

PRETEST: What do I already know?

Choose the correct answer for each sentence.

1. Our cousins _____ with us last month. (Chart 2-1)
a. was stay b. staying c. stayed
2. Did you _____ last weekend? (Chart 2-1)
a. work b. worked c. working
3. I _____ hungry all day yesterday. (Charts 2-2 and 2-3)
a. felt b. feel c. fell
4. _____ on time for school yesterday? (Charts 2-2 and 2-3)
a. Did you be b. Were you c. Are you
5. I _____ dinner last night. (Charts 2-2 and 2-3)
a. no eat b. didn't eat c. didn't ate
6. My two roommates _____ last week. (Charts 2-2 and 2-3)
a. were sick b. sick c. was sick
7. A car _____ suddenly in the middle of the road. (Chart 2-5)
a. stoped b. stopped c. stopping
8. During the movie, the person next to me _____ the whole time. (Chart 2-6)
a. was whispered b. whisper c. was whispering
9. While I _____ dinner, I heard the news about the president. (Chart 2-7)
a. was cooking b. cook c. was cooked
10. _____ me a grade, my teacher read my essay. (Chart 2-8)
a. After she gave b. Before she gave c. When she gave
11. Richard _____ late for class a lot, but now he comes on time. (Chart 2-9)
a. is used to b. used to c. used to be

EXERCISE 1 ► Warm-up. (Chart 2-1)

Check (✓) the statements that are true for you. Share your answers with a partner.

1. _____ I cooked dinner last night.
2. _____ I invited my friends to join me for dinner.
3. _____ I didn't wash the dinner dishes.



2-1 The Simple Past: Regular Verbs

- (a) Mary **walked** downtown *yesterday*.
 (b) I **stayed** home *last weekend*.

The SIMPLE PAST is used to talk about activities or situations that began and ended in the past (e.g., *yesterday, last night, two days ago, in 2015*).

- (c) Bob **played** tennis yesterday evening.
 (d) Our plane **landed** on time last night.

The simple past tense of most regular verbs is formed by adding **-ed** to a verb, as in (a)–(d).*

Simple Past: Regular Verb Forms

STATEMENT	NEGATIVE	QUESTION	SHORT ANSWER
I You He She It We They	I You He She It We They	Did I Did you Did he Did she Did it Did we Did they	I you he she it we they
walked.	did not (didn't) walk.	walk?	did. did not. (didn't).

*Some verbs ending in **-y** add **-ied**, for example: *studied, worried*. See Chart 2-5. For information about pronouncing **-ed** endings, see Appendix A-5.

EXERCISE 2 ▶ Looking at grammar. (Chart 2-1)

Create your own chart by writing the negative and question forms of the words in *italics*.

At the Computer

	NEGATIVE	QUESTION
1. <i>He searched</i> a website.	<i>He didn't search</i>	<i>Did he search</i>
2. <i>They streamed</i> a movie.		
3. <i>She created</i> a password.		
4. <i>I deleted</i> a file.		
5. <i>He clicked</i> on a page.		
6. <i>She uploaded</i> a video.		
7. <i>Her computer crashed</i> .		
8. <i>It downloaded</i> a virus.		

EXERCISE 3 ▶ Game. (Chart 2-1)

Work with a partner or in small groups. All of the sentences contain incorrect information. Make true statements by making a negative statement and then a true statement. You can use the internet. The first team to have correct answers wins.

- Edison invented the radio. *Edison didn't invent the radio. Edison invented the telephone.*
OR Edison didn't invent the radio. Marconi invented the radio.
- Steve Jobs started a clothing company. _____

3. Princess Diana died in a boating accident. _____
4. *Apollo 1* landed on the moon. _____
5. Malala Yousafzai received the Nobel Peace Prize at the age of 20. _____
6. The *Titanic* crashed into a boat. _____



an iceberg

EXERCISE 4 ▶ Warm-up. (Charts 2-2 and 2-3)

Check (✓) the statements that are true for you.

1. _____ I slept for eight hours last night. 3. _____ I was busy yesterday.
2. _____ I came to school on time. 4. _____ I had fun last weekend.

2-2 Expressing Past Time: The Simple Past, Irregular Verbs

(a) I **ate** breakfast this morning.

Some verbs have irregular past forms, as in (a) and (b).

(b) Sue **took** a taxi to the airport yesterday.

See Chart 2-3.

(c) I **was** sick yesterday.

The simple past forms of **be** are **was** and **were**.

(d) They **were** at home last night.

Irregular Verb Forms

STATEMENT	NEGATIVE	QUESTION	SHORT ANSWER
I You He She It We They	I You He She It We They	Did I Did you Did he Did she Did it Did we Did they	I you he she it we they
left.	did not (didn't) leave.	leave?	Yes, did. No, did not (didn't).

Be Verb Forms

STATEMENT	NEGATIVE	QUESTION	SHORT ANSWER
I was He was She was It was	I He She It	Was I Was he Was she Was it	Yes, I, he, she, it No, I, he, she, it
nice.	was not (wasn't) nice.	nice?	was. was not (wasn't).
You were We were They were	You We They	Were you Were we Were they	Yes, you, we, they No, you, we, they
nice.	were not (weren't) nice.	nice?	were. were not (weren't).

2-3 Common Irregular Verbs: A Reference List

SIMPLE FORM	SIMPLE PAST	SIMPLE FORM	SIMPLE PAST	SIMPLE FORM	SIMPLE PAST
be	was, were	forgive	forgave	say	said
beat	beat	freeze	froze	see	saw
become	became	get	got	sell	sold
begin	began	give	gave	send	sent
bend	bent	go	went	set	set
bite	bit	grow	grew	shake	shook
blow	blew	hang	hung	shoot	shot
break	broke	have	had	shut	shut
bring	brought	hear	heard	sing	sang
build	built	hide	hid	sink	sank
burn	burned/burnt	hit	hit	sit	sat
buy	bought	hold	held	sleep	slept
catch	caught	hurt	hurt	slide	slid
choose	chose	keep	kept	speak	spoke
come	came	know	knew	spend	spent
cost	cost	leave	left	spread	spread
cut	cut	lend	lent	stand	stood
dig	dug	let	let	steal	stole
do	did	lie	lay	stick	stuck
draw	drew	light	lit/lighted	swim	swam
dream	dreamed/dreamt	lose	lost	take	took
drink	drank	make	made	teach	taught
drive	drove	mean	meant	tear	tore
eat	ate	meet	met	tell	told
fall	fell	pay	paid	think	thought
feed	fed	put	put	throw	threw
feel	felt	quit	quit	understand	understood
fight	fought	read	read	upset	upset
find	found	ride	rode	wake	woke/waked
fit	fit	ring	ring	wear	wore
fly	flew	rise	rose	win	won
forget	forgot	run	ran	write	wrote

EXERCISE 5 ▶ Grammar and vocabulary. (Charts 2-2 and 2-3)

Complete each sentence with the correct form of the verb in parentheses. Write the words in green under the correct photos.

