completed item 1 on the board.
- Emphasize that *when* in a question requires capital *W* and a question mark, that the subject and verb are inverted, and that the verb changes to the question form—*do, does, did* and the simple form of the verb.
- Remind students that in *when* time clauses, there is no inversion of subject and verb and that these are not complete sentences.
- Give students time to complete the remaining items on their own.
- Correct as a class, using the board as necessary.

### EXERCISE 40. Looking at grammar.

Page 288

Time: 10 minutes

- Have a student read the direction line aloud.
- Explain that as in the Expansion above, students need to consider the logic and context as well as the grammar in choosing the correct matches from both columns.
- Give students time to complete the exercise autonomously.
- Correct by having students read their completed (matched) sentences aloud, using both word orders.

### EXERCISE 41. Looking at grammar.

Page 288

Time: 10 minutes

- Read and explain the direction line.
- Review the completed examples in item 1.
- Remind students they need to complete the sentence begun with a *when* time clause by supplying a main clause.
- Have students write their *when* questions and completed sentences on the board.
- Those not writing on the board should correct the sentences that classmates write.
- Invite other students to share their completions.

#### Optional Vocabulary

snack	snowman
introduce	homesick
clapped	electricity
mirror	

**EXERCISE 42.** Warm-up. Page 289

Time: 5–10 minutes

All progressive tenses can be challenging to beginners. Before leading the Warm-up with students, give them some examples from your own life. Use the progressive and then a very specific time in the past so that they understand that the specific past time occurred during a past action already in progress. Because this grammar is challenging in both meaning and form, use the very same example when presenting the chart, and draw time lines accordingly.

- Tell students what you were doing the previous day at one very specific time.
- Explain that the action you were doing began before the time named and continued after. For example:  
*Now, I am teaching grammar.*  
*Yesterday, at this time, I was teaching grammar.*
- Read the direction line and stress the specificity of the time.
- Have students complete the two Warm-up items and discuss them.

**CHART 9-9.** Present Progressive and Past Progressive. Page 289

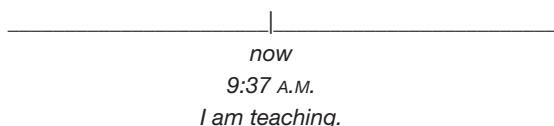
Time: 15–20 minutes

This chart introduces a new concept and uses a verb form students don't often use, the present participle. Encourage students to think of this as either the present participle or the *-ing* form, whichever is most meaningful to them. Refer students to Chapter 4 for review as needed.

Remind students of how simple present (for regular, scheduled actions) differs from present progressive (an action actually taking place at the moment of speaking). Emphasize that because other people can usually see what we are doing at any given moment, the present progressive is not used as often as the past progressive. Explain that very often we want to explain what we *were doing* when the action in progress was interrupted.

Write on the board as much as is helpful and draw time lines to illustrate the concepts here. Call on those students who seem to grasp the concepts first to read the examples and model items in the exercises.

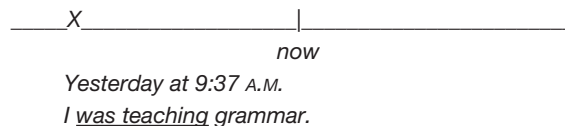
- Write the chart title on the board.
- Explain what you are doing right now, and write this on the board along with the very specific moment in time. For example:  
*It is 9:37 A.M., and I am teaching grammar.*
- Illustrate this with a time line, indicating that the intersection of the x-y axis is right now by writing the time.



- Using this same example, refer to the previous class at the same time, and use past progressive.

*Yesterday at 9:37 A.M., I was teaching grammar.*

- Illustrate this with a time line, indicating that the intersection of the x-y axis is right now by writing the time.



- Move to the sentences in the chart.
- Have a student read example sentence (a) aloud.
- Stress that example sentence (a) is happening right now.
- Have another student read example sentence (b) aloud.
- Read and reiterate the explanations on the right side of the chart.
- Have other students read example (c) aloud. Write the book examples or additional examples on the board.
- Ask other students to read the items included in example (d) aloud. Write the book examples or additional examples on the board.
- Remind students that the only change needed is in the form of the helping verb and that the present participle (*-ing* form) does not change at all.
- Review the illustrations and check with individual students, encouraging them to give you examples from their lives that you can write on the board.

