

Chapter 2: PRESENT AND PAST, SIMPLE AND PROGRESSIVE

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General Notes on Chapter 2

- **OBJECTIVE:** This chapter explores four high-frequency verb tenses, reviewing and reinforcing the students' ability to use them, and introduces some finer points of usage of these tenses.
- **APPROACH:** The text presents and compares first the simple present and present progressive, including their use with stative verbs, then the simple past and past progressive. The simple past unit includes pronunciation of *-ed* endings and special practice on irregular verbs.

- **TERMINOLOGY:** “Progressive” is also called “continuous” in some grammars. A clause is a structure containing a subject and a verb. A clause may be either independent (also called a main clause) or dependent (subordinate).

□ **EXERCISE 1, p. 12. Preview: present and past verbs. (Chapter 2; Appendix Charts B-1, B-2, and C-1)**

This exercise can be used as a pretest. Give the class a few minutes to do the exercise as seat work prior to class discussion. The purpose is for the students to discover which grammar points they need to pay special attention to in this chapter.

The text assumes that the students do not know all the grammar covered in this exercise. If your students can do this exercise without any difficulty or questions, they probably don't need to study this chapter—and indeed may be using a book that is too simple for them.

While this exercise previews the grammar found in this chapter, it also includes grammar not found in this chapter, grammar it is assumed the students are already familiar with, such as word order in questions, parallel structure, and the use of final *-s/-es* in third person singular simple present verbs. You may wish to take some time in class to review these points. (Question and negative forms can be found in the Appendix, parallel structure in Chapter 16, and final *-s/-es* in Chapter 6.)

ANSWERS: 2. I don't know Sam's wife. 3. A: What are you talking about? B: I am talking about the political situation in my country. 4. My roommate usually watches TV, listens to music, or goes out in the evening. 5. When I turned the ignition key, the car started. 6. This class consists of students who want to learn English. 7. The children drew some pictures in school this morning. 8. While Tom was reading in bed last night, his phone rang. When he answered it, the caller hung up. 9. Right now Sally is in the kitchen eating breakfast. 10. When the sun rises, it appears from below the horizon.

CHARTS 2-1 and 2-2: SIMPLE PRESENT AND PRESENT PROGRESSIVE

- Now that the students have covered preliminary material on the English tense system and spelling of *-ing* and *-ed* forms, the text focuses on each tense in more detail.
- Throughout the rest of the chapters on verb tenses, the exercises contain questions, negatives, contractions, and midsentence adverbs. These topics are assumed to be primarily review at this level, but most students still need to work with them. You may wish to refer your students to the Appendix for more information about these topics, or fit the Appendix Units into your class instruction as you see the need and find the time.

□ **Exercise 2, p. 13. Simple present vs. present progressive. (Charts 2-1 and 2-2)**

SAMPLE ANSWERS: 1. I get up at 7:00 every morning. 2. The sun rises in the east and sets in the west. 3. We are working on Exercise 2. 4. **SIMPLE PRESENT:** (*Name of a country*) is at war with (*name of a country*). **PRESENT PROGRESSIVE:** These two countries are fighting a war. 5. On page 75, the horse is laughing at the rider, who is sitting on the ground.

□ **EXERCISE 3, p. 13. Activity: using the present progressive. (Chart 2-2)**

Students write one action on a piece of paper. Collect those papers and redistribute them around the class. (If the class is very large, this can be done in small groups.) A student, without saying anything, performs the action written on his/her piece of paper, and another student describes the activity using the present progressive. This is a lively technique for using English to describe something that is actually happening.

□ **EXERCISE 4, p. 14. Simple present vs. present progressive. (Charts 2-1 and 2-2)**

ANSWERS: 2. washes 3. usually sits . . . is sitting 4. am trying 5. Do you always lock 6. am still waiting 7. is shining 8. shines . . . wakes 9. is snowing . . . doesn't snow 10. A: am I doing B: are rubbing . . . are rubbing

□ **EXERCISE 5, p. 14. Activity: using present verbs. (Charts 2-1 and 2-2)**

Tell students not to say the words written for Speakers A and B but to follow the instructions. Set a time limit of five to seven minutes. Be sure that all students have a chance to be both A and B.