At the Grocery Store

- 1. Daniel and Lara (go) _____ to the grocery store yesterday.
- 2. They (walk) _____ down the meat aisle, the produce aisle, and the dairy aisle.
- 3. Daniel (push) _____ the shopping cart.
- 4. Their baby (sleep) _____ in her car seat.
- 5. Lara (hold) _____ a shopping basket.
- 6. They (see) _____ many products on the shelves.
- 7. Lara (read) _____ the nutritional information on the packages.
- 8. They (find) _____ some good bargains.
- 9. Lara (pay) _____ the cashier at the checkout counter.
- 10. She (put) _____ the receipt in her wallet.



- 1. _____
- 2. _____
- 3. _____



- 4. _____
- 5. _____
- 6. _____

EXERCISE 6 ▶ Let's talk: pairwork. (Charts 2-2 and 2-3)

Make true statements for you. Write the affirmative or negative past tense form of the verb. Then tell a partner some of the things that are true for you.

1. I (*make*) made / didn't make a delicious dinner last night.
2. I (*speak*) _____ English with a native English speaker yesterday.
3. I (*think*) _____ about my family this morning.
4. I (*drink*) _____ coffee or tea this morning.
5. I (*ride*) _____ the bus to school today.
6. I (*send*) _____ a text message this morning.
7. I (*forget*) _____ a website password recently.
8. I (*buy*) _____ an airline ticket last year.
9. I (*swim*) _____ in a swimming pool last weekend.
10. I (*win*) _____ a sports competition when I was in school.

EXERCISE 7 ▶ Let's talk. (Charts 2-2 and 2-3)

Answer the questions. Work in pairs, small groups, or as a class.

1. What time does school begin every day? What time did your class begin today?
2. What does your teacher often tell you to do? What did he/she tell you to do today?
3. What time do you leave your home every day? What time did you leave today?
4. What do you sometimes eat for dinner? What did you eat last night?
5. What do you frequently buy at the store? What did you buy yesterday?
6. Do you get sick very often? When did you last get sick?
7. Do you take public transportation very often? When did you last take public transportation? What did it cost? How much did you pay?

EXERCISE 8 ▶ Let's talk: pairwork. (Charts 2-1 → 2-3)

Work with a partner. Ask and answer the questions with *Yes* and a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

A Broken Arm

Imagine that you came to class today with a big cast on your arm. You slipped on some ice yesterday and fell down.

Example: PARTNER A: Did you have a bad day yesterday?
PARTNER B: Yes, I had a bad day yesterday.



PARTNER A	PARTNER B
1. Did you fall down? 2. Did you hurt yourself when you fell down? 3. Did you break your arm? 4. Did you go to the ER (emergency room)? 5. Did you wait in the waiting room for a long time?	6. Did you speak with a nurse? 7. Did you see a doctor? 8. Did the doctor put a cast on your arm? 9. Did you get a prescription for the pain? 10. Did you pay a lot of money?

EXERCISE 9 ▶ Looking at grammar. (Charts 2-2 and 2-3)

Complete the sentences with a simple past form of a verb in the box.

bite	break	dream	eat	feel	fly	go	shake	steal
------	-------	-------	-----	------	-----	----	-------	-------

Oh, no!

- Someone _____ my ID. Who took it?
- I just _____ an earthquake. The house _____.
- My sister fell on a hike and _____ her ankle.
- We _____ on a small airplane over the mountains, and the ride was bumpy.
- I _____ about a wolf last night. It _____ me for dinner.
- The dog _____ our mail carrier. She _____ to an urgent care for stitches.



EXERCISE 10 ▶ Looking at grammar. (Charts 2-1 → 2-3)

Read the facts about each person. Complete the sentences with the correct form of the given verbs.

SITUATION 1: Whirlwind Wendy is energetic and does everything very quickly. Here are her typical morning activities:

wakes up at 4:00 A.M.

cleans her apartment

rides her bike five miles

gets vegetables from her garden

watches a cooking show on TV

makes soup for dinner

brings her elderly mother a meal

answers email messages

fixes herself lunch

Yesterday, Wendy ...

- _____ *woke up* _____ at 4:00 A.M.
- _____ *didn't clean* _____ her car.
- _____ her bike ten miles.
- _____ vegetables from her garden.

5. _____ a comedy show on TV.
6. _____ soup for dinner.
7. _____ her elderly mother a meal.
8. _____ email messages.
9. _____ herself a snack.



SITUATION 2: Sluggish Sam doesn't get much done in a day.
Here are his typical activities:

sleeps for 12 hours

wakes up at noon

takes two hours to eat breakfast

goes fishing

falls asleep on his boat

comes home

lies on the couch

thinks about his busy life

begins dinner at 8:00

finishes dinner at 11:00

Yesterday, Sam ...

1. _____ *slept* _____ for 12 hours.
2. _____ *didn't wake* _____ up at 5:00 A.M.
3. _____ two hours to eat breakfast.
4. _____ hiking.
5. _____ asleep on his boat.
6. _____ home.
7. _____ on his bed.
8. _____ about his busy life.
9. _____ dinner at 5:00.
10. _____ dinner at 11:00.



EXERCISE 11 ► Looking at grammar. (Chart 2-3)

Complete the sentences. Use the simple past of any irregular verb that makes sense. More than one answer may be possible.

My Roommates

1. Lita walked to her job today. Rebecca _____ *drove* _____ her car. Jada _____ her bike. Yoko _____ the bus.
2. Jada had a choice between a job in finance or a job in management. She _____ the one in management.
3. Rebecca doesn't have any money right now. She _____ it all last month.

4. Rebecca's parents _____ her a check, but she didn't get it. She's flat broke.*
5. Jada wears interesting clothes. She _____ a tuxedo to her brother's wedding last week.
6. Last night around midnight, Jada _____ some toast. She burned it, and the smoke alarm went off. It _____ everyone up.
7. Yoko's dog _____ several holes in the backyard. The grass looks terrible.
8. Lita grew up near the equator. She is enjoying the long summer days here. The sun _____ around 5:00 this morning. It _____ at 9:00 last night.
9. Lita _____ kindergarten for two years, but now she's teaching 2nd grade.
10. Yoko received a painting for her birthday. She _____ it in our living room.



EXERCISE 12 ▶ Let's talk; pairwork. (Charts 2-1 → 2-3)

With a partner, take turns asking each other to perform an action. Partner A tells Partner B to do something. Then A will ask B a question in the past tense.

Example: Open your book.

PARTNER A: Open your book.

PARTNER B: (*opens his/her book*)

PARTNER A: What did you do?

PARTNER B: I opened my book.

- | | |
|---|---|
| 1. Shut your book. | 7. Draw a bird. |
| 2. Stand up. | 8. Read a sentence from your grammar book. |
| 3. Hide your pen. | 9. Wave "good-bye." |
| 4. Turn to page 10 in your book. | 10. Point to the board. |
| 5. Put your book under your desk. | 11. Spell the past tense of <i>sleep</i> . |
| 6. Write your name on a piece of paper. | 12. Repeat this question: "Which came first: the chicken or the egg?" |
- Change roles.*

EXERCISE 13 ▶ Looking at grammar. (Charts 2-1 → 2-3)

Complete the conversations with the correct form of the words in parentheses.

