



Chapter 2

Past Time

CHAPTER SUMMARY

OBJECTIVE: In this chapter students learn to use the simple past and 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.

APPROACH: It is helpful to highlight the fact that most of the talking students do in English is in the past tense. Most of the time, people are describing actions that others were not there to witness. By considering why past tenses are necessary and learning how to think about and use “time clauses,” students reinforce their understanding of past time and become more adept at using past tenses. The chapter also focuses on irregular verb forms and spellings that arise in the simple and past progressive tenses. This approach greatly expands the learner’s ability to express and understand fairly complex ideas in English.

TERMINOLOGY: The term “verb tense” is used more broadly here than in some other grammar books. Whereas some grammar books identify the progressive form as an “aspect,” here this distinction is not made in order to keep terminology to a minimum. A “time clause” is a subordinate or adverbial clause that shows when an action took place. An irregular form of a verb 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. Warm-up. Page 26

Time: 3–5 minutes

- Write the three sentences on the board exactly as written in the book.
- Tell students that if none of the statements are true for them, they can make up their own.
- Write students’ sentences on the board and/or write additional sentences that are true for you. For example:

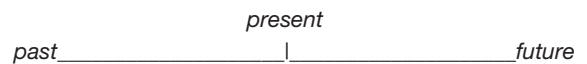
_____ *I cooked dinner last night.*
 _____ *I watched television last night.*

CHART 2-1. Expressing Past Time: The Simple Past. Page 26

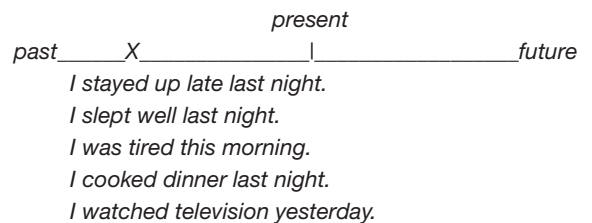
Time: 15–20 minutes

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). Learners often have trouble using *did* to form questions with regular simple past verbs, and, therefore, this part of the chart may require extra attention.

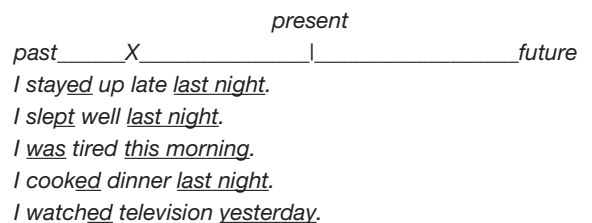
- Write the chart title on the board.
- Draw the verb tense time line on the board. For example:



- Using the examples presented and generated in the Warm-up, write simple past sentences on the board and mark them with an X on the time line. For example:



- Explain that these actions are in the simple past because they took place in the past and were completed in the past.
- Emphasize that the time for these actions is finished and, with students’ help, underline the verb endings that show simple past and the past time words. For example:



- Read through (a)–(h) in Chart 2-1 with students. Ask different students to read sample sentences aloud.
- Ask students how to make a yes/no question from a simple present verb. If this isn’t immediately available to someone in the class, begin to write a simple present sentence on the board. For example:

I stay up late.

- Remind students that they looked at this in the previous chapter and lead them through the question form of the example above.

Do you stay up late? Yes, I do.

- Explain that just as they use the auxiliary *do / does* to make a question with a simple present verb, they use the past of *do / does* to make a question for the past tense.

- Write the following sentence on the board:

I stayed up late.

- Write the *Did* to begin the question form and have students give you the remainder of the sentence:

Did you stay up late?

- Ask students for possible short answers to this question and write those on the board:

Yes, I did.

No, I didn't.

- Read through the related section of the chart (Forms of the Simple Past: Regular Verbs) with students.
- Tell students you will focus on the simple past of *be* and refer to the third sentence in the group above:
I was tired this morning.
- Ask students to contribute other sentences using *be* to describe their condition in the past few days.
- Write their sentences on the board. For example:
I was hungry last night.
You were worried about your mother yesterday.
Juan was surprised by the snowstorm.
Martha and Xiao-Ming were excited about the party last weekend.
- Refer students to the final part of Chart 2-1: Forms of the Simple Past: *Be*.
- Ask students to make questions and short answers for the above simple past sentences. Write their questions and answers on the board beneath the original statements. For example:

I was hungry last night.

Were you hungry last night?

Yes, I was. / No, I wasn't.

You were worried about your mother yesterday.

Were you worried about your mother yesterday?

Yes, I was. / No, I wasn't.