Give an example for each item before the pair work begins. For example, for item 1, ask the class to close their eyes. Now, scratch the chalkboard. (Other possibilities for item 1: writing on the chalkboard, tapping one's foot, opening/closing a window or door, closing a book, snapping one's fingers, blowing.) For item 2, lift your eyebrows, look out the window, or lean on the desk. For item 3, describe someone in the room, being purposefully vague but progressively becoming more informative, e.g., "The person I'm thinking of has dark hair. She's sitting in the front half of the room. She's sitting nearer to Abdul-Rahman than to Graciela. She's wearing earrings. She has on a white blouse and jeans." Etc.

CHART 2-3: STATIVE VERBS

- The key point is the difference between "states" and "activities." No verb is inherently stative. The intention of this chart and its terminology is simply to inform the students that certain common verbs are usually not used in the progressive.
- In the list of stative verbs, even the verbs without asterisks can, usually only in rare circumstances, be used in the progressive. The text, however, concentrates only on the usual, most frequent use of these words. [For example: *I am loving being on vacation* is possible. More usual usage of *love*: *I love (not am loving) my family very much.*]
- The list of stative (i.e., nonprogressive) verbs is by no means complete. For the most part, it stresses only those verbs used in the exercises. A few other verbs you may or may not wish to mention as being nonprogressive when used to describe states are *amaze, astonish, concern, equal, exist, impress, involve, lack, measure, please, regret, resemble, satisfy, sound, surprise, wish.*

□ **Exercise 6, p. 16. Verbs that have both stative and progressive meanings. (Chart 2-3)**

See the *Introduction*, p. xix, for suggestions on handling discussion-of-meaning exercises.

ANSWERS:

1. a. *smell* describes a state that exists, i.e., the flowers have a smell, and that smell is good.
b. *is smelling* describes the action of using one's nose.
2. a. *think* means "believe" in this sentence and describes a state.
b. *am thinking* is an action; thoughts are going through the speaker's mind.
3. a. *see* describes a perception that exists right now as a result of the speaker using his/her eyes.
b. *is seeing a doctor* means "is going to a doctor for help," a general activity in progress at present.
c. *are seeing* means they are dating each other, a general activity in progress at present.
4. a. *looks* means "appears" or "seems to be" and describes an apparent state that exists: Kathy is apparently cold.
b. *is looking* describes the action of using one's eyes.
5. a. *appears* means "seems" and describes an apparent state that exists.
b. *is appearing* describes the action of performing on stage in a theater, a general activity in progress at present.
6. a. *is feeling* describes the action of using one's sense of touch. Sue is using her hands to touch the cat's fur. The activity is in progress at the present moment.
b. *feels* describes a state that exists, the state of the cat's fur; i.e., it is soft.
c. *am not feeling* describes the speaker's physical feelings of illness, in progress at the present. [Note: The simple present is also possible here with little difference in meaning (*I don't feel well today*) to describe a state that exists.]
d. *feel* means "think" or "believe" in this sentence and describes a state.
7. a. *has* means "owns" here and describes a state that exists.
b. *am having* and *is having* mean "experiencing" and describe activities in progress.
8. a. *remember* describes a state that exists.
b. *is remembering* describes an activity in progress: memories are going through Aunt Sara's mind.
9. a. *weighs* describes a state that exists.
b. *is weighing* describes an activity in progress: the grocer is putting the bananas on a scale and reading what the scale says.

CHART 2-4: AM/IS/ARE BEING + ADJECTIVE

- *Be* is usually a stative verb. When used in the progressive with an adjective, it gives a special meaning. Clarify the notion that this form describes temporary behavior in progress by acting out one or more of the adjectives. For example, make a lot of noise and ask the students to describe your behavior: "Am I being loud? noisy? quiet? Who's being quiet?" Or ask three students to role-play riders on a bus: Two people are sitting on the bus. An old, old person gets on. One of those sitting offers his/her seat to the old person, but the other does not. Ask the class "Who is being polite? thoughtful? kind? Who is being impolite?"

- This chart presents a relatively minor point of English grammar, but one advanced students often find of interest. Sentences with *am/is/are being* + an adjective are relatively uncommon. The use of *be* in the progressive is more common in the passive voice: e.g., *A new school is being constructed in our neighborhood.* Students will practice *be* + *being* in Chapter 11.

