

## Chapter 2: PAST TIME

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
<i>Review and preview</i>		Ex. 1	
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Pronunciation of <i>-ed</i>	2-4	Ex. 5 → 6	Pr. 8 → 9, 11
Spelling: <i>-ing</i> and <i>-ed</i> forms	2-5	Ex. 7 → 9	Pr. 10, 12 → 15
Principal parts of verbs	2-6		
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Simple past and past progressive	2-8 → 2-9	Ex. 16 → 18	Pr. 23 → 25
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<i>Cumulative review</i>			Pr. 27, 29 → 30

### General Notes on Chapter 2

- In Chapter 2, students learn to use the simple past and the past progressive. They learn to associate the simple past with actions that were completed at a specific time before the present, and the past progressive with actions that co-occurred with other actions at some time before the present. They also practice some of the irregular forms and the spellings that arise in these verb tenses. The “time clause” (a subordinate or adverbial clause) is introduced. This greatly expands the learner’s ability to express fairly complex ideas in English.

- **TERMINOLOGY:** The term “verb tense” is used more broadly here than in some other grammar books. A progressive verb form is elsewhere often called an “aspect” instead of a tense, but that distinction is not made here in order to keep terminology to a minimum.

An “irregular” verb form is one that does not follow the common pattern of adding *-ed* to the simple form to signal the past form or past participle.

□ **EXERCISE 1, p 24. Review of present verbs and preview of past verbs. (Chapters 1 and 2)**

Exercise 1, an introduction to Chapter 2 and a review of Chapter 1,

- a. describes the use and meaning of the present progressive.
- b. describes the two main uses and meanings of the simple present.
- c. describes the simple past.
- d. describes the past progressive.

Identify the names of the tenses used in the items and iterate for your students the meanings (or ask them to explain what the verb tense means in the particular sentences). All of the sentences are connected to a single context; they are numbered for ease of class discussion.

The point of time in the context is the time in the illustration (9:05 = right now = the moment of speaking). Jennifer is sitting at her desk right now (present progressive), and the speaker/writer is telling us what happened to her yesterday (simple past and past progressive) as well as giving us general factual information (simple present) about this and that.

ANSWERS:

- |         |             |                |
|---------|-------------|----------------|
| 1. b    | 6. d, c     | 11. c, c, c, c |
| 2. b, b | 7. c, c     | 12. c          |
| 3. a    | 8. c, b, b  | 13. b, b, b    |
| 4. c    | 9. d, b, c  | 14. c, c       |
| 5. c, c | 10. c, c, d | 15. c, b       |

### CHARTS 2-1 → 2-3: THE SIMPLE PAST

- Chart 2-1 is basic introductory information about the simple past. Charts 2-2 and 2-3 present the forms. Charts 2-4 and 2-5 present the pronunciation and spelling of *-ed*, as well as the spelling of *-ing* forms.

- It is assumed that most students at this level are already familiar with the basic use and forms of the simple past (but still need a lot of practice and clarification).

You may wish to work out your own presentation of the information in these charts using your own examples written on the chalkboard, leaving the charts solely for reference for the students.

You may wish to proceed quickly or even directly to Exercise 2, emphasizing the points presented in Charts 2-1 through 2-3 during the course of the exercise, referring to the charts only if necessary.

- Learners often have trouble with *did* in questions. They may neglect to change the main verb form, so they produce incorrect sentences like these:

INCORRECT: *Did he worked yesterday?*

INCORRECT: *Did you ate breakfast?*

On the chalkboard, you might show a statement and a question:

*He worked yesterday.*

*Did he work yesterday?*

Then make a circle around *-ed* and draw an arrow from *-ed* to *did*. Point out that *-ed* has moved away from *work* and has now become the word *did* in a new position. (The same change can be illustrated for the simple present, where the *-s* moves away from the main verb and joins *do* to become *does* at the beginning of a question. You could use the sentence *He works every day* to show this.)

- Assign *Workbook* practices for reinforcement and additional practice with the form and meaning of the simple past.

□ **EXERCISE 2, p. 26. Present and past time: statements and negatives.**  
**(Chapter 1 and Charts 2-1 → 2-3)**

This is a review of the negative and statement (i.e., affirmative) forms of the simple present, present progressive, and simple past. It is also intended to prepare the students for the oral work in the next exercise.

Students can do this exercise as seatwork (individually, in pairs, or in groups) prior to class discussion. Before they begin, you might preview the vocabulary in this exercise: *a sofa* = a kind of furniture for two to four people to sit on; *a cruise ship* = a ship where tourists can sleep and eat as they travel from place to place; *float* = stay on the surface of water; *sink* = fall below the surface of water.

You might ask the students to name the tenses in each item. In this textbook, terminology is not intended to be memorized or tested. But it does help teacher–student communication considerably if the students learn such basic terminology as the names of these three tenses.

