

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 spoken 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.

Additional materials on the principal parts of verbs (simple, simple past, past participle, and present participle), as well as notes on the pronunciation of past tense *-ed* endings, can be found in the Appendix.

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

CHAPTER RESOURCES

PRACTICE

Workbook

Classroom PowerPoints

Self-Study PowerPoints – MEL

ASSESSMENT

Test Bank

PRETEST. What do I already know? Page 30.
Time: 5–10 minutes

The pretests are designed to check students’ knowledge of the target grammar before they begin a chapter. Current research shows that taking a short test or quiz before studying new material can enhance and stimulate learning.

The pretests can be administered in a variety of ways including, but not limited to, a whole class discussion, an in-class quiz, and / or individual self-assessment. These items can help students familiarize themselves with the new material.

► EXERCISE 1. Warm-up. Page 30.

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.*

Expansion

The game “Two Truths and a Lie” works quite well with both the simple past and the past progressive. You may want to play it more than once during this chapter.

Either in class or as homework, have students think of two facts, stories, or events that happened to them. Then have students create one fact, story, or event that is not true. Model the activity to the class by stating two truths and a lie about yourself using the past tense. Have the class vote on which is not true. Explain your answer using the past tense. Then have students play as a whole class or in small groups. If you have them in small groups, be sure to circulate and monitor the sentences to ensure they are in the past tense.

CHART 2-1. The Simple Past: Regular Verbs.
Page 31. 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 and make negative statements with regular simple past verbs; therefore, this part of the chart may require extra attention.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

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

past _____ present _____ future

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

past _____ X _____ present _____ future

I stayed up late last night.

I cooked dinner last night.

I watched television yesterday.

- 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:

past _____ X _____ present _____ future

I stayed up late last night.

I cooked dinner last night.

I watched television yesterday.

- Read through (a)–(d) 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 *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 them on the board:

Yes, I did.

No, I didn't.

- Read through the bottom section, Simple Past: Regular Verb Forms, with students and answer any questions.

► EXERCISE 2. Looking at grammar. Page 31. Time: 5–10 minutes

This exercise helps students form the habit of learning a tense first in the affirmative and then immediately learning the negative and question forms as well. This structured 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. Game. Page 31. 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.
- To give more students a chance to practice before beginning the game, write the following sentences on the board and work as a class.

7. *Most students traveled here on bicycles.*

8. *All doctors studied music.*

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

10. *Dinosaurs existed in the 1950s.*

Optional Vocabulary

invented

Nobel Peace Prize

clothing

iceberg

Apollo 1

Assess Now

CHART 2-2. Expressing Past Time: The Simple Past, Irregular Verbs. Page 32. Time: 20 minutes

Most students have some understanding of the Simple Past Irregular verb forms. When both the *be*-verb forms and the irregular forms are presented in the same chart, students can clearly see that the two forms are separate and cannot be combined (as in the common student error *I was studied last night.*)

Leading a Guided Memory Activity, such as the one below, can be an effective way to introduce and / or practice many verbs tenses. Here the topic is Best Birthday Ever, but other possible topics could be Best Vacation, Funniest Thing That Ever Happened to You, or Favorite Holiday.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- First, draw three columns on the board, but do not label them yet (they will later be titled Regular, Irregular, and Be).
- Have students close their eyes and think of their best birthday memory.
- Guide them through their memory by asking the following questions or make questions of your own.

Where were you?

When was it?

What was the temperature?

Who was there?

What did you eat?

What did you do?

What sounds were there?

What smells do you remember?

How did you feel?

- Ask students to open their eyes, and ask the questions again.
- Either have students call out their answers, or call on specific students.
- The answers should be in the Simple Past tense, but if not, gently prompt students for the Past Form by saying "In the past..." or "At my birthday party last year..."
- As they call out answers, write the verbs in the corresponding column. For *be*-verb answers, it might be helpful to write the noun, adjective, or preposition that follows as well.
- Once all their answers are on the board, have pairs or small groups of students study the three columns, look for patterns, and then create a title for each column.
- Discuss possible titles for each group and guide them to some variation of the three titles: Regular, Irregular, and *Be*-Verb.
- Direct students to the example sentences in Chart 2-2 and explain that this chart focuses on the two kinds of past irregular verbs: the *be*-verb and all other irregular verbs.
- Review the negative and question forms by asking silly questions about their Birthday Memory, such as:

Did you ride an elephant at your birthday party?

Were you in New York City for your birthday party?

- Using the birthday verbs on the board, have pairs ask each other questions about their birthday party.
- If time permits, pairs can share a few answers about their partner to a small group or the whole class.