□ **EXERCISE 7, p. 17. AM/IS/ARE BEING + adjective. (Chart 2-4)**

ANSWERS: 2. careful, kind, responsible 3. polite, quiet 4. cruel, unfair, unpleasant 5. good, noisy

□ **EXERCISE 8, p. 18. Simple present vs. present progressive. (Charts 2-1 → 2-4)**

ANSWERS: 2. is beginning . . . don't have . . . is wearing 3. don't own . . . wear
4. sleep . . . get . . . study 5. is taking . . . don't want . . . needs 6. am looking
. . . looks . . . has . . . isn't having 7. am looking . . . is writing . . . is biting . . . is
scratching . . . is staring . . . seems . . . is thinking . . . do you think . . . is doing
8. want . . . know . . . means . . . does "sword" mean 9. is doing . . . is being . . .
doesn't want . . . is always

□ **EXERCISE 9, p. 19. Activity: using present verbs in writing. (Charts 2-1 → 2-4)**

To introduce this assignment, have the class brainstorm ideas for a sample composition that might begin with *I am sitting in my English class* as a way of explaining to them what you want them to write at home.

CHART 2-5: REGULAR AND IRREGULAR VERBS

- Review the terminology.

CHART 2-6: REGULAR VERBS: PRONUNCIATION OF -ED ENDINGS

- These three pronunciations are automatic for speakers of English. If the wrong one is used (e.g., *save* + /əd/ or *look* + /əd/), the result is a "foreign accent" that may be difficult to understand.
- Failure to include appropriate suffixes such as *-ed* and *-s* is common among learners of English as a second or foreign language. Since these sounds are unstressed, learners often don't hear them, and if they don't hear them, they tend not to use them in their own production, whether oral or written. Concentrating on the spoken forms of the *-ed* suffix may help the students correct ingrained usage problems with this form in their own production. Students are not expected to stop and figure out the correct pronunciation while speaking, but the awareness of the three differing forms may help them hear these suffixes more readily and internalize them more easily.

□ **EXERCISE 10, p. 20. Pronunciation of -ED endings. (Chart 2-6)**

Have students repeat after you. Discuss the difference between voiceless and voiced sounds. (The voiceless sounds in English are the consonant sounds of /p/, /t/, /k/, /h/, /f/, /θ/, /ʃ/, /ç/, /j/. Other consonants and all vowels are voiced.) To explain voiced vs. voiceless sounds, have the students put their hands to their throats so they can feel their voice box vibrate when they make the “v” sound but not when they make the “f” sound. Point out that their teeth and lips are in exactly the same position for both sounds. Other voiceless/voiced pairs that you can similarly use are “t” and “d,” “s” and “z,” “p” and “b.”

See p. xxii of the *Introduction* for information about the phonetic alphabet as used in this *Teacher’s Guide*.

ANSWERS: 2. sob/d/ 3. grade/əd/ 4. ask/t/ 5. help/t/ 6. watch/t/
7. fill/d/ 8. defend/əd/ 9. pour/d/ 10. wait/əd/ 11. enjoy/d/
12. load/əd/ 13. roam/d/ 14. kiss/t/ 15. halt/əd/ 16. laugh/t/
17. dry/d/ 18. believe/d/ 19. judge/d/ 20. count/əd/ 21. add/əd/
22. box/t/ 23. rest/əd/ 24. push/t/

□ **EXERCISE 11, p. 21. Pronunciation of -ED endings. (Chart 2-6)**

Ask a student to read one sentence aloud. You may then ask the student to tell you which pronunciation he/she attempted for each past tense verb, or ask the rest of the class what they heard.

ANSWERS: 2. hope/t/ 3. mop/t/ . . . vacuum/d/ . . . dust/əd/ 4. last/əd/
5. tap/t/ 6. describe/d/ 7. demand/əd/ 8. push/t/ . . . pull/d/
9. hand/əd/ 10. toot/əd/ 11. ask/t/ 12. flood/əd/ 13. depart/əd/ . . .
land/əd/ 14. jump/t/ . . . shout/əd/

□ **EXERCISE 12, p. 21. Activity: pronunciation of -ED endings. (Chart 2-6)**

The point of this exercise is for the students to pronounce precisely and listen attentively.

NOTE: In the example, the question of *spilled* vs. *spilt* may arise. American English generally uses *spilled* (spill/d/), while British English uses *spilt* (spil/t/). Both are correct. Alternatives such as these are noted in Chart 2-7.

ERRATUM: The last blue chart heading should read: /əd/ not /əz/. This is corrected in subsequent printings.