Students should, by this time, be clear on the use of *do/don't*, *does/doesn't*, and *did/didn't*. See the *Workbook*, Practices 3–6, for concentrated work on these forms.

*POSSIBLE RESPONSES:*

2. I don't live in a tree. I live in (an apartment).
3. I didn't take a taxi to school today. I (walked) to school today.
4. I'm not sitting on a . . . sofa. I'm sitting (on a wooden desk seat).
5. Our teacher didn't write *Romeo and Juliet*. Shakespeare wrote *Romeo and Juliet*.
6. Our teacher's name isn't William Shakespeare. Our teacher's name is . . . .
7. I wasn't on a cruise ship . . . yesterday. I was (in class) yesterday.
8. Rocks don't float, and wood doesn't sink. Rocks sink, and wood floats. [A miscellaneous note: There is one kind of wood that sinks (lignum vitae, from tropical American guaiacum trees), and certain volcanic rocks actually float. Sometimes a knowledgeable student with a scientific bent might challenge the statements in the text about wood floating and rocks sinking; it is possible to explain that the simple present often gives the idea of "as a rule or generally speaking."]
9. The teacher didn't fly into the classroom yesterday. The teacher (walked) into the classroom yesterday.
10. Spiders don't have six legs. Spiders have eight legs.

□ **EXERCISE 3, p. 27. Present and past time: statements and negatives.**  
**(Chapter 1 and Charts 2-1 → 2-3)**

This exercise is intended for teacher–student communicative interaction with tense forms as the target structures. Pair work is also possible, especially in a large class.

Be sure to present only inaccurate information.

This exercise is not a drill. Get the students talking and enjoying themselves without their having to rely on the written text to understand the speaker. Repeat the cue sentences as often and as slowly as necessary. While some students find aural cues easy and exercises like this fun, others want to hang on to the written text with all their might. Gently demonstrate to them that they can indeed learn to understand spoken English and will be understood when they respond.

For a more natural-sounding discourse, begin some of the cues with something like: "I think that . . ." or "Someone told me that . . ." and then add "Is that right?" or "Is that true?"

Items 2, 3, and 4 are intended for a review of forms as necessary.

*PARTIAL ANSWERS (only the negative verbs):*

- |                   |                 |                  |                  |
|-------------------|-----------------|------------------|------------------|
| 1. didn't get up  | 5. doesn't have | 9. didn't teach  | 13. don't speak  |
| 2. isn't standing | 6. didn't write | 10. don't have   | 14. doesn't have |
| 3. doesn't stand  | 7. doesn't flow | 11. didn't drive | 15. didn't study |
| 4. didn't stand   | 8. don't cook   | 12. doesn't take | 16. didn't go    |

□ **EXERCISE 4, p. 27. Present and past time: statements and negatives. (Chapter 1 and Charts 2-1 → 2-3)**

Make sure students understand that the dots indicate that the speaker is to supply words to complete the sentence.

**CHART 2-4: REGULAR VERBS: PRONUNCIATION OF -ED ENDINGS**

- Explain voiceless vs. voiced sounds by having the students touch their throats to feel whether their voice box vibrates. Model the sounds and ask the class to repeat them. Encourage the students to exaggerate the final sounds during the exercises.
- As with final -s sounds, a student's correct use of these endings in his or her speech has a positive correlation in their correct use in writing. Paying attention to the spoken sounds of these endings greatly benefits students in their written English.
- The pronunciation symbol that looks like an upside down "e" in /əd/ is called a "schwa."

□ **EXERCISE 5, p. 28. Pronunciation of -ED endings. (Chart 2-4)**

Students need an opportunity to come up with their own answers. They could do the entire exercise as seatwork first, or you could simply give them time to write the answer to each item before it is discussed. Be sure students practice the items aloud.

ANSWERS:

- |              |               |               |
|--------------|---------------|---------------|
| 4. ask/t/    | 8. push/t/    | 12. touch/t/  |
| 5. start/əd/ | 9. add/əd/    | 13. wave/d/   |
| 6. drop/t/   | 10. pass/t/   | 14. point/əd/ |
| 7. pull/d/   | 11. return/d/ | 15. agree/d/  |

□ **EXERCISE 6, p. 29. Pronunciation of -ED endings. (Chart 2-4)**

In this exercise, one student could be asked to say the word and another to write on the board the symbol for the ending he or she heard. The rest of the class could judge the correctness of the pronunciation and the written symbol. Rather than the teacher affirming the correct pronunciations in this exercise, that responsibility can be given to the students.

When the students are pronouncing sentences with these words, you might point out to them that *-ed* sounds are unstressed and can be difficult for the unalert or unaware ear to hear. It's helpful for students to purposely spend some time in the next few days listening for *-ed* endings and consciously paying attention to pronouncing them in their own utterances.