□ EXERCISE 2. Looking at grammar.

Page 27

Time: 5–10 minutes

This exercise helps students gain the habit of learning a tense first in the affirmative and then immediately learning the negative and question forms as well. This methodical presentation and reinforcement will give students a strong base as they learn more complex tenses.

- Give students time to complete the activity individually.
- Ask for volunteers to write each verb, its negative form, and question form on the board.
- As a class, correct the answers on the board.

□ EXERCISE 3. Let's talk. Page 27

Time: 5–10 minutes

- Ask one student to read the example sentence aloud.
- Read the two sample answers aloud. Exaggerate the correct intonation for *didn't* as this contraction is sometimes hard for students to both pronounce and distinguish.

- Continue by asking individual students to read initial sentences aloud and make the two statements.
- To give more students a chance to practice, write the following sentences on the board, and work as a class.

7. *Most students traveled here on submarines.*

8. *All doctors studied law.*

9. *Albert Einstein lived in the 1600s.*

10. *Michael Jackson was a famous scientist.*

11. *Rome was built in a day.*

12. *Dinosaurs existed in the 1950s.*

Optional Vocabulary

accurate (from directions)

invented

hot-air balloon

movie director

popular

submarines

existed

□ EXERCISE 4. Listening. Page 27

Time: 5–10 minutes

It is important to prepare students for listening exercises by reading the directions aloud and reviewing the completed example with them. Because students receive less input with an audio recording (an audio does not have facial expressions, and students can't lip-read it), students can become lost even if the exercise at hand is very simple.

□ EXERCISE 5. Listening. Page 28

Time: 5–10 minutes

- After reading the notes on distinguishing *was/wasn't* and *were/weren't* aloud, have students pronounce both correctly so that the final "t" is audible.
- Now pronounce *wasn't/weren't* in a reduced fashion, without saying the "t" clearly.
- Have students repeat the reduced pronunciation of both contractions. Write on the board *wasn/weren*, pointing to them when they are said.

Part I

- For extra practice, pause the audio after each example and have students repeat these aloud.

Part II

- Ask a student to read the directions aloud, correcting his/her pronunciation.
- Confirm that students understand the task by asking them what words they will circle.
- Preview *wedding, nervous, excited ceremony, and reception*.

EXERCISE 6. Warm-up. Page 28

Time: 5–10 minutes

Even though students may not be able to explain the spelling rules, many will be able to apply them in this Warm-up. Encourage students to try different spellings to see if they look familiar or appear to make sense. Take this (and every opportunity) to remind students of what has previously been studied. Encourage students to tell you as much about what they know of English grammar (and, in this case Chapter 1) as possible.

Part I

- Ask students when they use the *-ing* form. They should be able to give you examples or key words (i.e., *right now*) even if they can't come up with the term *present progressive*.
- Write *Present Progressive* on the board and then write the four possibilities for adding *-ing* beneath it.

Part II

- Ask students the name of the tense that is formed with *-ed* and write *Simple Past* above the four possibilities for adding *-ed*.
- Review the answers to both parts as a class.

CHART 2-2. Spelling of *-ing* and *-ed* Forms.

Page 29

Time: 10–15 minutes

Students will need assistance understanding this chart. You should ensure students understand what consonants, vowels, and syllables are before referring to these terms.

Be prepared to demonstrate the rules on the board and relate them to the examples in the text. Suggestions for additional examples include

(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*.

Two-syllable verbs that end in *-l* (*control, cancel, travel*) are not included in this chart. However, *control* follows rule (f): The second syllable is stressed, 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, traveled, traveling*. Note that the *-l* is doubled in British spelling: *cancelled, cancelling, travelled, travelling*. Another similar spelling variation is *worshiped, worshipping* in American English and *worshipped, worshipping* in British English. You can tell students that they are correct whether they double the consonant or not in these particular words. Students can always consult a dictionary when in doubt.

- Write the chart heading on the board.
- With students' books closed, continue from the Warm-up by drawing Chart 2-2 on the board and labeling each column accordingly.
- Elicit a verb ending in *-e* from students and use this to complete the chart below.

<i>End of Verb</i>	<i>Double the Consonant</i>	<i>Simple</i>	<i>-ing</i>	<i>-ed</i>
<i>-e</i>	<i>NO</i>	<i>smile</i>	<i>smiling</i>	<i>smiled</i>

- Continue through the chart by eliciting more verbs of the various ending types until you have completed it and covered each verb ending presented on the left.
- After the entire Chart 2-2 has been replicated on the board with verbs given by students, erase the simple, *-ing* and *-ed* forms and complete the chart again using new verbs.
- As you review the chart with a second set of verbs, have students read the notes included to the right of the chart aloud and discuss them as a class.