CHART 2-7: IRREGULAR VERBS: AN ALPHABETICAL LIST

- Review the terminology.
- The list on pp. 19–20 is for reference. Ask the students to look through it to see if they have any questions about vocabulary or pronunciation. Define and pronounce as necessary.
- You may occasionally spend three to five minutes quizzing the class on irregular verb forms as an on-going review throughout several weeks of the term. Give the cue and ask a student to say all three forms, pronouncing and spelling them carefully. This can be done orally or on the chalkboard.

□ **EXERCISES 13–16, pp. 24–25. Oral review of irregular verbs. (Chart 2-7)**

The exercises should go at a fast pace, almost like a game. The directions call for pair work, but you may wish to lead the exercises yourself, in which case responses can be individual or the whole class together. Students should be encouraged to respond as quickly as possible rather than formulating their answers mentally first. A mistake is nothing more than a learning opportunity. Tell them just to open their mouths and see what happens. (This encouragement is especially pertinent for those cultural groups that tend to write what they want to say in their minds before they speak and judge themselves harshly if they err.) They may be surprised by how much they already know. And while they're practicing irregular verbs, they're also building fluency.

Instead of either pair work or teacher-led work, you may wish to try group work. After you set the pace and demonstrate the format, the students can continue in small groups with leaders asking the questions. Only the leaders have their texts open. The leaders are responsible for monitoring the responses.

You might explain that the usual response to yes/no questions such as these is a short response ("Yes, I did"), but that for the purposes of practicing irregular verbs, the students are asked to give a long response. The short response can be included or not, as the responding student prefers. Students usually have no problem understanding that some grammar exercises focus on particular points for practice purposes and that not all their utterances in their study of English in the classroom need to be personally meaningful creative self-expression. The text has many other types of exercises for that. And indeed, most students enjoy word games such as these exercises.

In Exercise 13, item 24 is supposed to cause a smile, with the answer being "No!!!! The dog bit me!" It's included just to keep the students from going entirely on automatic pilot and saying something like "Yes, I bit the dog."

Exercises 13–16 can be done over several class periods, not all at one time. They can also be repeated at a later time, after a few days or weeks, for review. They are good for the last five minutes of a class period. They can also be used as oral test items.

EX. 13 PARTIAL ANSWERS: 1. Yes, I drank 2. brought 3. forgot
4. shook 5. caught 6. drove 7. lost 8. mislaid 9. found
10. understood 11. told 12. spread [no change in form] 13. fell
14. hurt 15. flew 16. wore 17. hung 18. ate 19. took 20. rode
21. swore [This refers to a formal promise, as in a court of law.] 22. forgave
23. wrote 24. No! I didn't bite the dog. The dog bit me. [a little humor!]

EX. 14 PARTIAL ANSWERS: 1. No, someone else made 2. broke 3. stole
4. took 5. drew 6. swept 7. taught 8. dug 9. fed 10. hid
11. blew 12. threw 13. tore 14. built 15. spoke 16. wove

EX. 15 PARTIAL ANSWERS: 1. Yes, I gave 2. stood 3. chose [Note the spelling and differing pronunciations of *choose* and *chose*.] 4. ran [If the class does not meet in the morning, substitute another time word.] 5. slept 6. heard 7. withdrew
8. woke up [also possible: *waked*] 9. swam 10. went 11. bent 12. sent
13. sang 14. stuck 15. ground 16. struck 17. lit [also possible: *lighted*] 18. meant 19. held 20. spoke

EX. 16 PARTIAL ANSWERS: 1. Yes, it began [Add the correct time.] 2. rose
3. cut [no change in form] 4. bled 5. grew 6. stung 7. rang
8. froze 9. quit [no change in form; also possible in BrE: *quitted*] 10. fought
11. crept 12. shot 13. fled 14. won 15. slid 16. swung 17. blew
18. burst [no change in form] 19. broadcast [no change in form] 20. knew

CHART 2-8: TROUBLESOME VERBS: *RAISE/RISE, SET/SIT, LAY/LIE*

- If necessary, refer students to Appendix Chart A-1 for further information about transitive and intransitive verbs.
- Mention that native speakers find these verbs troublesome, too, especially *lay* and *lie*.
- There is one other difference between *raise* and *rise* that you may wish to mention to advanced students or to those who have studied principally British English: As nouns meaning “an increase in salary,” Americans get “a raise in pay,” while Brits get “a rise in pay.”