At the end of the exercise, you could ask one student to read the entire list and have the rest of the class monitor his or her pronunciation. Also, you can model the sounds for the students to repeat one more time.

- ANSWERS: 1. answer/d/ 2. arrive/d/ 3. continue/d/ 4. end/əd/  
5. explain/d/ 6. finish/t/ 7. fix/t/ 8. help/t/ 9. look/t/ 10. plan/d/  
11. work/t/ 12. invite/əd/ 13. suggest/əd/ 14. smell/d/ 15. cross/t/ [Idiom note: Crossing one's fingers is a gesture that represents a person's hope for good luck. In North America, when children want something to come true, they cross their fingers and make a wish. If a person says "I'm crossing my fingers for you," it expresses a wish for good luck. Ask your students if the gesture of crossing one's fingers has any meaning in their cultures.]

## CHART 2-5: SPELLING OF *-ING* AND *-ED* FORMS

- The students will need your assistance in understanding this chart. Demonstrate the rules on the board and relate them to the examples in the text. Suggestions for additional examples: (a) *use, phone*; (b) *count, turn*; (c) *join, shout, need*; (d) *drop, grab*; (e) *open, order*; (f) *refer, permit*; (g) *stay, annoy*; (h) *marry, pity*; (i) *lie* [*Die, tie, lie, and belie* are the only common verbs that end in *-ie*.].
- Two-syllable verbs that end in *-l* (e.g., *control, cancel, travel*) are not dealt with in the chart. *Control* follows rule (f): the second syllable is stressed, so the consonant is doubled: *controlled, controlling*. *Cancel* and *travel* follow rule (e) in American English: the first syllable is stressed, so the consonant is not doubled: *canceled, canceling* and *traveled, traveling*. But the *-l* is doubled in British spelling: *cancelled, cancelling* and *travelled, travelling*. Another similar spelling variation is *worshiped, worshiping* in American English and *worshipped, worshipping* in British English. You can tell the students that they are correct whether they double the consonant or not in these particular words. Always consult a dictionary when necessary!

### □ EXERCISES 7 → 9, pp. 30–32. Spelling of *-ING* and *-ED*. (Chart 2-5)

Immediately follow the discussion of the chart with individual seatwork, taking small groups of items at a time (e.g., 1 through 7, then 8 through 14, etc.).

Discussion of the correct answers can be done in groups or pairs, or can be teacher-led. One or two students might work at the chalkboard, then everyone can check the correct spelling.

The students will not know the meaning of some of the words. Tell them they can figure out the spelling without knowing the meaning. Discuss the meanings only after discussing the spelling.

Exercise 7 includes the rules illustrated by examples (a) through (d) in the chart.

Exercise 8 covers the rules illustrated by examples (e) through (i) of the chart.

Exercise 9 is a summary.

#### EX. 7 ANSWERS:

- |                             |                           |
|-----------------------------|---------------------------|
| 2. waiting, waited          | 12. stepping, stepped     |
| 3. hitting, (hit)           | 13. taping, taped         |
| 4. writing, (wrote/written) | 14. tapping, tapped       |
| 5. shouting, shouted        | 15. raining, rained       |
| 6. cutting, (cut)           | 16. running, (ran/run)    |
| 7. meeting, (met)           | 17. whining, whined       |
| 8. hoping, hoped            | 18. winning, (won)        |
| 9. hopping, hopped          | 19. explaining, explained |
| 10. helping, helped         | 20. burning, burned/burnt |
| 11. sleeping, (slept)       |                           |

#### EX. 8 ANSWERS:

- |                             |                       |
|-----------------------------|-----------------------|
| 1. opening, opened          | 11. hurrying, hurried |
| 2. beginning, (began/begun) | 12. studying, studied |
| 3. occurring, occurred      | 13. enjoying, enjoyed |
| 4. happening, happened      | 14. replying, replied |
| 5. referring, referred      | 15. staying, stayed   |
| 6. offering, offered        | 16. buying, (bought)  |
| 7. listening, listened      | 17. trying, tried     |
| 8. admitting, admitted      | 18. tying, tied       |
| 9. visiting, visited        | 19. dying, died       |
| 10. omitting, omitted       | 20. lying, lied       |

EX. 9 ANSWERS:

- |                        |                           |
|------------------------|---------------------------|
| 2. promising, promised | 12. using, used           |
| 3. slapping, slapped   | 13. preferring, preferred |
| 4. wiping, wiped       | 14. signing, signed       |
| 5. carrying, carried   | 15. pointing, pointed     |
| 6. crying, cried       | 16. appearing, appeared   |
| 7. praying, prayed     | 17. relaxing, relaxed     |
| 8. smiling, smiled     | 18. borrowing, borrowed   |
| 9. failing, failed     | 19. aiming, aimed         |
| 10. filing, filed      | 20. cramming, crammed     |
| 11. dragging, dragged  |                           |