**EXERCISE 43.** Grammar and speaking: class activity. Page 290

Time: 10 minutes

- Review the direction line with students.
- Discuss the phrase *in progress*. State that anything in progress started before the moment of speaking or observation and will continue after.
- Have students look at the illustrations and discuss the times on the clocks and the actions taking place.
- Lead students through completing item 1.
- Continue working through the remaining items.

**EXERCISE 44.** Let's talk: class activity. Page 292

Time: 10 minutes

- Review direction line with students.
- Have a student read the sentences describing the situation aloud.
- Ask students to describe what the various guests in the house were doing at the time of the robbery.
- Have students write sentences describing these actions on the board and correct as a class.

### Optional Vocabulary

in progress	invited
particular	thief
program	jewelry
arrived	stole
robbery	

### □ EXERCISE 45. Warm-up. Page 292

Time: 10 minutes

- Read the direction line to students.
- Have students check all possible events.

### CHART 9-10. Using *While* with Past

Progressive. Page 293

Time: 15–20 minutes

Explain that *while* is used to emphasize how long something lasts. Because *while* expresses duration, it precedes the past progressive tense and stresses the time an action was taking place.

The chart presents an action that was already in progress but interrupted by another action (of less duration). Emphasize this connection to students and give them additional examples, as needed.

- Write the chart title on the board.
- Explain that *while* precedes an action in the past that was in progress when another action took place.
- Have a student read example (a) aloud.
- Ask students to state which action was in progress (*I was sleeping*) and which action interrupted this (*the phone rang*).
- Have a student read example (b) aloud.
- Ask students to state which action was in progress (*I was sleeping*) and which action interrupted this (*the phone rang*).
- Remind students that when the time clause comes first, a comma is required.
- Draw a time line to illustrate these concepts.
- Draw the time line first and bold a portion of it in the past.
- Write *While I was sleeping . . .*
- Mark the X on the time line and write *the phone rang*.

\_\_\_\_\_ **X** \_\_\_\_\_  
*While I was sleeping, the phone rang.*

### □ EXERCISE 46. Let's talk: class activity.

Page 293

Time: 10 minutes

- Read the direction line to students.
- Lead this exercise from the center, asking various students to combine the sentences in each item.
- Remind students that their first task is to identify which action was already in progress (in the past progressive) when interrupted by an action of shorter duration (in the simple past).
- Ask students to put their completed combinations on the board and correct carefully, using time lines to illustrate the sequence of events.

### Optional Vocabulary

fire alarm	burned
ring	raised
spider	windstorm
crawled	suddenly
caught fire	

### □ EXERCISE 47. Warm-up. Page 293

Time: 10 minutes

- Read the questions in the direction line to students.
- Have students read the items aloud and identify the time words.

### CHART 9-11. Simple Past Tense vs. Past

Progressive. Page 294

Time: 15–20 minutes

In order to explain the way these tenses are combined and which time words go with each tense, you need to pay attention to what the verbs actually mean and how long it takes the action of each verb to take place.

Stress that, as students saw previously, *while* precedes actions that were in progress and have significant duration. In order to use *while* with the past progressive correctly, the action has to take some time. Actions that take only a short amount of time cannot, logically, be preceded by *while*. A good way to illustrate this is by closing the door. Normally, it takes a second to close a door, and thus, there is not enough time inherent in the activity to use *while* appropriately. Show students that if something were to happen *while* you were closing the door, you would need to be closing the door more slowly than is normal. Usually for an action like closing a door, *when* is the appropriate time word and the tense is the simple past. For example: *The teacher was talking when Max closed the door.*

The points above are best illustrated by actions that students know and can see and picture. Use the physical space and context of the classroom to distinguish between actions of some duration (*The students were completing an exercise*) and actions that happen very quickly (*Kyoko dropped her pen*).

- Write the chart title on the board.
- Have students take turns reading example sentences (a)–(c) aloud and stress the characteristics of the simple past tense.
- Write examples and these characteristics on the board.
- Ask other students to read example sentences (d) and (e) aloud.
- Ask students to remind you of what they just learned—when to use the past progressive—and write this on the board.
- Review the notes to the right aloud with students.
- Have a student read example sentence (f) aloud while you write this new combination (or a student / teacher-generated version) on the board. For example:

2 Sayeed closed his notebook when the teacher turned  
1 the lights off.

- Explain that if two clauses are both in the simple past, the action in the time clause happened first and the action in the main clause happened second.
- Have students read example sentences (g) and (h) aloud while you write these examples (or student / teacher-generated examples) on the board. For example:

1

*When the teacher turned the lights off, Sayeed closed his notebook.*

*When the teacher turned the lights off, Sayeed was studying.*

- Have students compare these last two examples.
- Ensure that they understand that the first sentence is two consecutive actions; the time clause action (*turned off the lights*) happened first.
- Explain that the second example shows one action already in progress (*Sayeed was studying*) that was interrupted by the second action (*the teacher turned the lights off*).