Travel Questions

1. A: (*your plane, arrive*) Did your plane arrive on time yesterday?
B: Yes, it did. It (*get*) _____ in at exactly 6:05.
2. A: (*you, sleep*) _____ on the flight?
B: Yes, _____. I (*sleep*) _____ for four hours.

*flat broke = completely out of money

3. A: (*you, take*) _____ a tour of Paris during your trip?

B: No, _____. I (*miss*) _____ the tour because
I (*oversleep*) _____.

A: Why did you oversleep?

B: I (*hear, not*) _____ my alarm.

4. A: (*you, eat*) _____ at a fancy restaurant?

B: No, we _____. We (*have, not*) _____ enough money.
We (*buy*) _____ food in grocery stores or small cafés.

5. A: (*you, visit*) _____ the Louvre Museum?

B: Yes, we _____. We (*see*) _____ the *Mona Lisa*.

A: (*Da Vinci, paint*) _____ the *Mona Lisa*?

B: Yes, _____. He also (*paint*) _____ many other pictures.

EXERCISE 14 ▶ Let's talk: pairwork. (Charts 2-1 → 2-3)

Work with a partner. Complete the conversation. Then practice with your partner and perform it for the class. You can look at your book before you speak. When you speak, look at your partner.

Small Talk

A: Hi, how's it going?

B: Good. How was your weekend?

A: _____. I _____.
How about you? What did you do?

B: I _____.

A: That sounds _____.

B: It was.

EXERCISE 15 ▶ Let's talk: pairwork. (Charts 2-1 → 2-3)

Choose one of the company names in the box. Find out about the name on the internet. Talk to a student who has a different company name. Follow the model. Explain vocabulary if necessary.

Al-Jazeera®
Alibaba®

Amazon®
Boeing®

CNN®
Google®

Ikea®
LEGO®

Samsung®
Skype®



Example: A: What company did you choose? (Adobe®)

B: I chose Adobe.

A: Where did the name Adobe come from?

B: John Warnock was a co-founder of the company. He lived in Silicon Valley. The Adobe Creek ran behind his house. Warnock named the company after the creek. A creek is a small river. Here is a photo of a creek.

EXERCISE 16 ▶ Reading and grammar. (Charts 2-1 → 2-3)

Read the paragraph, and rewrite it in the past tense. Begin your new paragraph with *Yesterday morning*.

The Daily News

Every morning, David checks his Twitter feed. He wants to get the latest sports news. He also looks at the national news and reads several stories. His wife, Milana, checks her favorite newspapers online. She looks only at the headlines. She doesn't have a lot of time. She finishes articles later in the day. Both David and Milana know a lot about the day's events.



EXERCISE 17 ▶ Warm-up: listening. (Chart 2-4)

Listen to each pair of verbs. Decide if the verb endings have the same sound or a different sound.

Example: You will hear: plays played
You will choose: same different

- 1. same different
- 2. same different
- 3. same different
- 4. same different

2-4 Recognizing Verb Endings and Questions with Did		
(a) I agreed with you. (b) I agree with you. (c) She agrees with you. (d) We worked today. (e) We work today. (f) He works today.	The -ed ending can be hard to hear. It can blend with the next word. For the third person simple present, you will hear an -s on the verb.	
(g) I was in a hurry. (h) I wasn't in a hurry. (i) They were on time. (j) They weren't on time.	The "t" in an "n't" contraction can also be hard to hear. The "t" sound is not released, and you may hear just the "n."	
(k) Did she → Dih-she (l) Did we → Dih-we (m) Did they → Dih-they (n) Did you → Did-ja OR Did-ya (o) Did I → Dih-di OR Di (p) Did he → Dih-de OR De	Note the pronunciation for questions beginning with <i>did</i> . The "d" may be dropped, as in (k)–(m). Or, the sounds may change, as in (n)–(p) At this stage of your learning, it is more important to focus on hearing the differences rather than pronouncing these words.	



EXERCISE 18 ▶ Listening. (Chart 2-4)

Listen to each sentence. Choose the correct completion(s).

In the Classroom

Example: You will hear: We worked in small groups ...

You will choose: a. right now **b. yesterday** **c. on our project**

- | | | |
|----------------------------|------------------|----------------------|
| 1. a. clearly | b. every day | c. yesterday |
| 2. a. right now | b. last week | c. to the class |
| 3. a. almost every day | b. yesterday | c. before every test |
| 4. a. now | b. earlier today | c. with a quiz |
| 5. a. with native speakers | b. every day | c. yesterday |
| 6. a. in biology | b. now | c. every day |
| 7. a. last week | b. last month | c. about fish |
| 8. a. every week | b. last week | c. once a week |



EXERCISE 19 ▶ Listening. (Chart 2-4)

Part I. Listen to the reduced pronunciations with *did*.

- | | | |
|-------------|-------------------|----------------------------|
| 1. Did you | → <i>Did-ja</i> | Did you forget something? |
| | <i>Did-ya</i> | Did you forget something? |
| 2. Did I | → <i>Dih-di</i> | Did I forget something? |
| | <i>Di</i> | Did I forget something? |
| 3. Did he | → <i>Dih-de</i> | Did he forget something? |
| | <i>De</i> | Did he forget something? |
| 4. Did she | → <i>Dih-she</i> | Did she forget something? |
| 5. Did we | → <i>Dih-we</i> | Did we forget something? |
| 6. Did they | → <i>Dih-they</i> | Did they forget something? |

Part II. You will hear questions. Complete each answer with the pronoun and the non-reduced form of the verb you hear.

- Yes, he did. He cut it with a knife.
- Yes, she . She it all yesterday.
- Yes, I . I them yesterday.
- Yes, they . They it.
- Yes, you . You it.
- Yes, she . She them.

7. Yes, he _____. He _____ it to him.
 8. Yes, I _____. I _____ them.
 9. Yes, he _____. He _____ it.
 10. Yes, you _____. You _____ her.



EXERCISE 20 ► Listening. (Chart 2-4)

Part I. The differences between *was/wasn't* and *were/weren't* can be hard to hear in spoken English. The "t" in the negative contraction is often dropped, and you may only hear an /n/ sound. Listen to these examples.

1. It was a big wedding. It wasn't a big wedding.
 2. We were early. We weren't early.

Part II. Listen to these sentences about a wedding. Circle the words you hear.

At a Wedding

- | | | | |
|---------|---------|----------|---------|
| 1. was | wasn't | 6. was | wasn't |
| 2. was | wasn't | 7. was | wasn't |
| 3. were | weren't | 8. was | wasn't |
| 4. were | weren't | 9. were | weren't |
| 5. was | wasn't | 10. were | weren't |

Do you know these words?

- nervous
- excited
- ceremony
- reception



the groom and bride

EXERCISE 21 ► Warm-up. (Chart 2-5)

Do you know the spelling rules for these verbs?

Part I. Write the **-ing** form of each verb under the correct heading.

die give hit try

Drop final **-e**.
Add **-ing**.

Double final consonant.
Add **-ing**.

Change **-ie** to **-y**.
Add **-ing**.