### CHART 2-6: THE PRINCIPAL PARTS OF A VERB

- The “simple form” is also called the “base form” or “infinitive form.”
- Point out that the present participle is always regular, even for irregular verbs: the simple form + *ing*. (See Chart 2-5 for spelling rules.)
- Point out the variations in patterns of irregular verbs in the simple form, simple past, and past participle:
  - All three parts may be different (*see, saw, seen*).
  - Two parts may be the same (*make, made, made*).
  - All three parts may be the same (*put, put, put*).\*
- Students may question why *see*, presented as a non-action verb in Chapter 1, has an *-ing* form. Explain that *see* has more than one meaning. When it means “visit” or “consult,” it can be used in the progressive: *Bob is seeing his doctor this afternoon*. You might also mention that the *-ing* form has another use, i.e., as a gerund: *Seeing our grandchildren is always a pleasure*.

\* See the *Understanding and Using English Grammar Workbook* (Chapter 1, Practice 5, p. 9) for the subcategories of vowel and consonant changes within these three categories of irregular verb patterns.

## CHART 2-7: IRREGULAR VERBS: A REFERENCE LIST

• There are about 250 irregular verbs in English. Many of them are high frequency. Chart 2-7 contains 100 common irregular verbs. (For a longer list that includes more of the less frequently used verbs, consult *Understanding and Using English Grammar*, Chart 2-7, p. 22.)

Should or shouldn't the students be encouraged to memorize irregular verbs? The text tries to provide ample practice opportunities, but it seems beneficial to the ESL/EFL student and the native speaker equally to simply know these forms by memory. Most educated speakers of English can recite the principal parts of most of the irregular verbs. It's like a memory checklist they have to call on when needed.

The students at this level should already know many of the more common irregular verbs. It would be profitable for the students to memorize a few new ones every day. And of course practice is essential. Verbs used less often than others come less readily to mind (just as a native speaker may have to pause and rummage through her/his memory for the correct forms for *slay*, *forebear*, or *stride*). You might take three minutes a day to conduct a quick drill: say the simple form and have the class say the other forms from memory, developing a kind of rhythmic chant. Choose new verbs each day and include a few that were difficult from earlier days. Answer questions about meanings as necessary.

The irregular verb emphasis in this chapter is on the simple past form. In memory work, the students should start learning the past participles, too, even though they won't need to use them until Chapter 4, where particular exercises help students learn and practice them.

• *Burnt* and *dreamt* are principally BrE, but also occur in AmE and are included in the chart. Some other verbs (not included in the chart) that are regular in AmE but have variant spellings with *-t* in BrE are *leant*, *leapt*, *learnt*, *spelt*, *spilt*, *spoilt*.

### □ EXERCISES 10 and 11, pp. 34–35. Simple past: irregular verbs. (Chart 2-7)

These two exercises should be assigned as homework before class discussion, or they could be done as seatwork prior to discussion. In this kind of controlled cloze, the students need to read for meaning, then supply the appropriate word and form. Preparation is important; remind them that it's not helpful if they simply write down what other students say.

After class discussion of each of these, you might conduct an oral review, books open or closed. For example: *How did Olga get to school?* Response: *She rode her bicycle.* Other examples of questions for an oral review: *What did Frank do because he was thirsty?* *Do you remember that Alex had an accident while he was fixing dinner?* *He hurt his finger. What happened?* Etc. (Obviously, an oral review is not a normal conversation, but it does require students to get their noses out of their books and engage in listening and speaking practice.)

Exercises 10 and 11 have the same format but different verbs. The text divides this practice activity into two sections to allow for variation in ways the teacher chooses to handle them. Perhaps Exercise 10 could be done as seatwork or pair work followed by an entire class discussion, then Exercise 11 used for group work or homework.

#### EX. 10 EXPECTED ANSWERS:

- |                     |                 |                       |
|---------------------|-----------------|-----------------------|
| 1. drove . . . rode | 8. rang, woke   | 16. shook             |
| . . . took/rode     | 9. rose/came up | 17. swept             |
| 2. slept            | 10. sent/wrote  | 18. flew              |
| 3. wore             | 11. taught      | 19. held              |
| 4. froze            | 12. caught      | 20. fed               |
| 5. drank            | 13. stole/took  | 21. dug               |
| 6. chose/took       | 14. wore        | 22. left . . . forgot |
| 7. hung/put         | 15. sang, put   |                       |

**EX. 11 EXPECTED ANSWERS:**

- |                                |                      |                       |
|--------------------------------|----------------------|-----------------------|
| 1. cut                         | 9. broke             | 17. heard, got        |
| 2. spent                       | 10. bought           | 18. won               |
| 3. kept                        | 11. fought           | 19. bit               |
| 4. read                        | 12. sold             | 20. blew              |
| 5. lost . . . went . . . found | 13. hid              | 21. caught . . . swam |
| 6. held                        | 14. tore . . . threw | 22. told . . . knew   |
| 7. met                         | 15. drew             |                       |
| 8. forgave                     | 16. felt             |                       |

**EXERCISE 12, p. 37. Simple past. (Charts 2-1 → 2-7)**

The goal is for the performance of the action to prompt immediate and spontaneous production of the target structure. Encourage your students to respond in a relaxed, fluent manner, taking risks and not worrying about making mistakes. Mistakes in language learning are natural and normal, and should be viewed only as opportunities for learning.