CHART 2-3. The Principal Parts of a Verb.

Page 31

Time: 10–15 minutes

The “simple form” is also frequently called the “base form” or “infinitive form.”

Point out that the present participle is always regular, even when the verb in question is irregular. This form is always the simple form + *-ing*. Refer to Chart 2-2 for spelling rules.

Highlight the variations in patterns of irregular verbs in the simple form, simple past, and past participle. Students should know that the following patterns all exist:

All three parts of the verb 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*, which is presented as a non-action verb in Chapter 1, also has a present participle *-ing* form. Explain that *see* has more than one meaning. When it means *visit* or *consult*, it can be used in the progressive, i.e., *Bob is seeing his doctor this afternoon*. You can also mention that the *-ing* form has another use, as a gerund, but there is no need to go into a lengthy explanation of gerunds at this point.

- Write the heading *Regular Verbs* on the board and write the four columns beneath this:

<i>Simple Form</i>	<i>Simple Past</i>	<i>Past Participle</i>	<i>Present Participle</i>
--------------------	--------------------	------------------------	---------------------------
- Complete the chart with the help of students using first the verbs listed in the book. Write each form in the appropriate column.
- Using other regular verbs, expand on the chart and give students an opportunity to add to the chart.
- Suggestions for other regular verbs to use include: *need, look, cook, kiss, and want*.

CHART 2-4. Common Irregular Verbs.

Page 32

Time: 10–15 minutes

Students can feel overwhelmed when they look through Chart 2-4 and see the number of irregular verbs. There are over 250 irregular verbs in English, and many of these are high frequency. Chart 2-4 contains 100 common irregular verbs. (For a longer list that also includes less frequently used irregular verbs, consult *Understanding and Using English Grammar*.)

Students and teachers often wonder whether memorizing this list is helpful. The text provides ample practice opportunities, but it does seem beneficial to most EFL/ESL students to simply know these forms by memory. Most educated speakers of English can recite the principal parts of most irregular verbs (though many may stumble on some of the more troublesome or easily confused ones).

Students at this level will already know many of the more common irregular verbs. It could be profitable for students to memorize a few of the new ones every day. And of course, practice is essential. Verbs used less often than others naturally come less readily to mind. (For example, most native speakers would not readily recall all verb parts for irregular verbs such as *slay*, *forebear*, and *stride* because these verbs are relatively uncommon.)

You might want to take a few minutes in each class to conduct a quick drill; say the simple form and have the class say the other forms from memory, developing a kind of quick, rhythmic chant. Choose new verbs each day and include a few that were difficult in earlier days. Answer questions about meaning as necessary, and give students sample sentences to solidify their memories of these verbs.

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 British English but also occur in American English and are included in the chart. Some other verbs (not included in the chart) that are regular in American English but have variant spellings with *-t* in British English are *leant*, *leapt*, *learnt*, *spelt*, *spilt*, and *spoilt*.

- Write the heading *Irregular Verbs* and write the four columns (one for each verb part) beneath it. These headings are: Simple Form, Simple Past, Past Participle and Present Participle.
- Present some of the irregular verbs included in the chart by writing each verb part in its appropriate column.
- Draw students' attention to the fact that among irregular verbs, there are irregular verb patterns. Tell students that these patterns will become more familiar to them as they use them.
- Use any unfamiliar irregular verbs in sentences and write these on the board to illustrate meaning to students.

Optional Vocabulary

Students will be familiar with most irregular verbs' meanings, but you may want to go over the meanings of some, including the following:

beat	shave
blow	spread
prove	

□ EXERCISE 12. Let's talk: pairwork.

Page 35

Time: 10–15 minutes

- Put students into pairs and have them close their books.
- Explain that they both will be asking and answering questions.
- Read the situation aloud to the class and then have one person in each pair open their book.
- Circulate and assist those pairs who seem reluctant.
- After each partner has had a turn, you can ask two students to reenact the questions and the rest of the class can help supply alternative and more imaginative answers.

Optional Vocabulary

imagine	emergency room
slipped	exhausted
cast	waiting room

Expansion: Create a pack of index cards with additional scenarios on each card. Each should have a title and then two sets of questions, one on either side. Use the cards for additional practice with alternative scenarios. For example:

A Black Eye

Did you get in a fight?