□ EXERCISE 17, p. 26. Troublesome verbs. (Chart 2-8)

ANSWERS: 1. raised 2. rises 3. sat 4. set 5. lay 6. lying
7. laid 8. lie 9. lies 10. raises 11. rose 12. lays 13. laid
14. set 15. sat 16. lies

□ EXERCISE 18, p. 27. Troublesome verbs. (Chart 2-8)

POSSIBLE ANSWERS: 1. The following things rise: smoke, the sun, the moon, the temperature, airplanes, a helium-filled balloon, mountains, the stock market, someone's voice, prices, emotions. 2. I raised my book above my head. 3. I set my book on my desk. I laid my book on my desk. 4. My book is sitting on the desk. It is lying on the desk. 5. Canada lies to the north of the United States. The Pacific Ocean lies to the west and the Atlantic to the east.

CHARTS 2-9 AND 2-10: SIMPLE PAST AND PAST PROGRESSIVE

- Chart 2-9 is the first appearance of the word “clause.” You may wish at this point to explain that a clause is a structure that has a subject and a verb, and make the distinction between a main or independent clause and a dependent clause. (Students will concentrate on complex sentences in later chapters.) Adverb clauses of time are in Chapter 5. You may wish to refer the students to Charts 5-1 and 5-2, but at this point it is usually sufficient to refer simply to *when*-clauses and *while*-clauses. The text assumes that the students are quite familiar with sentences containing basic adverb clauses of time with subordinating conjunctions such as *when*, *while*, *before*, and *after*. Keep the focus on verb tenses, with minimal attention to complex sentence structure for the time being.
- Note in (g) and (h): In sentences with *when*, the progressive usually occurs in the main clause. In sentences with *while*, the progressive usually occurs in the *while*-clause. [Sometimes *when* has the same meaning as *while*, and the progressive is used in a *when*-clause: e.g., *When (i.e., while) I was walking home last night, I suddenly remembered that it was my wife's birthday.*]
- Suggestion: If you wish to review some of the information in the Chapter 1 overview, compare the tenses in the pictured examples with other tenses. For example:

Rita stood under a tree when it began to rain. vs. *Rita was standing under a tree when it began to rain.* vs. *Rita had stood under a tree when it began to rain.* vs. *Rita had been standing under a tree for several minutes when it began to rain.* vs. *Rita will stand under a tree when it begins to rain.* vs. *Rita will be standing under a tree when it begins to rain.*

□ **EXERCISE 19, p. 28. Simple past vs. past progressive. (Charts 2-9 and 2-10)**

Some items are dialogues between Speakers A and B. Two students can read a dialogue aloud. Then you can ask them to repeat it with their books closed. This is a good technique to use occasionally for improving fluency.

ANSWERS: 2. didn't want . . . was raining 3. called . . . wasn't . . . was studying
4. didn't hear . . . was sleeping 5. was shining . . . was blowing . . . were singing
6. were arguing . . . walked 7. opened . . . found 8. was reading . . . fell . . .
closed . . . tiptoed 9. was waiting 10. A: Did you hear B: wasn't listening . . .
was thinking 11. A: did you break B: slipped . . . was crossing 12. was she
wearing 13. finally found . . . was already . . . were talking busily . . . were speaking
. . . were conversing . . . were just sitting . . . chose . . . sat . . . walked . . . stopped
14. was snowing . . . was shining . . . were shoveling . . . was lying

□ **EXERCISE 20, p. 30. Activity: using past verbs in speaking. (Charts 2-9 and 2-10)**

A pantomime is performed silently. Ideas are communicated by gestures and movements, not by words. Individual students choose incidents to pantomime. They need to think for a while about how they will perform them.

Demonstrate a pantomime yourself or possibly select a volunteer. Then ask a student to describe what happened using past verbs. Other students can then add details that were missed. Your task is to focus attention on the correct use of verb tenses because, in the excitement of describing the details, students may tend to slip into present or uninflected forms. The grammar focus should be on consistent use of past verbs. You may wish to let other errors go by unremarked.

ALTERNATIVE: Students can divide into small groups and follow the above steps. A leader in each group can watch the time limit. Tell the students to monitor each other on using past verbs.

□ **EXERCISE 21, p. 30. Activity: using past verbs in writing. (Charts 2-9 and 2-10)**

A written description can be done either before or after an oral description of a pantomime. The writing can be done either in or out of class. Usually the students are able to produce better writing when it follows class discussion of a pantomime.

ALTERNATIVE: Prior to assigning written homework, write one description as a group activity, with you writing on the chalkboard as students suggest sentences. Then revise the writing with the help of the class and focus the students' attention on chronological organization and using "time words" as connective devices.