In terms of keeping the pace lively, this exercise works best if teacher-led. Group work, however, allows more students more opportunity for interactive speaking and listening practice.

*ANSWERS (verbs only):*

- |           |                         |           |            |
|-----------|-------------------------|-----------|------------|
| 1. gave   | 6. put                  | 11. bit   | 16. told   |
| 2. opened | 7. bent                 | 12. hid   | 17. threw  |
| 3. shut   | 8. touched              | 13. left  | 18. drew   |
| 4. stood  | 9. spelled [BrE: spelt] | 14. spoke | 19. turned |
| 5. held   | 10. shook               | 15. tore  | 20. chose  |

**EXERCISE 13, p. 37. Simple past: questions and short answers. (Charts 2-1 → 2-7)**

This exercise covers the simple past forms for statements, negatives, questions, and short answers.

*ANSWERS:* 2. Did Tom's plane arrive . . . it did . . . got 3. Did you go . . . I didn't . . . stayed . . . didn't feel 4. Did Mark Twain write . . . he did . . . wrote 5. Did you eat . . . I didn't . . . didn't have . . . didn't ring

**EXERCISE 14, p. 38. Simple past: questions and short answers; irregular verbs. (Charts 2-1 → 2-7)**

This exercise can be like a game for the students. They should just relax and get in the conversational rhythm of question, short answer, full answer. The purpose is to provide comfortable practice using the simple past of irregular verbs. The students should understand that they can get valuable experience using target structures in exercises such as this, even with other learners who sometimes make mistakes. Their goal of fluency in English comes closer every time they use the language.

*ANSWERS (verbs only):*

- |            |                    |            |                |
|------------|--------------------|------------|----------------|
| 1. slept   | 12. read           | 21. bought | 31. made       |
| 2. woke up | [pronounced "red"] | 22. began  | 32. left       |
| 3. came    | 13. caught         | 23. flew   | 33. drank      |
| 4. brought | 14. felt           | 24. ran    | 34. fell       |
| 5. put     | 15. saw            | 25. wrote  | 35. hurt       |
| 6. lost    | 16. went           | 26. sent   | 36. broke      |
| 7. found   | 17. had            | 27. lent   | 37. understood |
| 8. took    | 18. thought        | 28. wore   | 38. spoke      |
| 9. rode    | 19. met            | 29. went   | 39. told       |
| 10. drove  | 20. shook          | 30. fed    | 40. meant      |
| 11. heard  |                    |            |                |



□ **EXERCISE 15, p. 39. Past time. (Charts 2-1 → 2-7)**

Sometimes a talkative Speaker A can overwhelm a somewhat timid Speaker B, so it's a good idea to have exact time limits. A few minutes is sufficient to describe a few things one did or didn't do yesterday. The students don't have to describe exactly five things they did and two or three things they didn't do. The purpose of the directions is to get them to think about various things they did.

When you correct the compositions, you might want to reproduce some of the errors the students made in use of simple past verbs and use them for discussion. Students should be told not to identify themselves when their sentences with errors are presented to the rest of the class for discussion.

Prior to handing the compositions in to you, the pairs may enjoy exchanging compositions so they can see what the other student wrote about them.

**CHARTS 2-8 AND 2-9: SIMPLE PAST AND PAST PROGRESSIVE**

- Relate the past progressive to the present progressive: e.g., *I am sitting in this chair right now. At this same time yesterday, I was sitting in this chair.* Show that both tenses give the idea of “in progress at a particular time.”
- The distinction between *when* and *while* is not always as clear as the chart indicates. Sometimes, in fact, *when* can mean *while*: *When I was living in Nepal, I ate rice every day.* Still, making a sharp distinction between *when* and *while* can help students at this level learn the differences in meaning between the simple past and the past progressive. The text uses *when* as a cue for the simple past in an adverb clause and *while* as a cue for the past progressive in an adverb clause.
- Adverb clauses of time are presented in Chart 2-10. You can refer the students to that chart if you want to use the term “time clause,” or you can simply use terms such as “the *when* part of the sentence” and “the *while* part of the sentence.” The text doesn't focus attention on the term “clause” until Chart 2-10. Prior to that chart, time clauses used in the exercises begin with either *when* or *while*.

□ **EXERCISE 16, p. 40. Simple past and past progressive. (Charts 2-8 and 2-9)**

This exercise is intended as an extension of Chart 2-8. It provides further examples for discussion of the form and meaning of the past progressive compared to the simple past.