Did you run into a door?

Did your eye swell?

Did you put ice on it?

Did you have a headache?

Did you try to cover it up?

A Winning Lottery Ticket

Did you buy a ticket?

Did you choose the right number?

Did you realize you won?

Did you believe you won?

Did you call your friends?

Did you buy yourself a treat?

Did you celebrate?

Did you feel lucky?

A Broken Heart

Did you fall in love?

Did you tell all your friends?

Did you imagine the future?

Did you have a favorite song?

Did you cry?

Did you become angry?

Did you feel sad for a few weeks?

Did you feel better?

□ **EXERCISE 14.** Looking at grammar.

Page 35

Time: 10–15 minutes

Optional Vocabulary

whirlwind	sluggish
energetic	lazy
typical	elderly

□ **EXERCISE 15.** Let's talk: pairwork.

Page 36

Time: 10–15 minutes

The goal is for the performance of the action to prompt immediate and spontaneous production of the target structure. Encourage 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. Pair or group work, however, allows students more opportunity for interactive speaking and listening practice.

Expansion: Write the term *Nonverbal Communication* on the board and ask students what it means. With students' input, write a working definition of the phrase on the board: For example:

Nonverbal Communication is behavior that does not include spoken or written words that communicates meaning. Gestures are a type of nonverbal communication.

Write the following gesture phrases on the board and demonstrate them:

Tap your toes
Shrug your shoulders
Drum your fingers
Raise your right hand
Hold your nose
Point to your chest
Raise your eyebrows
Wink
Put your thumb up
Put your thumb down
Tap your watch
Nod
Shake your head
Clear your throat
Twiddle your thumbs
Ask someone to come closer (with index finger or hand)
Shoo someone or something away

Ask students how they indicate *yes / no, come here, go away* with their heads, hands, and bodies in their culture. Specifically, ask students to show the class

the way they would express the meanings of the gestures nonverbally. Ask students if any of the above gestures would be considered rude in their countries (If you have a class with Asians and non-Asians, the non-Asians may be surprised that when indicating that someone should come closer, the hand is turned down toward the floor rather than upwards.)

□ **EXERCISE 18.** Looking at grammar.

Page 38

Time: 10–15 minutes

This exercise can be done individually, in pairs, small groups, or as a class. Regardless, be sure to have various students write the revised version of the paragraph on the board so that you can review and correct as a class.

□ **EXERCISE 19.** Listening. Page 38

Time: 10–15 minutes

Part I

- Ask various students the preview questions.
- Write the heading *Symptoms* on the board and make a list of the symptoms students describe in their answers.
- Help students generate a list of unrelated symptoms as a way of engaging them in the listening and expanding their active vocabulary. Some possible symptoms might include:

<i>headache</i>	<i>stomachache</i>
<i>ear ache</i>	<i>fever</i>
<i>nausea</i>	<i>upset stomach</i>
<i>cough</i>	<i>sore throat</i>
<i>runny nose</i>	<i>congestion</i>
<i>swollen glands</i>	<i>tiredness</i>
<i>itchy eyes</i>	<i>sneezing</i>

- Tell students to close their books.
- Play the audio through once without stopping.

Part II

- Tell students to open their books and answer the three True / False questions. Let them know you will review these answers after Part III.

Part III

- Play the audio again and have students write the words they hear. Replay again if necessary.
- Now that students have heard the audio multiple times, correct the answers for Parts II and III as a class.

Optional Vocabulary

worldwide
victims

CHART 2-5. Regular Verbs: Pronunciation of -ed Endings. Page 39
Time: 10–15 minutes

Learning the pronunciation of -ed endings for regular verbs in simple past tense will give students confidence and can help them chip away at their own fossilized errors.

Emphasize the logic of these simple past pronunciation practices and encourage students to test incorrect pronunciations for themselves. Encourage students to try to omit the pronunciation of -ed after a verb ending in t or d. They will find it impossible to do so. The goal is to get students feeling confident in their ability to pronounce simple past verbs accurately in every day speech.

To that end, the chart includes the phonetic spellings of the verb endings. Students should not worry that they don't know the phonetic alphabet endings but rather, should know that these symbols are included as extra support. What matters is that students can put the pronunciation of regular past verbs into practice.