#### □ EXERCISE 48. Let's talk: class activity.

Page 294

Time: 10 minutes

- Have a student read the direction line.
- Start by demonstrating the example with a number of students and clearly instruct Students A, B, and C while the other students are still looking at their books.
- Ask students to close their books and work through the remaining items.
- Go slowly and have students write what they describe on the board so that their classmates can see the grammar they are hearing.

#### □ EXERCISE 49. Looking at grammar.

Page 295

Time: 10 minutes

- Read the direction line to students.
- Remind them to identify the action already in progress and to think carefully about the duration (or lack thereof) of each action.
- Give students time to complete the exercise independently.
- Correct by having students read their completed items aloud.
- Write items on the board for further clarification.

#### □ EXERCISE 50. Speaking and writing:

pairwork. Page 296

Time: 10–15 minutes

##### Part I

- Put students into pairs.
- Explain the direction line to students and review the completed examples.
- Give pairs time to write sentences combining tenses (and events in Bill Gates's life) while you circulate and assist them.
- Have pairs write their sentences on the board.

##### Part II

- Have partners ask each other for events from their lives to list, in time line fashion.
- Ask students to combine these events and write sentences about one another, in the same manner as above.
- Invite students to share one another's histories with the class.

#### □ EXERCISE 51. Reading and listening.

Page 296

Time: 10–15 minutes

##### Part I

- Read the direction line.
- Have students take turns reading the paragraphs about Steve Jobs's life aloud.
- Discuss the new vocabulary and the vocabulary included in the paragraphs.

##### Part II

- Read the direction line aloud.
- Give students time to complete the sentences independently.
- Review as a class by having students read the completed sentences aloud and provide immediate correction as needed.

##### Part III

- Read the direction line.
- Have the CD player and track ready.
- Play the CD track and have students complete the sentences accordingly.
- Review and correct as a class, using the script as needed.

#### □ EXERCISE 52. Looking at grammar.

Page 298

Time: 10 minutes

- Read the direction line.
- Remind students to think carefully about tenses and duration.
- Give students time to complete the sentences with the verbs in parentheses.
- Correct as a class by having students read the completed items aloud.

#### □ EXERCISE 53. Looking at grammar.

Page 298

Time: 10 minutes

- Explain the direction line and lead this exercise from the center.
- Have students take turns reading items aloud and choosing the correct completions on sight.
- Review any more challenging items by using the board.

□ **EXERCISE 54.** Looking at grammar.

Page 299

Time: 15 minutes

- Read the direction line and tell students that this exercise covers grammar from both Chapters 8 and 9.
- Give students time to complete the items autonomously.
- Repeat the steps above with Parts II, III, and IV.
- Correct as a class by having students take turns reading items aloud.
- Ask students to justify and explain answers when there is any disagreement over tenses.

□ **EXERCISE 55.** Check your knowledge.

Page 301

Time: 5–10 minutes

- Read the direction line.
- Lead this exercise from the center, having students identify and correct mistakes on sight.
- Put any challenging items on the board as needed.

□ **EXERCISE 56.** Reading and writing.

Page 302

Time: 20–25 minutes

**Part I**

- Read the direction line to students.
- Explain that they should underline all past verbs and ensure they understand why either simple past or past progressive was used.

- Have students take turns reading the sentences of the paragraph aloud.
- Ask students impromptu questions requiring them to both paraphrase and explain vocabulary in their own words.

**Part II**

- Read the direction line and ask students to pick a very memorable day or event, as this will be easier to write about.
- Have students use the seven questions to prompt their writing and ask them to consider all seven questions carefully as they compose their first draft.

**Part III**

- Have students exchange paragraphs and use the editing check included to ensure that grammatical forms and correct writing format have been used.

**Optional Vocabulary**

suit and tie	artistic handwriting
slippers	successful
puppy	attending
entered	greet
computer program	surfing the Internet
software company	concerts
design	upset
active	ankle
foundation	bill
electronics	builders
fired	roof
cancer	earthquake
medical treatments	grabbed
cure	gas station
turned (+ age)	fortunately
calligraphy	