*SUGGESTION:* Draw the diagrams for the two tenses on the board and point to them frequently during class discussion of this exercise to give visual reinforcement to the tense meanings.

*ANSWERS:*

- |                            |   |
|----------------------------|---|
| 2. was eating . . . came   | 7. began                                    |
| 3. came . . . was eating   | 8. was walking . . . saw                    |
| 4. was sleeping            | 9. saw . . . was standing . . . was holding |
| 5. was sleeping . . . rang | 10. waved . . . saw                         |
| 6. rang . . . was sleeping |   |

□ **EXERCISE 17, p. 41. Using the past progressive. (Charts 2-8 and 2-9)**

This exercise requires a teacher to organize and conduct it. You need to get two students doing two things at the same time. One has to begin an activity and continue it as the other begins and ends an activity. When they both finish, other students describe these activities, using the simple past and the past progressive.

*EXPECTED RESPONSES:* 1. While (A) was writing a note to ( . . . ), (B) knocked on the door. 2. While (A) was walking around the room, (B) clapped her/his hands once. 3. While (A) was talking to ( . . . ), (B) came into the room. 4. While (A) was reading a book, (B) tapped (A)'s shoulder. 5. While (A) was looking out the window, (B) asked (A) a question. 6. While (A) was whistling, (B) left the room. 7. While (A) was looking at her/his watch, (B) asked (A) a question. 8. [NOTE: Explain that *mime* / *pantomime* / *pantōmaym*/ means to pretend to be doing something, using no words, only actions.] While (A) was eating, (B) sat down next to (A). 9. While (A) was sleeping, (B) took (A)'s grammar book. 10. While (A) was drinking a glass of water, (B) came in the room.

□ **EXERCISE 18, p. 41. Present progressive and past progressive. (Charts 1-1, 2-8, and 2-9)**

Point out the similarity between the two progressives: they both describe events in progress in relation to another time or event. The only difference is the time frame, present or past.

*ANSWERS:* 3. was . . . talking . . . were describing 4. is . . . talking . . . is describing  
5. am walking 6. was walking

□ **EXERCISE 19, p. 42. Present and past verbs. (Chapters 1 and 2)**

The principal purpose of this practice is for the students to see the relationships between present and past verbs. Part I is told from a present-time perspective; the students are given a present-time setting and a dialogue. Part II reports the same events from a past perspective.

Reminder: See the *Introduction*, p. xii, for various ways of handling fill-in-the-blanks exercises.

*PART I ANSWERS:*

- |                    |                 |               |
|--------------------|-----------------|---------------|
| 2. is studying     | 10. don't know  | 18. never had |
| 3. is sitting      | 11. admire      | 19. was       |
| 4. isn't studying  | 12. is steering | 20. was       |
| 5. is staring      | 13. is drinking | 21. tried     |
| 6. wants           | 14. is weaving  | 22. laughed   |
| 7. is looking      | 15. seems       | 23. tried     |
| 8. are you looking | 16. isn't       | 24. was       |
| 9. am watching     | 17. looks       |               |

*PART II ANSWERS:*

- |                     |                  |   |
|---------------------|------------------|---|
| 26. (was) studying  | 32. pointed      | 37. never learned<br>(also possible: had never learned) |
| 27. was sitting     | 33. was steering | 38. was   |
| 28. wasn't studying | 34. was drinking | 39. offered   |
| 29. was staring     | 35. was weaving  | 40. accepted  |
| 30. was watching    | 36. seemed       |   |
| 31. walked          |                  |   |

## □ EXERCISE 20, p. 43. Verb tense and irregular verb review. (Chapters 1 and 2)

This exercise concentrates on past verbs (with an emphasis on irregular verbs), but also includes present verbs.

In a long cloze exercise such as this, it is important that the students prepare their completions prior to class discussion and that the review of the correct answers in class proceeds apace.

Discuss the correct spelling of words that might cause problems: *dropped, spotted, hopped, sobbed, swimming*, etc.

*EXPANSION:* Following class discussion, ask the students to summarize the story of Princess Tina and the Frog Prince in their own words.

*EXPANSION:* Another possibility is to have the class retell the story in a chain: one student begins the story with a sentence or two, then the next student says what happens next, then a third continues the story, etc.