- Draw three columns and write the type of verb at the top of each column. For example:

<u>End in Voiceless</u>	<u>End in Voiced</u>	<u>End in /d/ or /t/</u>
-ed pronounced /t/	-ed pronounced /d/	-ed pronounced /əd/; add syllable

- Using the verbs included in the chart, carefully model the correct pronunciation of voiceless and voiced endings.
- Explain to students that they need to be able to hear and distinguish voiceless and voiced endings.
- Instruct students to repeat after you and then write the verb under the appropriate heading. For example:

<u>End in Voiceless</u>	<u>End in Voiced</u>	<u>End in /d/ or /t/</u>
-ed pronounced /t/	-ed pronounced /d/	-ed pronounced /əd/; add syllable
<i>talked</i>	<i>called</i>	<i>waited</i>
<i>stopped</i>	<i>rained</i>	<i>needed</i>
<i>hissed</i>	<i>lived</i>	<i>skated</i>
<i>watched</i>	<i>robbed</i>	<i>greeted</i>
<i>washed</i>	<i>stayed</i>	<i>added</i>

- Note that additional verbs ending in /d/ and /t/ have been included.

Expansion: Put students in pairs or small groups. Now that the chart on the board is complete, challenge teams to come up with sentences containing one verb from each column (in simple past, of course). Tell students they can put the verbs in any order they like. The sentence that seems most realistic will “win”.

Ask teams to write their sentences on the board. As a class, make sure the sentences are correct. Then vote on the best one. For example:

Andre called his mother, waited for her to come to the phone and then talked for several hours.

It rained and then stopped, but the flowers needed it.

EXERCISE 22. Listening. Page 40
Time: 5 minutes

- Introduce the exercise by reviewing time words.
- Write three columns on the board (*Simple Present*, *Present Progressive*, *Simple Past*).
- Ask students what time words they are likely to hear with each tense.
- As students give you time words, write these words beneath the appropriate heading. For example:

<u>Simple Present</u>	<u>Present Progressive</u>	<u>Simple Past</u>
<i>every day</i>	<i>right now</i>	<i>yesterday</i>

EXERCISE 23. Listening and pronunciation. Page 40
Time: 5 minutes

- Write the three -ed endings on the board and assign them numbers:

1. /t/ 2. /d/ 3. /əd/

- Play the audio through once without stopping.
- Play it again and pause after each item.
- Check answers by asking individual students to pronounce the word and then identify the ending. For example:

Tania: “Cooked. That’s #1, /t/.”

CHART 2-6. Simple Past and Past Progressive. Page 42
Time: 15–20 minutes

It is critical that students understand that the action of past progressive, like present progressive, was in progress at a particular moment in time. One way to emphasize this is by relating the past progressive to the present progressive, which students are already familiar with. If your class meets at the same time every day, you can provide examples that make this similarity very clear. For example, you can say and write:

It is 10:45 A.M. I am teaching grammar class right now.

Yesterday at 10:45 A.M. I _____ teaching grammar class.

The distinction between *when* and *while* is not always as clear as the chart indicates. In fact, sometimes *when* can be used in place of *while*, and this occurs frequently in every day speech. For example, both of the following sentences are acceptable:

While I was living in Nepal, I ate rice every day.

When I was living in Nepal, I ate rice every day.

However, making a sharp distinction between *when* and *while* can help students learn the differences in meaning between simple past and past progressive. At this level, students often find concrete practices and rules more helpful than being exposed to all possible meanings. The text uses *when* as a cue for the simple past in an adverb clause and *while* is a cue for the past progressive in an adverb clause.

Adverb clauses of time are presented in Chart 2-7. If you think your class will benefit from a brief look at what makes a clause, you can certainly include a discussion of clauses as well as a preview of Chart 2-7. However, you can also simply refer to time clauses 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 2-7. Prior to studying Chart 2-7, time clauses used in exercises begin with either *when* or *while*.

- On the left hand side of the board, write *Simple Past* and draw the simple past time line.
- As you begin to draw it, ask students where to put the past tense and engage them in the review of simple past as much as possible.
- Ask students for a simple past sentence and write it on the board under the X. For example:

present

past _____ X _____ | _____ future

Evie washed her hair last night.