Just add **-ing**.

Part II. Write the **-ed** form of each verb under the correct heading.

enjoy tie stop study

Double final consonant.
Add **-ed**.

Change **-y** to **-i**.
Add **-ed**.

Just add **-ed**.

Just add **-d**.

2-5 Spelling of -ing and -ed Forms

End of Verb	Double the Consonant?	Simple Form	-ing	-ed	
-e	NO	(a) smile hope	smiling hoping	smiled hoped	-ing form: Drop the -e , add -ing . -ed form: Just add -d .
Two Consonants	NO	(b) help learn	helping learning	helped learned	If the verb ends in two consonants, just add -ing or -ed .
Two Vowels + One Consonant	NO	(c) rain heat	raining heating	rained heated	If the verb ends in two vowels + a consonant, just add -ing or -ed .
One Vowel + One Consonant	YES	ONE-SYLLABLE VERBS			If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the -ing or -ed form.*
		(d) stop plan	stopping planning	stopped planned	
	NO	TWO-SYLLABLE VERBS			If the first syllable of a two-syllable verb is stressed, do not double the consonant.
		(e) visit offer	visiting offering	visited offered	
	YES	(f) prefer admit	preferring admitting	preferred admitted	If the second syllable of a two-syllable verb is stressed, double the consonant.
-y	NO	(g) play enjoy	playing enjoying	played enjoyed	If the verb ends in a vowel + -y , keep the -y . Do not change the -y to -i .
		(h) worry study	worrying studying	worried studied	If the verb ends in a consonant + -y , keep the -y for the -ing form, but change the -y to -i to make the -ed form.
-ie		(i) die tie	dying tying	died tied	-ing form: Change the -ie to -y and add -ing . -ed form: Just add -d .

*EXCEPTIONS: Do not double "w" or "x": *snow, snowing, snowed, fix, fixing, fixed*.

EXERCISE 22 ▶ Looking at spelling. (Chart 2-5)

Write the **-ing** and **-ed** forms of these verbs.

	-ING	-ED
1. wait	_____	_____
2. clean	_____	_____
3. plant	_____	_____
4. plan	_____	_____

-ING

-ED

5. hope	_____	_____
6. hop	_____	_____
7. play	_____	_____
8. study	_____	_____
9. cry	_____	_____
10. die	_____	_____
11. sleep	_____	<i>slept (no -ed)</i>
12. run	_____	<i>ran (no -ed)</i>

EXERCISE 23 ▶ Spelling and grammar. (Chart 2-5)

Part I. Write the correct forms.

- | | | | |
|-----------------------|-------|------------------------|-------|
| 1. begin + <i>ing</i> | _____ | 6. lie + <i>ing</i> | _____ |
| 2. close + <i>ing</i> | _____ | 7. listen + <i>ing</i> | _____ |
| 3. hurry + <i>ed</i> | _____ | 8. open + <i>ing</i> | _____ |
| 4. enjoy + <i>ed</i> | _____ | 9. shop + <i>ing</i> | _____ |
| 5. happen + <i>ed</i> | _____ | 10. try + <i>ed</i> | _____ |

Part II. Complete the sentences with the correct verb from Part I. Some are present and some are past.

At the Mall

1. We are _____ for clothes today.
2. We _____ to the mall. We wanted to be there early for the sales.
3. You look upset. What _____ ?
4. This is the wrong size. I _____ on a medium and bought a large.
5. Oh, no. The elevator door is stuck. It isn't _____.
6. Shhh. The movie is _____.
7. I'm _____ to an announcement. It's 9:50. The mall is _____ at 10:00 P.M.
8. The dressing rooms are messy. Clothes are _____ on the floor.
9. I _____ our shopping trip. It was fun.

EXERCISE 24 ► Reading and grammar. (Charts 2-1 → 2-5)

Complete the sentences with the correct form of the verbs in parentheses.

Do you know these words?

- lemonade
- positive
- partner with
- app
- stock

FROM LEMONS TO LEMONADE

There is a common saying in English: "When life gives you lemons, make lemonade." Do you understand the meaning? Lemons are sour, but lemonade is sweet. If something bad happens to you, try to make a good situation out of it.

In 2009, software engineer Brian Acton (*have*) _____
a bad experience. He (*need*) _____ a job. He (*apply*)
_____ at Twitter and Facebook. But the two famous
companies (*want, not*) _____ to hire him, and both (*say*)
_____ "no." Acton was disappointed, but he (*stay*)
_____ positive. He (*write*) _____ after the interview: "It (*be*)
_____ a great opportunity to connect with some fantastic people. Looking
forward to life's next adventure."

That same year, Acton partnered with Jan Koum, a former co-worker, and together they (*build*)
_____ WhatsApp®, a social network messaging app. Five years later, in 2014,
Facebook (*buy*) _____ WhatsApp for \$19 billion in stock and cash. Some
people (*call*) _____ it a multi-billion dollar mistake, but not for Acton and
Koum. The company that said "no" to Acton made him an instant billionaire.

Do you know someone who made lemonade from lemons? Who? What did he or she do?



EXERCISE 25 ► Listening and speaking. (Charts 2-1 → 2-5)

Part I. Listen to the conversation between two friends about their weekend and answer the questions.

1. One person had a good weekend. Why?

2. His friend didn't have a good weekend. Why not?



Part II. Complete the conversation with your partner. Use past tense verbs. Practice saying it until you can do it without looking at your book. Then change roles and create a new conversation. Practice it until you don't need your book. Perform one of the conversations for the class.

A: Did you have a good weekend?

B: Yeah, I _____.

A: Really? That sounds like fun!

B: It _____ great! I _____.

How about you? How was your weekend?

A: I _____.

B: Did you have a good time?

A: Yes. / No. / Not really. _____.

EXERCISE 26 ► Warm-up. (Chart 2-6)

Check (✓) all the activities you were doing at midnight last night.

1. _____ I was sleeping.

4. _____ I was checking social media.

2. _____ I was eating.

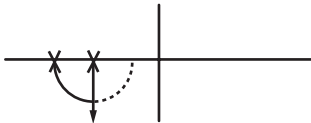
5. _____ I was watching a movie.

3. _____ I was texting.

6. _____ I was having good dreams.

2-6 The Past Progressive

PAST PROGRESSIVE



(a) I sat down at the dinner table at 6:00 P.M. yesterday. I finished my meal at 6:30 P.M.

I **was eating** dinner between 6:00 and 6:30.

(b) I **was sleeping** at 9:00 last night.

(c) During dinner, Sam **was checking** social media.

The PAST PROGRESSIVE expresses *an activity that was in progress (was occurring, was happening)* at a particular time in the past, as in (a)–(c).

In (b), sleeping began before 9:00, was in progress at that time, and probably continued.

In (c), the simple past is also correct: *During dinner, Sam checked social media.* (Meaning: He didn't continually check it.) Use of the progressive emphasizes that the activity is continuing in the past.

(d) — Where is Jon this week?

— He **is traveling** on business.

(e) — Jon didn't come to the party last week. I wonder why.

— He **was traveling** on business.