For example:

Kyu didn't fly a plane for his birthday.

Alice wasn't in Paris for her birthday.

CHART 2-3. Common Irregular Verbs: A Reference List. Page 33. Time: 10–15 minutes

Students can feel overwhelmed when they look through Chart 2-3 and see the number of irregular verbs. There are more than 250 irregular verbs in English, and many of these are high frequency. Chart 2-3 contains 100 common irregular verbs. (For a longer list that also includes less frequently used irregular verbs, consult *Understanding and Using English Grammar, 5th edition*.)

Students and teachers often wonder whether memorizing this list is helpful. The text provides ample practice opportunities, but it is beneficial to most EFL /ESL students to know these forms by memory. Students at this level will already know many of the more common irregular verbs. It is helpful 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 simple past form 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.

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*.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the heading *Irregular Verbs* and write two columns beneath it.
- 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.

► **EXERCISE 7.** Let's talk. Page 35.

Time: 10 minutes

This type of exercise works well as a whole-class "mixer" activity that gets students out of their seats and interacting with people other than their seatmates.

Round Robin: Put students in two lines facing each other. Everyone asks the person they are facing the first question. After about 30-60 seconds, call out "Switch" and have the first person in one line move to the back of that same line while everyone else in that line moves up one partner. New pairs then ask each other the second question.

Guided Mingle: Have everyone stand up. Explain that they will be asking one student one question, and that they should continue talking about question 1 until you say, "Switch!" Give pairs a minute or so for each question before calling out "Switch!"

Free Mingle: The same as a Guided Mingle except students begin and end conversations at their discretion instead of at your direction.

► **EXERCISE 8.** 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.
- Explain that they will answer "Yes" to all the questions.
- Circulate and assist those pairs who seem reluctant.
- After everyone has had a turn, you can ask two of the more outgoing students to reenact the questions and the rest of the class can help supply alternative and more imaginative answers.

Optional Vocabulary

imagine	emergency room
cast	waiting room
slipped	prescription

Expansion

Create a pack of index cards with additional scenarios on each card. Each should have a title and then two sets of different 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 10.** Looking at grammar.

Page 36. Time: 10-15 minutes

Optional Vocabulary

whirlwind	typical
energetic	sluggish

► **EXERCISE 11.** Looking at grammar.

Page 37. Time: 10-15 minutes

Optional Vocabulary

finance	equator
management	kindergarten
toast	

► **EXERCISE 12.** Let's talk: pairwork. Page 38.

Time: 10-15 minutes

The goal here 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 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.

► **EXERCISE 14.** Let's talk: pairwork. Page 39.

Time: 10-15 minutes

Expansion

Small talk can be very difficult to both comprehend and produce, especially for intermediate level students.

Given that English is a stress-timed language, even simple conversations such as this can have greatly different meanings based solely on changes in stress. This exercise is an excellent opportunity for a quick, fun, and rich lesson in both small talk and the importance of stress.

- 1) Small Talk – Focus on common alternate phrases with similar meaning (i.e. “How’s it going?” = “What’s up?”).
- 2) Stress – Focus on stress and how emphasizing different words in a statement can greatly change the meaning. For example:

“**What** did you do?” “What **did** you do?” “What did **you** do?” “What did you **do**?”



CHART 2-4. Recognizing Verb Endings and Questions with *Did*. Page 40.
Time: 10–15 minutes

The goal here is to expand students’ understanding and awareness of the sounds of verb endings. Quite often, final -s, final -d, and contractions are extremely difficult for the emerging English speaker to hear. See the Expansion below for some ideas on how to review and practice these skills regularly throughout this chapter. Additional material on the pronunciation of these verb endings can be found in the Appendix.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Explain that the focus of this chart is to build students’ ability to understand difficult spoken features of English.
- Model this by reading example sentences (a)–(c) slowly and clearly.
- Explain that you are going to read either (a) or (b) at quick, native speaker pace and that they will call out the letter of the sentence they hear, (a) or (b).
- Go back and forth quickly saying each sentence about 6–8 times.
- Repeat the activity for (d)–(f).
- Discuss the explanation notes for (a)–(f).
- Repeat this for the remaining two sections of the chart.

Expansion

Quick dictations are an effective and fun way to build students’ decoding skills. Every few days, spend the first 5 minutes of class on a focused dictation, such as the one below for contractions. Say each statement at a fast, though not at a native speaker’s, speed. After students have written down what they heard, randomly select two students to write their version on the board, while the other students check their answers with each other. Discuss the answers on the board together.

It wasn’t bread.