- On the right hand side of the board, write *Past Progressive*.
- Explain to students that we use past progressive to show an action that was in progress at a particular point in the past.
- Draw another time line. Write a ? on the time line and label it *9:30 last night*.

present

past _____ ? _____ | _____ future

9:30 last night

- Ask students what they were doing at 9:30 P.M. last night.
 - Write just the *-ing* phrases of their answers on the board, For example:
- sleeping*
doing homework
talking to my boyfriend
- Explain that just like with present progressive, they will use a part of the verb *be* + *-ing* to form past progressive.
 - Remind students that also just like present progressive, the activity lasted longer than one precise moment during its duration.
 - Now illustrate past duration by drawing an arrow on the time line. For example:

present

past _____ → ? _____ | _____ future

9:30 last night

- Write complete past progressive sentences beneath the time line.
 - Underline the past form of the verb *be*, the *-ing* ending, and the specific time.
- Luis was sleeping at 9:30 last night.*
Mei-Wei and Rolf were doing their homework at 9:30 last night.
Lara was talking to her boyfriend at 9:30 last night.
- Write *Forms of the Past Progressive* on the board.
 - Ask the class to pick one of the sentences on the board.

- Together, transform the past progressive into a negative statement, question, and short answer exchange. For example:

<i>Forms of the Past Progressive</i>	
<i>Statement</i>	<i>Luis was sleeping at 9:30 last night.</i>
<i>Negative</i>	<i>Luis wasn't sleeping at 9:30 last night.</i>
<i>Question</i>	<i>Was Luis sleeping at 9:30 last night?</i>
<i>Short Answer</i>	<i>Yes, he was. (Yes, he was sleeping at 9:30 last night.)</i>

- Review the chart and ask students to read various parts of the chart aloud.
- Explain that *when* is used with simple past and shows that an action happened at one specific time in the past.
- Give students an example of *when* + simple past and write this on the board. For example:

*I hurt my shoulder **when** I fell.*

- Tell students that falling takes very little time and that therefore, this particular action did not have significant duration.
- Explain that *while* is used to show duration over time in the past and is used with past progressive.
- Tell students that because *while* shows duration, it should be used with verbs that do not take place instantaneously, but rather with verbs that take time. For example:

The movie started while I was speaking on the phone.

- Summarize the above by writing clear and simple notes that remain on the board throughout the next exercise. For example:

When: with simple past, meaning “at that time”, short
While: with past progressive, meaning “during that time”, over time

□ EXERCISE 26. Looking at grammar.

Page 43

Time: 10–15 minutes

This exercise is intended as an extension of Chart 2-6 above. It provides further examples of the form and meaning of the past progressive compared to the simple past.

When reviewing with students, emphasize that an action was already in progress in the past at specific times. You can do this by asking students to rephrase their completions or even ask questions that require restatement. For example:

You: “Okay, so everyone, in number 4, what was Rob doing at 11:00?”

Students: “He was sleeping at 11:00.”

You can also choose to draw the diagrams for the two tenses on the board and point to these illustrations frequently during class discussion of this exercise. Doing so will give visual reinforcement to the tense meanings and will support students in reiterating why they completed each sentence with the form they chose.

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

Page 44

Time: 10–15 minutes

- Tell students that it is extremely helpful for them to think about how long certain activities last in real life.
- On the board write the three verb phrases found under *Activity in Progress* in the exercise.
- Ask students how long each of those activities typically takes. Tell them that of course there will be a range of times but that you just want to see what they think.
- Ask questions and make appropriate comments (“*If it takes 15 minutes in the elevator, it must be a tall building.*”)
- Write the durations for each underneath the appropriate heading. For example:

Sitting in a café

30 minutes–2 hours

Standing in an elevator

1–10 minutes

Swimming in the ocean

10 minutes–1 hour

- The point of the above is to get students to picture the actual activities and imagine their duration in terms of real time, so emphasize this. Students should realize and appreciate that the Activities in Progress naturally take more time than do the corresponding actions of Beth, David and Lily, which happened at one moment in the past, while the activity was in progress.
- Have a student or students read the actions taken by Beth, David and Lily and ask them how long these actions usually take.
- Lead students toward the realization that the actions taken by each can be very, very brief in duration. For example, it takes a split second to drop coffee on your lap. Act out the brevity of these actions for emphasis.
- Ask students to complete the exercise and review as a class.

□ **EXERCISE 28.** Let’s talk. Page 45

Time: 10 minutes

This exercise requires modeling and explanation. 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 both finish, other students describe these activities using the simple past and the past progressive.

Spend ample time modeling the task with the first pair (Students A, B) so that students know exactly what to expect. Remind the other students (C, D) to describe the actions using the appropriate tenses.

□ **EXERCISE 29.** Looking at grammar.

Page 45

Time: 10 minutes

The focus here should be on students’ ability to distinguish which action was in progress (past progressive) and which action interrupted that progress (simple past). Students benefit from using all the resources available to them when making this distinction. Therefore, encourage students to think critically about which action usually takes more time.