Compare the present progressive, as in (d), with the past progressive, as in (e).

Forms of the Past Progressive

STATEMENT		I, She, He, It You, We, They	<i>was working.</i> <i>were working.</i>
NEGATIVE		I, She, He, It You, We, They	<i>was not (wasn't) working.</i> <i>were not (weren't) working.</i>
QUESTION	<i>Was</i> <i>Were</i>	I, she, he, it you, we, they	<i>working?</i> <i>working?</i>
SHORT ANSWER	Yes, No, Yes, No,	I, she, he, it I, she, he, it you, we, they you, we, they	<i>was.</i> <i>wasn't.</i> <i>were.</i> <i>weren't.</i>

EXERCISE 27 ▶ Looking at grammar. (Chart 2-6)

Complete the sentences with a form of the verb in *italics*.

- Our teacher *is helping* us get ready for the final exam. Yesterday at this time, he
_____ *was helping* _____ us get ready for the final exam.
- Many students *are studying* in the library today. Yesterday, many students
_____ in the library.
- The registration office *is accepting* schedule changes this week. Last week the registration office
_____ schedule changes.
- I *am texting* my friends right now. Yesterday at this time, I _____
my friends.
- My roommates *are working* together on a project this afternoon. They
_____ together yesterday afternoon too.

EXERCISE 28 ▶ Let's talk: pairwork. (Chart 2-6)

Work with a partner. Take turns asking and answering the questions. Share some of your partner's answers with the class.

- Were you eating breakfast at 8:00 A.M. today?
- Were you sleeping at 11:00 P.M. yesterday?
- What were you doing at 3:00 P.M. yesterday?
- What were you doing between 8:00 P.M. and 9:00 P.M. last night?
- Where were you studying six months ago?
- Where were you living one year ago?

EXERCISE 29 ► Vocabulary and grammar. (Chart 2-6)

Complete the sentences with a verb in the box.

clear off

✓ heat up

put

rinse

set

serve

sweep

Dinnertime

1. What were you doing at 6:00 last night?

I was heating up cold soup in the microwave.

2. What were you doing at 6:10?

I _____ the table with spoons and napkins.

3. What were you doing at 6:15?

I _____ dinner to my family.

4. What were you doing at 6:45?

I _____ the table.

5. What were you doing at 6:50?

I _____ the dishes and _____ them in the dishwasher.

6. What were you doing at 7:00?

I _____ the floor.

EXERCISE 30 ► Vocabulary, reading, and grammar. (Chart 2-6)

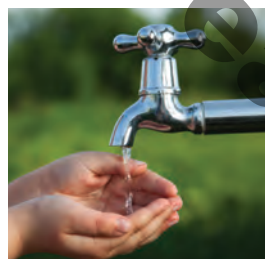
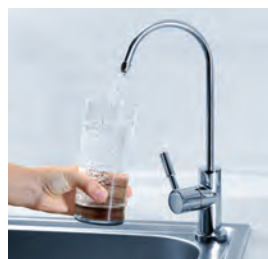
Part I. Write the words under the correct photos.

an outdoor faucet

a dripping faucet

a leaking pipe

a kitchen faucet



1. _____

2. _____

3. _____

4. _____

Part II. Read the passage.

An Expensive Surprise

The Santis had a problem. They opened their water bill and were in for an expensive surprise. Their bill was much more than usual. Instead of \$100 for the month, their bill was \$1,100. They checked inside their house for problems. Their bathroom sinks weren't leaking. The kitchen faucet

wasn't dripping. The toilets weren't leaking. The pipes weren't broken. Then they checked outside. A water faucet was running slightly. But no one used the outdoor faucet. Then they found the answer. Their dog knew how to turn it on. The weather was unusually hot that summer. While the Santis were staying indoors with air-conditioning, he was turning on cold water to cool off. The story was funny, but the ending was not. The Santis were responsible for the entire bill. But they were glad to know they had a very smart dog.

Part III. Complete the sentences about the reading. Some verbs are negative.

1. The sinks inside the house (*cause*) weren't causing problems.
2. The bathroom sinks (*drip*) _____.
3. The toilets (*work*) _____.
4. Indoor faucets (*run*) _____.
5. The outdoor faucet (*run*) _____.
6. Their dog (*use*) _____ the faucet.
7. He (*turn*) _____ on hot water.
8. He (*cool*) _____ off with cold water.

EXERCISE 31 ► Looking at grammar. (Charts 1-1 and 2-6)

Underline the progressive verbs in the following conversations. Which are present and which are past? Discuss the way they are used. What are the similarities between the two tenses?

1. A: Where are Jan and Mark? Are they on vacation?
B: Yes, they're traveling in Kenya for a few weeks.
2. A: I invited Jan and Mark to my birthday party, but they didn't come.
B: Why not?
A: They were on vacation. They were traveling in Kenya.
3. A: What was I talking about when the phone interrupted me? I forget!
B: You were describing the website you found on the internet yesterday.
4. A: I missed the beginning of the news report. What's the announcer talking about?
B: She's describing damage from the rainstorms in Pakistan.

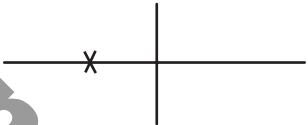
EXERCISE 32 ► Warm-up. (Chart 2-7)

Underline the verbs in each sentence. Which action is longer? Which one is shorter?

1. I was driving when the earthquake hit.
2. The road cracked open while I was driving.
3. While the ground was shaking, my car was moving from side to side.



2-7 Simple Past vs. Past Progressive

SIMPLE PAST 	(a) Maria walked downtown yesterday. (b) I slept for eight hours last night.	The simple past is used to talk about <i>an activity or situation that began and ended at a particular time in the past</i> (e.g., yesterday, last night, two days ago, in 2014), as in (a) and (b).
PAST PROGRESSIVE 	(c) During the flight, the person next to me was snoring loudly.	The past progressive is used to emphasize <i>the duration of an activity in progress in the past</i>. In (c): The person was snoring from the beginning of the flight until the end.
	(d) Maria was walking downtown yesterday when she saw an old friend from high school. (e) I was sleeping when a loud noise woke me up.	The past progressive is used to talk about <i>an activity in progress (that was occurring, was happening) when another action occurred</i>. In (d): First: <i>Maria was walking.</i> Then: <i>She saw an old friend.</i> In (e): First: <i>I was sleeping.</i> Then: <i>A loud noise woke me up.</i>
	(f) You were working when I was sleeping. (g) While I was doing my homework, my roommate was watching a movie.	In (f) and (g): When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.
(h) When the phone rang, I was sleeping. (i) The phone rang while I was sleeping.	when = at that time while = during that time Examples (h) and (i) have the same meaning.	

EXERCISE 33 ▶ Looking at grammar. (Chart 2-7)

Read the sentences in the box and answer the questions that follow.

- Liza was looking at the limousine. The movie star was waving at her.
- Liza was looking at the limousine. The movie star waved at her.
- Liza looked at the limousine. The movie star was waving at her.
- Liza looked at the limousine. The movie star waved at her.