### ANSWERS:

- (3) chose . . . took . . . held . . . walked . . . dropped . . . picked . . . spotted . . . bent . . . was
- (4) hopped . . . picked . . . brought . . . am . . . claim
- (5) told . . . refused . . . heard . . . laughed . . . laughed . . . said
- (6) felt . . . am . . . fell . . . sobbed . . . loved . . . believed . . . didn't understand . . . hid . . . kept . . . grew . . . had . . . rang
- (7) left . . . ran . . . went . . . ate . . . drank . . . cut . . . washed . . . swept . . . made . . . took . . . was
- (8) went . . . was . . . swam . . . became . . . was swimming . . . lost . . . quit . . . was drowning . . . appeared . . . pushed . . . saved
- (9) did you save . . . are . . . have . . . do not . . . am
- (10) said . . . began . . . sat . . . listened . . . understood . . . told . . . shared . . . spent . . . talked . . . laughed . . . played . . . worked
- (11) were sitting . . . bent . . . kissed . . . turned . . . took . . . saved . . . looked . . . saw . . . found . . . am . . . saw . . . found
- (12) returned . . . got . . . were . . . ignored . . . didn't talk . . . made . . . gave . . . lived

## □ EXERCISE 21, p. 48. Past time. (Chapter 2)

You may wish to take time in class to explain how to write quoted speech if you would like your students to try to write a story similar to "Tina and the Frog Prince."

Item 2: A fable is a story that teaches a lesson. Often animals are characters.

Item 3: The story-writing can take place over several days as the paper makes its way through the class. Its principal purpose is fun and involvement. Students should be encouraged to be humorous.

Small classes (twelve or less) can all work on the same story. Larger classes should be divided into groups of eight to ten.

When the story is completed, you can make various uses of it to encourage editing and revising skills. (1) Photocopy it and have each student proof and rewrite it, being very careful about spelling and punctuation. (If possible, put the story on a computer all the class has access to.) (2) Photocopy it and proof it together with the class. (3) Give the story to groups to put into good written shape. (4) Tell the students to rewrite the story the way they want it to happen.

## CHART 2-10: EXPRESSING PAST TIME: USING TIME CLAUSES

- Be sure to emphasize that examples (a) and (b) have no difference in meaning. Discuss punctuation. Point out that a time clause is not a complete sentence. It cannot stand alone. It must be connected to a main or independent clause. *I went to bed* is a complete sentence. *After I finished my work* is not a complete sentence.

- In speaking, the voice drops low at the end of a sentence, but it tends to drop a little then rise a little at the end of a time clause before a main clause. You might want to demonstrate this.

- *When, after, before, until, as soon as,* and *while* are subordinating conjunctions, but the text does not use that terminology. They can be called “words that introduce time clauses” or “time clause words.”

*After, before,* and *until* are also used as prepositions, so do not always introduce a time clause; they may be followed by a (pro)noun object rather than a subject and a verb: *I walked home **after class.** I’ll call you **before dinner.** We stayed there **until six o’clock.*** The other conjunctions in this chart (*as soon as, while,* and *when*) are not used as prepositions.

- Most students could benefit from your discussing additional examples with *as soon as* and *until*. Develop examples from the classroom context if possible, or from the students’ lives. For example (after the students perform these actions): *Maria raised her hand as soon as Po raised his hand. She didn’t raise her hand until he raised his hand. OR: Marco didn’t sit down until Anna sat down. As soon as Anna sat down, Marco sat down.*

### EXERCISE 22, p. 49. Past time clauses. (Chart 2-10)

This is an exercise on complex sentence structure and punctuation. It is intended to provide further examples for discussion of the grammar in Chart 2-10. It can be done as seatwork leading to board work.

ANSWERS:

2. Before I left my apartment this morning, I unplugged the coffee pot.  
OR I unplugged the coffee pot before I left my apartment this morning.
3. Until I was seven years old, I lived on a farm.  
OR I lived on a farm until I was seven years old.
4. As soon as I heard the doorbell, I opened the door.  
OR I opened the door as soon as I heard the doorbell.
5. While the rabbit was sleeping, the fox climbed through the window.  
OR The fox climbed through the window while the rabbit was sleeping.  
When the fox climbed through the window, the rabbit was sleeping.  
OR The rabbit was sleeping when the fox climbed through the window.
6. When it began to rain, I stood under a tree.  
OR I stood under a tree when it began to rain.
7. While I was lying in bed with the flu, my friends were swimming at the beach.  
OR I was lying in bed with the flu while my friends were swimming at the beach.  
While my friends were swimming at the beach, I was lying in bed with the flu.  
OR I was lying in bed with the flu while my friends were swimming at the beach.

### EXERCISE 23, p. 50. Past time clauses. (Charts 2-1 → 2-10)

Each item contains adverb clauses to be identified. Point out how useful adverb clauses are to show time relationships between activities. Using complex structures, in this case time clauses, allows students to expand their repertoire in expressing relationships between ideas in their writing and speaking.