Be prepared to draw time lines for both past progressive and simple past. You can emphasize the duration of the activity in progress by highlighting the continuous time in the past on the time line. You can emphasize the brevity of the interruption (and need for it to be in simple past) by marking the X dramatically at just one point in the past on the time line. Take the time to illustrate any examples that were troublesome in this way.

□ **EXERCISE 30.** Reading. Page 46

Time: 10–15 minutes

This reading can be an appropriate whole-group exercise. You can give each student a sentence or question to read aloud. As they read, you can correct pronunciation and intonation, and discuss vocabulary. You can then correct as a class.

See the Teaching Suggestions at the front of this book for additional suggestions for Reading Activities.

Optional Vocabulary

made the call	stared
communications company	wondered
placed the call	behavior

□ **EXERCISE 32.** Looking at grammar.

Page 47

Time: 5–10 minutes

- Have students read the exercise independently then underline verbs as instructed.
- Ask students to tell you what they know about the present progressive tense and write this on the board, under a heading.
- Now ask students what they now know about past progressive and include their comments in a second column. For example:

Present Progressive

*formed with be and
-ing*

*describes something
happening at one time
(right now)*

*shows action that is in
progress*

Past Progressive

*formed with past of be and
-ing*

*describes something that was
happening at one time in the
past*

*shows action that was in
progress*

- Discuss the exercise by drawing attention to verb tenses and time words.

Optional Vocabulary

traveling	Web site
interrupted	announcer
describing	damage

EXERCISE 33. Looking at grammar.

Page 47

Time: 10–15 minutes

The principal purpose of this practice is for 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. See the Teaching Suggestions at the front of this book for various ways of handling fill-in-the-blank exercises.

Optional Vocabulary

stare	offer
skateboarder	basics
amazing	

CHART 2-7. Expressing Past Time: Using Time Clauses. Page 48

Time: 10–20 minutes

Most students at this level have already been understanding and producing time clauses successfully without knowing what these structures are called. Point this out to students and let them know that much of what is presented in this chart they already know (but may not realize they know).

Point out that a time clause is not a complete sentence. It cannot stand alone. It must be connected to a main clause. *I made dinner* is a complete sentence but *Before you arrived* is not. Show students that time clauses such as *Before you arrived* even seem like incomplete ideas. If students hear only *Before you arrived*, they will automatically be waiting for the main clause.

Make sure to emphasize that there is no difference in meaning between examples (a) and (b). Discuss punctuation and tell students that if you begin a sentence with a time clause, you put a comma before the main clause.

In speaking, the voice drops low at the end of a sentence, but it tends to drop a little and then rise a little at the end of a time clause, before a main clause. This intonation also signals that the time clause is not a complete sentence. You might want to demonstrate this for students and help them reproduce this throughout the next few exercises.

When, after, before, until, as soon as, and while are subordinating conjunctions, but the text does not use

that terminology. They can simply be called “words that introduce time clauses” or “time clause words.”

After, before, and until are also used as prepositions, so they do not always introduce a time clause; they may be followed by a (pro)noun object rather than a subject and verb:

*I walked home **after class**.*

*I will 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 take them from students’ lives. For example (after students perform these actions):

Maria raised her hand as soon as Po raised his.

Maria didn’t raise her hand until Po raised his.

Maria didn’t sit down until Anna sat down.

Maria sat down as soon as Anna sat down.

- Ask students if they can define the term *clause*. Inform them that even if they cannot, you are sure they can recognize clauses in practice.
- Write the term *Clause* on the board. Explain that there are many types of clauses in English, but today they’ll be studying two types.
- Beneath the term *Clause*, write:
 - Must have subject and verb*
- Write:
 - Main Clause: “I made dinner.”*
- Write:
 - Time Clause: “Before you came home . . .*
- Have students identify the subject and verb in each of the above clauses.
- Write under *Main Clause*:
 - *Can stand alone*
 - *A complete sentence*
 - *Not waiting for other information*
- Explain that when they hear *I made dinner*, they are not automatically waiting for more information.
- Write under *Time Clause*:
 - *Can NOT stand alone*
 - *NOT a complete sentence*
 - *Waiting for more information*
- Explain that when they hear *Before you came home*, they should be waiting for more information.
- Read through the chart with students and have them take turns reading sentences (a)–(j) aloud.
- Discuss the notes next to each example sentence (a)–(l) and provide additional examples as necessary.
- Be prepared to spend extra time on (e) and (f): *as soon as* and *until*.
- Write additional example sentences on the board for *as soon as* and *until* that you develop from the classroom context.