- Which sentences have one longer action and one shorter action? _____ and _____
- Which sentence has two longer actions? _____
- Which sentence has two short actions? _____



4. In Sentence b, what happened first? _____
5. In Sentence c, what happened first? _____
6. In Sentence d, what happened first? _____

EXERCISE 34 ▶ Looking at grammar. (Chart 2-7)

Complete the sentences with the simple past or past progressive form of the verbs in parentheses.



1. At 6:00 P.M. Robert sat down at the table and began to eat. At 6:05, Robert (*eat*)
_____ *was eating* _____ dinner.
2. While Robert (*eat*) _____ dinner, Ann (*come*) _____
through the door.
3. In other words, when Ann (*come*) _____ through the door, Robert
(*eat*) _____ dinner.
4. Robert went to bed at 10:30. At 11:00, Robert (*sleep*) _____.
5. While Robert (*sleep*) _____, his cell phone (*ring*) _____.
6. In other words, when his cell phone (*ring*) _____, Robert (*sleep*)
_____.
7. Robert left his house at 8:00 A.M. and (*begin*) _____ to walk to class.
8. While he (*walk*) _____ to class, he (*see*) _____ Mr. Ito.
9. When Robert (*see*) _____ Mr. Ito, he (*stand*) _____
in his driveway. He (*hold*) _____ a broom.
10. Mr. Ito (*wave*) _____ once to Robert when he (*see*) _____ him.

EXERCISE 35 ▶ Looking at grammar. (Chart 2-7)

Complete the sentences, orally or in writing, using the information in the chart. Use the simple past for the shorter activity and the past progressive for the longer one.

ACTIVITY IN PROGRESS	BETH	DAVID	LILY
sit in a café	order a salad	pay a few bills	spill coffee on her lap
stand in an elevator	send a text message	run into an old friend	drop her glasses
dive in the ocean	swim past a shark	see a dolphin	find a shipwreck

1. While Beth was sitting in a café, she ordered a salad.
2. David paid a few bills while he was sitting in a café.
3. Lily _____ coffee on her lap while she _____ in a café.
4. While Beth _____ in an elevator, she _____ a text message to a friend.
5. David _____ an old friend while he _____ in an elevator.
6. Lily _____ her glasses while she _____ in an elevator.
7. Beth _____ past a shark while she _____ in the ocean.
8. While David _____ in the ocean, he _____ a dolphin.
9. While Lily _____ in the ocean, she _____ a shipwreck.



a shipwreck

EXERCISE 36 ▶ Let’s talk: pairwork. (Charts 2-6 and 2-7)

Work with a partner. Take turns asking and answering the questions. You can look at your book before you speak. When you speak, look at your partner.

PARTNER A	PARTNER B
1. What were you doing at 11:00 last night?	1. What were you doing at 5:00 this morning?
2. What were you doing when the sun came up this morning?	2. What were you doing when the sun set last night?
3. What were other students doing when you walked into the classroom?	3. What were you doing when this class began?
4. What were you thinking about when you got ready for school this morning?	4. What were you thinking about when you came to school today?
5. What were you thinking when you first spoke English?	5. What were you thinking when you started this exercise?

EXERCISE 37 ▶ Reading and speaking. (Charts 2-6 and 2-7)

Your teacher will assign story A to half the class and story B to the other half of the class. Read your story several times so that you know it without looking at your book. Then tell your story to three students who have the other story. Take four minutes to tell the first person your story. Then take three minutes to tell your story to the second student. Finally, take two minutes to tell your story to the third student. The last time you speak, you should feel more comfortable than the first time.

Story A

The Ant and the Bird

An ant was very thirsty and went to a river to drink. While he was drinking, he fell into the water. A bird was sitting in a tree and saw the ant float down the river. The ant tried to swim to safety but was unsuccessful.



The bird flew to the ant and put a leaf close to him. The ant climbed onto the leaf and floated to the shore. While the ant was resting, a hunter came to the river. He had a rock and planned to kill the bird. The ant knew this and bit the hunter in the foot. The hunter screamed, and while he was screaming, the bird flew to safety.

Moral of the story: Kind acts lead to more kind acts.



Do you know these words?

- float
- leaf
- hunter
- rock
- scream

Story B

The Lion and the Mouse



A mouse was running through the forest. He ran past a big lion. The lion was sleeping and snoring loudly. The mouse accidentally stepped on the lion's nose. The lion woke up and looked at the mouse angrily. "Please don't hurt me," the mouse cried. "Maybe I can help you one day." The lion laughed and put the mouse down.

A week later, a hunter's net caught the lion. The lion roared and tried to escape. While he was trying to escape, the mouse came to help him. He cut a hole in the net with his teeth. Soon the lion was free.

Moral of the story: Kindness brings more kindness.



Do you know these words?

- snore
- accidentally
- angrily
- hunter
- net
- roar
- escape
- hole

EXERCISE 38 ▶ Looking at grammar. (Charts 2-6 and 2-7)

Read each pair of sentences and answer the question orally. Explain your answer.

1. a. Julia was eating breakfast. She heard the breaking news* report.

b. Sara heard the breaking news report. She ate breakfast.

QUESTION: Who heard the news report during breakfast? _____

2. a. Carlo was fishing at the lake. A fish was jumping out of the water.

b. James was fishing at the lake. A fish jumped out of the water.

QUESTION: Who saw a fish jump just one time? _____

3. a. When the sun came out, Paul walked home.

b. When the sun came out, Vicky was walking home.

QUESTION: Who walked home after the sun came out? _____

4. a. Joe looked at an email during class.

b. Sam was looking at an email during class.

QUESTION: Who probably spent more time looking at an email? _____

5. a. Pierre shouted and left the room.

b. Olaf was shouting when he left the room.

QUESTION: Who left after he shouted? _____

6. a. Erika was walking her dog, Hank. Hank was barking.

b. Kate was walking her dog, Belle. Belle barked.

QUESTION: Which dog barked more? _____

EXERCISE 39 ▶ Looking at grammar. (Chapter 1 and Charts 2-1 → 2-7)

Complete the sentences. Use the simple present, present progressive, simple past, or past progressive form of the verbs in parentheses.

Part I.

Right now Toshi and Oscar (*sit*) are sitting ¹ in the library. Toshi (*do*)

is doing ² his homework, but Oscar (*study, not*) isn't studying ³.

He (*stare*) is staring ⁴ out the window. Toshi (*want*) wants ⁵ to know what Oscar (*look*) is looking ⁶ at.

TOSHI: Oscar, what (*you, look*) are you looking ⁷ at?

OSCAR: I (*watch*) am watching ⁸ the skateboarder. Look at that guy over there.

He (*turn*) is turning ⁹ around in circles on his back wheels. He's amazing!

*breaking news = a special news report on the TV or radio

TOSHI: It (be) _____ easier than it (look) _____.

I can teach you some skateboarding basics if you'd like.

OSCAR: Great! Thanks!

Part II.

Yesterday Toshi and Oscar (sit) _____ in the library.