□ **EXERCISE 22, p. 30. Activity: using present and past verbs in writing. (Chapter 2)**

When you mark the papers, focus mainly on the use of verb tenses. Other errors should be given less attention. Add an enthusiastic note of praise or encouragement for good work and success.

CHART 2-11: USING PROGRESSIVE WITH *ALWAYS* TO COMPLAIN

- Call the students' attention to word order: *always* occurs immediately before the main verb.
- The structure in this chart may not be especially significant in a student's overall language usage ability, but it's fun and can be used to point out that a grammatical form can convey a speaker's emotional attitude. This chart and the following exercise are also good places for students to practice conveying emotion in speech through sentence stress and intonation.

□ EXERCISE 23, p. 31. Using progressive verbs with ALWAYS. (CHART 2-11)

Encourage the students to be a bit theatrical as they produce their sentences. Model some of the sentences for the students: say the sentences with annoyance or disgust in your voice, emphasizing the word "always." Use a gesture of annoyance such as rolling your eyes upward and lifting your eyebrows while saying "always," or make some forceful gesture with your hands and arms. Students should repeat your sentence with the same voice and gestures. In some sentences, use *constantly* or *forever* instead of *always* for variation.

Item 8 is a dialogue for completion. (See the *Introduction*, pp. xiv–xvi, for ways of handling completion exercises.) Encourage the students to use voice and gestures to show annoyance.

ANSWERS: 2. [e] He's always leaving his dirty dishes on the table. 3. [c] He's forever borrowing my clothes without asking me. 4. [a] He's constantly bragging about himself. 5. [f] He's always trying to show me he's smarter than me. 6. [g] He's constantly cracking his knuckles while I'm trying to study. 7. [d] He's always forgetting to give me my phone messages. 8. (*free response*)

CHART 2-12: USING EXPRESSIONS OF PLACE WITH PROGRESSIVE VERBS

- The point is that the prepositional phrases of place can have two positions: (1) the neutral position at the end of the clause or (2) the focus position, which emphasizes the expression of place, between *be* and the main verb.
- The neutral position is used in answer to *what*-questions because the focus is then on the activity. The focus position is used in answer to *where*-questions.

□ EXERCISE 24, p. 32. Using expressions of place with progressive verbs (Chart 2-12)

PART I QUESTIONS: 3. He was in his bedroom watching TV. 4. He was watching TV in his bedroom. 5. He's taking a nap on the couch in the living room. 6. He's on the couch in the living room taking a nap. 7. She's in Singapore attending a conference.

PART II POSSIBLE COMPLETIONS: 9. He's upstairs getting his books. 10. She's in her office correcting test papers. 11. She's in the kitchen washing dishes. 12. He was at home resting from his long trip. 13. He was in New York attending a basketball game.

PART III POSSIBLE COMPLETIONS: 15. I'm back to work now, but a month ago I was on the beach lying in the sun. 16. We are in Ritter Hall studying English grammar. 17. No one could see the thief because he was in the garbage can hiding from the police. 18. When I saw Diana, she was in the Registrar's Office trying to find out what she was supposed to do.

SUGGESTION: Extend the exercise into free response oral work. Make up cues asking questions about familiar persons: "Where is (*name of a school administrator*) now, and what is s/he doing? Where were you last night at nine, and what were you doing?" Etc.

□ **EXERCISE 25, p. 33. Error analysis: present and past verbs. (Chapter 2)**

ANSWERS:

1. I always eat breakfast.
2. While I was working in my office yesterday, my cousin stopped by to visit me.
3. Portual lies to the west of Spain.
4. Yuki stayed home because she caught / was catching / had caught a bad cold.
5. My brother looks like our father, but I resemble my mother.
6. As a verb, "sink" means "move downward." What does it mean as a noun?
7. Sang-Joon, are you listening to me? I am talking to you!
8. I rewound the rented video before I returned it to the store yesterday.
9. Abdallah wants a snack. He's being hungry.
10. Anna raised her eyebrows in surprise.
11. Yesterday I was working at my computer when Shelley came to the door of my office. I didn't know she was there. I was concentrating hard on my work. When she suddenly spoke, I jumped. She startled me.
12. While I was surfing the net yesterday, I found a really interesting website.
[also possible: *Web site* or *web site*. As of this printing, all three forms are found in current publications.] ["surfing the net" = exploring the Internet with a computer]