ANSWERS:

2. bought . . . went  
adv cl = [before I went to the hospital yesterday to visit my friend]
3. went . . . got . . . was . . . was planting . . . was . . . was working . . . was changing . . .  
were playing . . . was changing . . . were playing  
adv cl = [When I got there around two o'clock] and [while Mr. Smith was changing the oil in the car]
4. hit . . . was using . . . hurt  
adv cl = [while I was using the hammer]
5. heard . . . began  
adv cl = [As soon as we heard the news of the approaching hurricane]
6. walked . . . got . . . stopped . . . rested . . . was  
adv cl = [until he got tired] and [until he was strong enough to continue]
7. was lying . . . heard . . . heard . . . turned . . . held . . . listened . . . was chewing  
adv cl = [While I was lying in bed last night] and [When I heard this strange noise]
8. was looking . . . started . . . took . . . was taking . . . (was) enjoying . . . came . . . asked . . .  
told . . . thanked . . . went . . . stayed . . . came . . . covered . . . went . . . returned . . .  
noticed . . . was making . . . was humming . . . thought . . . shut . . . got . . . left . . . spent  
adv cl = [while I was looking] and [while I was taking a short break outdoors and . . .  
on my face] and [After I told him how to get there] and [until a big cloud came and covered the sun] and [As soon as I returned to my desk]

**CHART 2-11: EXPRESSING PAST HABIT: *USED TO***

- It is interesting that investigation into the question and negative forms of *used to* showed that there is no consensus on which forms are correct: *did you used to* vs. *did you use to* and *didn't used to* vs. *didn't use to*.

Some references say one is correct but not the other (and they don't agree on which of the two forms is the correct one); other texts (especially dictionaries) say that both are correct.

With one exception, the ESL grammar texts we investigated (including the first two editions of this grammar text) uniformly choose *did you use to* and *didn't use to*; only *Collins COBUILD English Grammar* (HarperCollins Publishers Ltd, 1994, p. 243) presents *did you used to* and *didn't used to* as the correct forms.

It is also interesting that references based on corpus findings present only *did you used to* and *didn't used to*. They do not cite the forms of *did you use to* and *didn't use to* at all. (See *Longman Grammar of Spoken and Written English*, Biber et al; Longman, 1999, p. 218, pp. 164–165, and *Collins COBUILD English Usage*, HarperCollins Publishers Ltd, 1992, p. 746.)

This appears to be an area of English grammar still in flux. Given the lack of agreement on this matter, this text presents both forms as possible and correct, with the edge given to the one cited in the most recent corpus-based reference works.

Questions and negatives using *used to* are of low frequency.

- *Past habit* is also termed the “habitual past.”
- The usual pronunciation of *used to* is /yustə/ or /yustuw/. The /s/ is lengthened slightly, and there is only one /t/ sound. Some students want to pronounce both the *-ed* and the *t*, but this is not done.

By way of comparison, when *used* is the simple past of the verb *use* (meaning “to employ”), the “s” is pronounced /z/: *I used an axe to cut down the tree.*

- *Be used to* is presented in Chapter 10 and compared to *used to*. *Be used to* doesn't need to be mentioned here although questions about it may arise in Exercise 24.

**EXERCISE 24, p. 52. Past habit with USED TO. (Chart 2-11)**

Some of the mistakes in form represented in this exercise may derive from confusions between *be used to* and *used to*. The intention is for the students to focus solely on *used to* as the habitual past and not confuse it (at this point) with a comparison to *be used to*. It may not, however, be possible (and perhaps not even desirable, depending on the level of the students) to avoid a discussion of the two similar structures during this exercise.

ANSWERS: 2. . . . used to **work** 3. Margo ~~was~~ used to teach 4. Where **did** you use(d) to live? 5. I didn't ~~was~~ use(d) to 6. **Did** you use(d) to 7. . . . used to **go** to the beach

**EXERCISE 25, p. 52. Past habit with USED TO. (Chart 2-11)**

Again, this exercise is an extension of the chart, intended to provide further examples for discussion. Statement, question, and negative forms are practiced.

Relate the items in the exercise to the students' own experiences by asking leading questions: *Did you ever used to be shy? Where did you used to live? Where did you used to work?* Etc.

ANSWERS: 2. used to think 3. did you use(d) to live 4. Did you use(d) to work 5. never used to wake up / didn't use(d) to wake up . . . used to sleep 6. used to watch . . . didn't use(d) to watch . . . did you use(d) to watch

**EXERCISE 26, p. 53. Past habit with USED TO. (Chart 2-11)**

Students have to read for meaning and think some of these items through, so they need time to prepare before class discussion. See the *Introduction*, p. xiii, for notes on conducting open-completion exercises.

EXPECTED RESPONSES: 4. used to play 5. didn't use(d) to eat 6. didn't use(d) to be . . . (politics) 7. did you use(d) to do . . . used to (*free response*)

**EXERCISE 27, p. 54. Past habit with USED TO. (Chart 2-11)**

The intention is that the topics be springboards to open conversations that include spontaneous use of the target structure.

**EXERCISE 28, p. 54. Past habit with USED TO. (Chart 2-11)**

This exercise requires independent, creative use of *used to* and some thought and insight on the part of the students. They might come up with ideas more easily in groups than in individual writing.