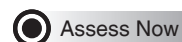
Did you eat yet?

It was nut bread.

Didn’t you eat yet?

► EXERCISES 18–20. Listening. Page 41.

See the Teaching Suggestions at the front of this book for additional ideas for dealing with Listening exercises.



► EXERCISE 21. Warm-up. Page 42. 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.

Part I

- Ask students when they need to 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 2-5. Spelling of *-ing* and *-ed* Forms. Page 43. 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 *worshipped, 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.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart heading on the board.
- With students' books closed, continue from the Warm-up by drawing Chart 2-5 on the board and labeling each column accordingly.
- Elicit a verb ending in *-e* from students, such as *smile*, and use it to complete the chart below.

End of Verb	Double the Consonant	Simple	-ing	-ed
-e	NO	smile	smiling	smiled

- 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 2-5 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 on the right side of the chart aloud and discuss them as a class.

Expansion

While many students can memorize spelling lists for short-term recall, it is the transfer of that knowledge to long-term memory that is the goal here (and of all language instruction). To that end, Spelling Bees can be a fun way to help students practice the various spelling rules. There is a wide range of variations on the classic Spelling Bee (i.e. individual, small groups, teams; seat work, on the board, or oral), but the key is to keep the activity more of a game and less of a quiz. To that end, you might consider having the final item or two be worth an unusual amount of points, such as 5,479 or 14,098, so all participants remain engaged, including those who are struggling and have a lower score up to that moment.

► EXERCISE 24. Reading and grammar. Page 45. Time: 10–15 minutes

See the Teaching Suggestions at the beginning of the book for additional ideas regarding reading exercises.

Optional Vocabulary

common	positive
sour	opportunity
situation	connect
experience	messaging
disappointed	instant

Assess Now

CHART 2-6. The Past Progressive. Page 46. Time: 15–20 minutes

It is critical to all progressive tenses that students understand the concept of "an action in progress at a particular moment in time." In this chart, that moment of time is in the past. 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.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- On the left-hand side of the board, write *Simple Past* and draw the simple past timeline.
- 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:

past _____ present _____ future
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 timeline. Write a ? on the timeline and label it *9:30 last night*.

past _____ present _____ future
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 timeline. For example:

past → ? ————— present ————— future
 9:30 last night

- Write complete past progressive sentences beneath the timeline.
- 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:

Forms of the Past Progressive

Statement	<i>Luis was sleeping at 9:30 last night.</i>
Negative	<i>Luis wasn't sleeping at 9:30 last night.</i>
Question	<i>Was Luis sleeping at 9:30 last night?</i>
Short Answer:	<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.

► EXERCISE 28. Let's talk: pairwork. Page 47. Time: 5–10 minutes

If time and the flow of the class permits, this exercise works well as an additional warm-up before introducing the material in the chart. After pairs have shared with the class, you can also take a class survey of how many people were or were not doing each activity.

► EXERCISE 29. Vocabulary and grammar. Page 48. Time: 5–10 minutes

Optional Vocabulary

clear off	serve
heat up	sweep
rinse	spoons
set	napkins

► EXERCISE 30. Vocabulary, reading, and grammar. Page 48. Time: 10–20 minutes

If the timing of your class permits, it can be helpful to leave this exercise until the end of a class. Allow yourself enough time to read the entire passage aloud as students follow along. Then assign the rest of the exercise for homework to give students additional time to process the information in the reading.

Optional Vocabulary

water bill	responsible
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► EXERCISE 31. Looking at grammar. Page 49. Time: 5–10 minutes

- Have students read the exercise independently and 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	Past Progressive
formed with be and -ing	formed with past of be and -ing
describes something happening at one time (right now)	describes something that was happening at one time in the past
shows action that is in progress	shows action that was in progress

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

Optional Vocabulary

traveling	website
interrupted	announcer
describing	damage

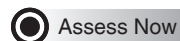


CHART 2-7. Simple Past vs. Past Progressive.
Page 50. Time: 15–20 minutes

Introducing the idea of long vs. short actions, as in the Warm-up Exercise 32, can help students who are struggling with the difference between Simple Past and Past Progressive.

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 everyday 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 2-8. 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 2-8. 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 2-8. Prior to studying Chart 2-8, time clauses used in exercises begin with either *when* or *while*.

Students may question why *see*, which is presented as a non-action verb in Chapter 1, also has an *-ing* form. Explain that *see* has more than one meaning. When it means *visit* or *consult*, it can be used in the progressive, i.e., *Bob is seeing his doctor this afternoon*. It can also be used to talk about two people who are dating, i.e., *Mark is seeing Jan*. 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.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Ask students if they received any texts or emails yesterday and have them think of what they were doing when they got the text or email.
- Then ask them to call out what they were doing when they got the text or opened the email.