Toshi (do) _____ his homework, but Oscar (study, not)

_____ . He (stare) _____ out the

window. Toshi (want) _____ to know what Oscar (look)

_____ at. Oscar (point) _____ to the skateboarder. He (say)

_____ that he was amazing. Toshi (offer) _____ to teach him some skateboarding basics.



EXERCISE 40 ► Grammar and listening. (Chapter 1 and Charts 2-1 → 2-7)

Choose the correct completions. You can check your answers by listening to the audio.

Jennifer's Problem

Jennifer **work / works** for an insurance company. When people **need / are needing** help with their car insurance, they **call / are calling** her. Right now it is 9:05 A.M., and Jennifer **works / is working** at her desk.

She **came / was coming** to work on time this morning. Yesterday Jennifer **was / is** late to work because she **had / was having** a car accident. While she **is driving / was driving** to work, her cell phone **ring / rang**. She **reached / was reaching** for it. While she **is reaching / was reaching** for her phone, Jennifer **lost / was losing** control of the car. It **hit / was hitting** a telephone pole.

Jennifer **is / was** OK now, but her car **isn't / doesn't**. She **feel / feels** very embarrassed. She **made / was making** a bad decision, especially since it is illegal to talk on a cell phone and drive at the same time in her city.





EXERCISE 41 ► Listening. (Charts 2-1 → 2-7)

Listen to each conversation. Then listen again and complete the sentences with the words you hear.

At a Checkout Stand in a Grocery Store

1. CASHIER: Hi. _____ what you needed?
 CUSTOMER: Almost everything. I _____ for sticky rice, but I _____ it.
 CASHIER: _____ on aisle 10, in the Asian food section.
2. CASHIER: This is the express lane. Ten items only. It _____ like you have more than ten. _____ count them?
 CUSTOMER: I _____ I _____ ten. Oh, I _____ I have more. Sorry.
 CASHIER: The checkout stand next to me is open.
3. CASHIER: _____ any coupons you wanted to use?
 CUSTOMER: I _____ a couple in my purse, but I can't find them now.
 CASHIER: What _____ they for? I might have some extras here.
 CUSTOMER: One _____ for eggs, and the other _____ for ice cream.
 CASHIER: I think I have those.



EXERCISE 42 ► Warm-up. (Chart 2-8)

Check (✓) the sentences that have this meaning:

First action: We gathered our bags.

Second action: The train arrived at the station.

1. ____ We gathered our bags before the train arrived at the station.
2. ____ Before the train arrived at the station, we gathered our bags.
3. ____ After we gathered our bags, the train arrived at the station.
4. ____ As soon as the train arrived at the station, we gathered our bags.
5. ____ We didn't gather our bags until the train arrived at the station.

2-8 Expressing Past Time: Using Time Clauses

(a) TIME CLAUSE *After I finished my work,* MAIN CLAUSE *I went to bed.*

(b) MAIN CLAUSE *I went to bed* TIME CLAUSE *after I finished my work.*

After I finished my work = a time clause*

I went to bed = a main clause

Examples (a) and (b) have the same meaning.

A time clause can

- (1) come in front of a main clause, as in (a).
- (2) follow a main clause, as in (b).

(c) I went to bed **after** I finished my work.

(d) **Before** I went to bed, I finished my work.

(e) I stayed up **until** I finished my work.

(f) **As soon as** I finished my work, I went to bed.

(g) The phone rang **while** I was watching TV.

(h) **When** the phone rang, I was watching TV.

These words introduce time clauses:

after
before
until
as soon as
while
when

} + subject and verb = a time clause

In (e): **until** = to that time and then no longer**

In (f): **as soon as** = immediately after

PUNCTUATION: Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause):

time clause + comma + main clause
main clause + **no** comma + time clause

(i) When the phone rang, I answered it.

In a sentence with a time clause introduced by **when**, both the time clause verb and the main verb can be simple past. In this case, the action in the **when**-clause happened first.

In (i): First: *The phone rang.*

Then: *I answered it.*

*A clause is a structure that has a subject and a verb.

****Until** can also be used to say that something does NOT happen before a particular time: *I didn't go to bed until I finished my work.*

EXERCISE 43 ► Looking at grammar. (Chart 2-8)

Check (✓) all the clauses. Remember: A clause must have a subject and a complete verb.

1. _____ applying for a visa
2. _____ while the woman was applying for a visa
3. _____ the man took passport photos
4. _____ when the man took passport photos
5. _____ as soon as he finished
6. _____ he needed to finish
7. _____ after she sent her application
8. _____ sending her application

EXERCISE 44 ▶ Looking at grammar. (Chart 2-8)

Write “1” before the action that started first. Write “2” before the action that started second.

Taking a Taxi

1. After the taxi dropped me off, I remembered my coat in the backseat.
 - a. ____ The taxi dropped me off.
 - b. ____ I remembered my coat in the backseat.
2. I remembered my coat in the backseat after the taxi dropped me off.
 - a. ____ I remembered my coat in the backseat.
 - b. ____ The taxi dropped me off.
3. I double-checked the address before I got out of the taxi.
 - a. ____ I double-checked the address.
 - b. ____ I got out of the taxi.
4. Before I paid the driver, I asked for a receipt.
 - a. ____ I paid the driver.
 - b. ____ I asked for a receipt.
5. After I tipped the driver, he helped me with my luggage.
 - a. ____ The driver helped me with my luggage.
 - b. ____ I tipped the driver.
6. I tipped the driver after he helped me with my luggage.
 - a. ____ I tipped the driver.
 - b. ____ The driver helped me with my luggage.

EXERCISE 45 ▶ Grammar and speaking. (Chart 2-8)

Part I. Combine each set of sentences into one sentence by using a time clause. Discuss correct punctuation.

My Day

1. *First:* I cleaned up the kitchen.

Then: I left my apartment this morning.

Before I left my apartment this morning, I cleaned up the kitchen.

I cleaned up the kitchen before I left my apartment this morning.

2. *First:* It began to rain.

Then: I took out my umbrella.

When _____

_____ when _____

3. *First:* I worked all day.

Then: I went home.

After _____
_____ after _____

4. *First:* I heard the doorbell.

Then: I opened the door.

As soon as _____
_____ as soon as _____

5. *First:* I chatted with my neighbor.

Then: I needed to go to bed.

Until _____
_____ until _____

6. *At the same time:* My neighbor was talking.

I was thinking about my job.

While _____
_____ while _____

 **Part II.** Work with a partner. One partner says the two sentences + the time word. The other partner, with book closed, combines the sentences. Take turns.

EXERCISE 46 ► Looking at grammar. (Charts 2-1 → 2-8)

Complete the sentences. Use the simple past or the past progressive form of the verbs in parentheses.

First Aid

1. I (*cut*) _____ my thumb while I (*use*)

_____ a knife. It hurt and I

(*yell*) _____ “Ouch.” My girlfriend

(*bring*) _____ the first-aid kit.