- Demonstrate that *until* is a negative version of *as soon as*.
- Write the following example sentence or an original one on the board.

Xiao-ling answered the question as soon as Viola asked it.

- Ask students when Xiao-ling answered the question, eliciting the response that it was immediately after Viola asked it.
- Write the following example sentence on the board or come up with one of your own.

Xiao-ling didn't answer the question until Viola asked it.

- Ask students when Xiao-ling answered and elicit the response that she had been quiet before Viola asked the question. Emphasize that Xiao-ling only chose to answer after Viola asked her question.

□ EXERCISE 35. Looking at grammar.

Page 49

Time: 5–10 minutes

- Write the word *Clause* on the board and ask students to remind you again what elements every clause must have.
- Write these elements under *Clause*.
- Tell students that in this exercise, they should put a checkmark (✓) next to each clause they see.
- Tell them that what is not a clause can be considered a phrase.
- Correct the exercise as a class, having students read aloud and explain their answers whenever possible.
- Since many or even all of your students may have had to apply for a visa, use this topic as a discussion starter.

Optional Vocabulary

applying for a visa
passport photos
application

□ EXERCISE 37. Looking at grammar.

Page 49

Time: 5–10 minutes

This is an exercise on complex 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 boardwork.

□ EXERCISE 38. Looking at grammar.

Page 50

Time: 10–15 minutes

This exercise can be completed orally or in writing. If you lead it orally, you may want to ask students to take turns reading aloud. If students complete this in writing, ask them to identify the time clauses when correcting as a group.

Optional Vocabulary

gift change the oil
yard hammer
plant hurricane

□ EXERCISE 40. Warm-up. Page 51

Time: 5–10 minutes

Part I

- Have students complete Part I independently and then ask them to think of other past habits related to when they first learned English.
- Explain that you want to also know other actions, thoughts, or even feelings they had as new students of English.
- Write any additional, student-generated statements on the board. For example:

I blushed when I tried to start a conversation.

I sometimes answered questions in my own language.

I became frustrated.

- Include these statements as you work through Part I.

Optional Vocabulary

remained
frequently
translated

CHART 2-8. Expressing Past Habit: *Used To*.

Page 52

Time: 10–15 minutes

Explain to students that they can use simple past to describe past actions, but that *used to* has a special meaning. It expresses more than simply an action that happened in the past. In fact, you will need to point out that it is not used to replace simple past in general, but only when the simple past verb describes a past habit, state of mind, or condition of being.

The question and negative forms of *used to* (*did you used to* vs. *did you use to*, and *didn't used to* vs. *didn't use to*) appear to be an area of English grammar that is still being debated. 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. Given the lack of agreement, this text presents both forms as possible and correct.

Because of the idiomatic expression *be used to*, take care to explain *used to* as a special way of expressing the past and that it is different from the phrases *get used to* and *be used to*.

- Ask students to tell you something they used to do when they were children and write their sentences on the board in simple past.
- Explain that *used to* describes past habits, feelings, and conditions. Write this information on the board:

Used To: past habits, feelings, conditions

- Write on the board how *used to* is formed:

used to + base form

- As a class, transform the simple past sentences into ones using *used to*. For example:

Abdul played soccer on a team. ⇒ *Abdul used to play soccer on a team.*

Astrid hid from her parents. ⇒ *Astrid used to hide from her parents.*

Kenji was afraid of teachers. ⇒ *Kenji used to be afraid of teachers.*

- Write the question and negative forms of the above sentences on the board. For example:

Question: Did Abdul used to play soccer?

Negative: Abdul didn't used to play soccer.

- Explain that *didn't use to* is rarely used as people usually use *never* to express this idea.

□ **EXERCISE 42.** Interview: find someone who... Page 53
Time: 10–15 minutes

Optional Vocabulary

roller skate
swing on a rope swing
catch frogs or snakes

□ **EXERCISE 45.** Let's read and write.

Page 54

Time: 10–20 minutes

This exercise is a cumulative review of all the charts in this chapter and requires students to recognize and produce the forms studied in Chapter 2. Explain to students that a variety of tenses will be used, and in some cases, more than one is appropriate. The second part of this exercise can be assigned for homework or completed in class. In either case, discuss who students will select and the ways in which tenses can be used to establish how past actions can be put in chronological order when narrating a personal history.

- See the Teaching Suggestions at the front of this book for additional ideas in dealing with written work.

Optional Vocabulary

naps	accepted
rejection letters	shortly
publishing company	publication