- Choose one student response and put it on the board. For example:

Ahmed got a text from his brother. He was watching the World Cup.

- Ask students which action was long and which was short. Draw a short line (|—|) under the Simple Past verb. Then draw a longer line (|——|) under the Past Progressive verb. For example:

Ahmed got a text from his brother. He was watching the World Cup.

- Ask students which action happened first, the long one or the short one, and write the number 1 or 2 above the appropriate sentence.
- Explain that we can combine the two sentences using special Time Words such as *when* and *while*.
- Explain that in general *when* is used with simple past and shows that an action happened at one specific time in the past.
- Tell students that because *when* talks about a specific time in the past, it should be used with the Simple Past (short verbs).
- Explain that in general *while* is used to show duration of time in the past and is used with Past Progressive (long verbs).
- Tell students that because *while* shows duration, it should be used with long verbs.
- Refer back to the example on the board, ask students to combine the sentences using *when*, and write their answer on the board.

When Ahmed got a text from his brother, he was watching the World Cup.

- Then ask students to combine the two sentences using *while* and write their response on the board.

While Ahmed was watching the World Cup, he got a text from his brother.

- Ask students what the Time Words are and circle them when students call them out.
- For each sentence, ask students which action was short and which was long, and draw the corresponding lines underneath.
- Then ask students which action came first and which came second in each sentence.
- Have pairs study the sentences and try to come up with a pattern or rule for *when* and *while*. They should come up with something like

When + short action, long action. OR When + 2nd action, 1st action.

While + long action, short action. OR While + 1st action, 2nd action.

- 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 34.** Looking at grammar.
Page 51. Time: 10–15 minutes

This exercise is intended as an extension of Chart 2-7 on page 50. 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 timelines from the chart 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 35.** Looking at grammar.
Page 52. 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 you should emphasize this. Students should realize and appreciate that the Activities in Progress naturally take more time than 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 37.** Reading and speaking.
Page 53. Time: 10 minutes

If time and class flow permit, you may want to assign the stories for homework to give students time to work with the material. It may also be helpful to spend some time in class discussing the meaning of the phrase "moral of the story." You can give some examples of other morals and ask for morals from their culture.

See the Teaching Suggestions at the front of this book for additional suggestions for reading activities.

► **EXERCISE 38.** Looking at grammar.
Page 54. 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). Encourage students to think critically about which action usually takes more time.

Be prepared to draw timelines for both past progressive and simple past. You can emphasize the duration of the activity in progress by highlighting the ongoing action in the past on the timeline. 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 timeline. Take the time to illustrate any examples that were troublesome in this way.

► **EXERCISE 39.** Looking at grammar.
Page 54. Time: 10–15 minutes

The principal purpose of this practice is for students to see the relationship between present and past verbs. Part I is told from a present-time perspective; 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	amazing
skateboarder	offer
wheels	basics



CHART 2-8. Expressing Past Time: Using Time Clauses. Page 57. 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.

Emphasize 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 point out 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 “time words,” “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 when marking time:

*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 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 Paul raised his.

Maria didn't raise her hand until Paul raised his.

Maria didn't sit down until Anna sat down.

Maria sat down as soon as Anna sat down.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- 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)–(i) aloud.

- Discuss the notes next to each example sentence (a)–(i) and provide additional examples as necessary.

- Be prepared to spend extra time on (e) and (f): *until* and *as soon as*.

- Write additional example sentences on the board for *until* and *as soon as* 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.

Weng answered the question as soon as Viola asked it.

- Ask students *when* Weng 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.

Weng didn't answer the question until Viola asked it.

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

► **EXERCISE 43.** Looking at grammar. Page 57. 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 if a group of words is not a clause, it can be considered a phrase.

► **EXERCISE 50.** Check your knowledge.
Page 62. Time: 10–25 minutes

See the Teaching Suggestions at the beginning of this book for additional ideas for working with Check your knowledge exercises.

► **EXERCISE 51.** Reading and Writing.
Page 62. 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 regarding writing instruction.

Optional Vocabulary

naps	accepted
rejection letters	shortly
publishing company	publication

Expansion

It is often helpful for students to discuss a context before writing about it. If time permits, put students in small groups to discuss a famous person each of them is interested in. Encourage students to ask each other questions such as:

Why are you interested in this person?

How did you first learn about him / her?

Which personality traits do you admire?

 Assess Now

Additional practice for the Chapter can be found on MyEnglishLab and in the Workbook.