She (*take*) _____ out a bandage because my thumb (*bleed*)

_____. She (*clean*) _____ it, but the bandage (*be*)

_____ too small, so she (*wrap*) _____ my thumb with gauze and tape.

2. A bee (*sting*) _____ Mr. Romeo on the leg when he (*plant*)

_____ flowers. He is slightly allergic to bees. His wife (*give*)

_____ him some medicine to help with the allergic reaction.



3. While my son (*work*) _____ at a construction site, he (*fall*) _____ off a ladder and (*break*) _____ his ankle. He (*lie*) _____ on the ground when some co-workers (*find*) _____ him. They (*call*) _____ 911. They (*put*) _____ ice on his ankle and (*keep*) _____ him warm until the medics (*arrive*) _____.

EXERCISE 47 ► Warm-up. (Chart 2-9)

Part I. Think about your experiences when you were a beginning learner of English. Check (✓) the statements that are true for you.

When I was a beginning learner of English, ...

1. ____ I felt nervous when someone asked me a question.
2. ____ I checked my dictionary frequently.
3. ____ I asked people to speak very, very slowly.
4. ____ I translated sentences into my language a lot.

Part II. Look at the sentences you checked. Are some of these statements no longer true? If the answer is “yes,” you can express your ideas with ***used to***. Check (✓) the statements that are true for you.

1. ____ I used to feel nervous when someone asked me a question.
2. ____ I used to check my dictionary frequently.
3. ____ I used to ask people to speak very, very slowly.
4. ____ I used to translate sentences into my language a lot.

2-9 Expressing Past Habit: *Used To*

(a) I <i>used to live</i> with my parents. Now I live in my own apartment.	<i>Used to</i> expresses a past situation or habit that no longer exists at present. FORM: <i>used to</i> + the simple form of a verb
(b) Ann <i>used to be</i> afraid of dogs, but now she likes dogs.	
(c) Al <i>used to smoke</i> , but he doesn't anymore.	
(d) <i>Did</i> you <i>use to live</i> in Paris?	QUESTION FORM: <i>did</i> + subject + <i>use to*</i>
(e) I <i>didn't use to drink</i> coffee at breakfast, but now I always have coffee in the morning.	NEGATIVE FORM: <i>didn't use to</i> <i>Never</i> can also be used to express a negative idea with <i>used to</i> , as in (f).
(f) I <i>never used to</i> drink coffee at breakfast, but now I always have coffee in the morning.	

*Both forms ***use to*** and ***used to*** are possible in questions and negatives: ***Did you used to live*** in Paris? I ***didn't used to drink*** coffee. English language authorities do not agree on which is preferable.

EXERCISE 48 ▶ Looking at grammar. (Chart 2-9)

Make sentences with a similar meaning by using **used to**. Some of the sentences are negative, and some of them are questions.

1. When I was a child, I was shy. Now I'm not shy.
I used to be shy, but now I'm not.
2. When I was young, I thought that people over 40 were old.
I _____ that people over 40 were old. Now I'm 40, and I don't feel old!
3. Now you live in this city. Where did you live before you came here?
Where _____?
4. Did you work for the phone company at some time in the past?
_____ for the phone company?
5. When I was younger, I slept through the night. I never woke up in the middle of the night.
Now I wake up a lot.
I _____ through the night, but now I don't.
I _____ in the middle of the night, but now I do.
6. When I was a child, I watched cartoons on TV. I don't watch cartoons anymore. Now I stream movies.
I _____ cartoons on TV, but I don't anymore.
I _____ movies, but now I do.
7. How about you?
What _____ on TV when you were little?

EXERCISE 49 ▶ Let's talk: interview. (Chart 2-9)

Walk around the classroom. Make a question with **used to** for each item. When you find a person who says "yes," write down his/her name and go on to the next question. Share a few of your answers with the class.

Childhood Fun

Find someone who used to ...

1. play in the mud. → *Did you use to play in the mud?*
2. play with dolls or toy soldiers.
3. believe in monsters.
4. catch frogs or snakes.
5. play jokes on the teacher at school.
6. watch cartoons.
7. swing on a rope swing.

a rope swing

EXERCISE 50 ▶ Check your knowledge. (Chapter 2 Review)

Correct the errors in verb tense usage.

1. Alex used to ^{live}~~living~~ in Cairo.
2. Did you be sick last week?
3. Rico caught a cold after he plaid outside for several hours.
4. My grandma lose her keys at the mall last week.
5. Junko used to worked for an investment company.
6. We didn't no have fun when we went to the party.
7. Was your plane arrived on time last night?
8. While my mom shopping, someone took her credit cards.
9. All the students checking their phones during the class break.
10. My family used to going to the beach every weekend, but now we don't.

EXERCISE 51 ▶ Reading and writing. (Chapter 2)

Part I. Read the passage. Underline the time words.

J. K. ROWLING

J. K. Rowling used to be an English language teacher before she became famous as the author of the *Harry Potter* series.

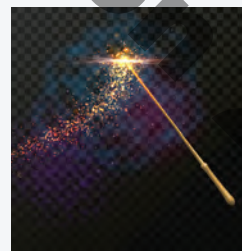
From 1991 to 1994, she spent time in Portugal. While she was living there, she taught English. She was also working on her first *Harry Potter* book. Her journey from teacher to worldwide fame is an unexpected story.

After Rowling taught in Portugal, she went back to Scotland. By then she was a single mother with a young daughter. She didn't have much money, but she didn't want to return to teaching until she completed her book. Rowling did a lot of writing in a café. Her apartment was cold, and she enjoyed drinking coffee. While her daughter was taking naps beside her, Rowling worked on her book. She wrote quickly, and when her daughter was three, Rowling finished *Harry Potter and the Philosopher's Stone*.*

Many publishers were not interested in her book. She doesn't remember how many rejection letters she got — maybe twelve. Finally, a small publishing company, Bloomsbury, accepted it. Shortly after its publication, the book began to sell quickly, and Rowling soon became famous. Now there are several *Harry Potter* books, and Rowling is one of the wealthiest and most successful women in the world.

Do you know these words?

- | | |
|-----------------|--------------------|
| - journey | - take a nap |
| - fame | - publisher |
| - unexpected | - rejection letter |
| - single mother | - wealthy |



*In the United States and India, this title was changed to *Harry Potter and the Sorcerer's Stone*.

Part II. Choose a famous person you are interested in. Find information about the person's life. Make a list of important or interesting events. Then write one or more paragraphs to share this information. Use appropriate time words and expressions to help your readers follow your ideas, and edit your verbs carefully.

WRITING TIP

When you are writing about the past, it is helpful to use time words to connect some of your sentences:

Before	When	Soon	Finally
After	While	By then	Shortly after
Now			

Time words and expressions make it easier for the reader to follow your ideas. Look at what happens to the beginning of the second paragraph in the passage without time words:

Rowling taught in Portugal. She went back to Scotland. She was a single mother with a young daughter.

It is difficult for the reader to understand exactly what happened and when. Also, the writing is “choppy” — it is not clear how the ideas connect to each other.

Part III. Edit your writing. Check for the following:

1. ☐ correct use of the simple past (a finished event)
2. ☐ correct use of the past progressive (a past event in progress)
3. ☐ use of some time words to connect ideas
4. ☐ correct spelling (use a dictionary or spell-check)

■■■■■ For digital resources, go to the Pearson Practice English app. You can download the app from the Pearson English Portal.