



# CHAPTER 2

## Present and Past, Simple and Progressive

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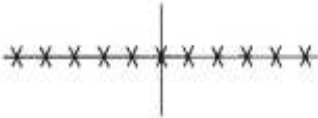
□ EXERCISE 1. Preview: present and past verbs. (Chapter 2; Appendix Charts B-1, B-2, and D-1)

*Directions:* Correct the errors.

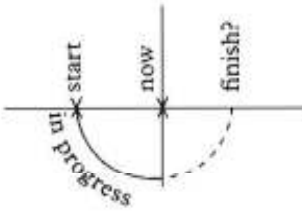
*do*

1. I ~~am~~ not agree with your opinion.
2. I'm not knowing Sam's wife.
3. A: What you are talking about?  
B: I talking about the political situation in my country.
4. My roommate usually watch television, listen to music, or going out in the evening.
5. When I turned the ignition key, the car was starting.
6. This class is consisting of students who are wanting to learn English.
7. The children drewed some pictures in school this morning.
8. While Tom's reading in bed last night, his phone ring. When he was answering it, the caller hanged up.
9. Right now Sally in the kitchen eating breakfast.
10. When the sun raises, it is appearing from below the horizon.

## 2-1 SIMPLE PRESENT

	<p>(a) Water <i>consists</i> of hydrogen and oxygen.</p> <p>(b) The average person <i>breathes</i> 21,600 times a day.</p> <p>(c) The world <i>is</i> round.</p>	<p>The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses <i>general statements of fact and timeless truths</i>.</p>
	<p>(d) I <i>study</i> for two hours <i>every night</i>.</p> <p>(e) I <i>get up</i> at seven <i>every morning</i>.</p> <p>(f) He <i>always eats</i> a sandwich for lunch.</p>	<p>The simple present is used to express <i>habitual or everyday activities</i>.</p>

## 2-2 PRESENT PROGRESSIVE

	<p>(g) John <i>is sleeping</i> right now.</p> <p>(h) I need an umbrella because it <i>is raining</i>.</p> <p>(i) The students <i>are sitting</i> at their desks right now.</p>	<p>The present progressive expresses an activity that is <i>in progress at the moment of speaking</i>. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.</p>
	<p>(j) I <i>am taking</i> five courses this semester.</p> <p>(k) John <i>is trying</i> to improve his work habits.</p> <p>(l) Susan <i>is writing</i> another book this year.</p>	<p>Often the activity is of a general nature: something generally in progress this week, this month, this year.</p> <p>Note (l): The sentence means that writing a book is a general activity Susan is engaged in at present, but it does not mean that at the moment of speaking she is sitting at her desk with pen in hand.</p>

### □ EXERCISE 2. Simple present vs. present progressive. (Charts 2-1 and 2-2)

*Directions:* Practice using present verbs.

1. Give some examples of your daily habits. Use the simple present.
2. Give some examples of "general statements of fact or timeless truths."
3. Describe activities that are in progress in this classroom right now.
4. Describe activities that are in progress in the world right now.
5. Thumb through this text. Stop when you see an illustration. Are there any activities in progress in the illustration? Describe them.

### □ EXERCISE 3. Activity: using the present progressive. (Chart 2-2)

*Directions:* On a piece of paper, write an action that a classmate can demonstrate (e.g., *stand up, smile, open the door, sneeze, write on the chalkboard*). Give your paper to the teacher, who will redistribute the papers at random to the class. Then everyone will take turns performing these actions for the entire class to guess and describe, using the present progressive.

□ EXERCISE 4. Simple present vs. present progressive. (Charts 2-1 and 2-2)

Directions: Use either the simple present or the present progressive of the verbs in parentheses.

1. Diane can't come to the phone because she (*wash*) is washing her hair.
2. Diane (*wash*) \_\_\_\_\_ her hair every other day or so.
3. Kathy (*sit, usually*) \_\_\_\_\_ in the front row during class, but today she (*sit*) \_\_\_\_\_ in the last row.
4. Please be quiet. I (*try*) \_\_\_\_\_ to concentrate.
5. (*you, lock, always*) \_\_\_\_\_ the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still*) \_\_\_\_\_ for a reply.
7. After six days of rain, I'm glad that the sun (*shine*) \_\_\_\_\_ again today.
8. Every morning, the sun (*shine*) \_\_\_\_\_ in my bedroom window and (*wake*) \_\_\_\_\_ me up.
9. A: Look! It (*snow*) \_\_\_\_\_ .  
B: It's beautiful! This is the first time I've ever seen snow. It (*snow, not*) \_\_\_\_\_ in my country.
10. A: Close your eyes. Now listen carefully. What (*I, do*) \_\_\_\_\_ ?  
B: You (*rub*) \_\_\_\_\_ the top of your desk with your hand.  
A: Close, but not exactly right. Try again.  
B: Aha! You (*rub*) \_\_\_\_\_ your hands together.  
A: Right!

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

Directions: Work in pairs. Follow the directions in each item. Switch roles in each item.

1. Speaker A: Close your eyes.  
Speaker B: Make a sound.  
Speaker A: Describe what your partner is doing without opening your eyes. Use the present progressive.
2. Speaker A: Watch Speaker B carefully.  
Speaker B: Make a subtle movement, that is, a very small, slight, barely noticeable movement (e.g., blink faster, move your little finger).  
Speaker A: Describe what your partner is doing. Use the present progressive.
3. Speaker A: Describe a classmate, but do not name him or her.  
Speaker B: Identify who Speaker A is describing.  
Speaker A: Describe several other classmates for Speaker B to identify.

## 2-3 STATIVE VERBS

- (a) Yum! This food *tastes* good.  
I *like* it very much.  
(b) *INCORRECT*: This food *is tasting* good.  
I *am liking* it very much.

Some English verbs have *stative* meanings. They describe states: conditions or situations that exist. When verbs have stative meanings, they are usually not used in progressive tenses.

In (a): *tastes* and *like* have stative meanings. Each describes a state that exists.

- (c) The chef is in his kitchen.  
He *is tasting* the sauce.  
(d) It *tastes* too salty.  
(e) He *doesn't like* it.



The chef is tasting the sauce. It tastes too salty. He doesn't like it.

A verb such as *taste* has a *stative* meaning, but also a *progressive* meaning. In (c): *tasting* describes the action of the chef putting something in his mouth and actively testing its flavor (progressive). In (d): *tastes* describes the person's awareness of the quality of the food (stative).

A verb such as *like* has a stative meaning. It is rarely, if ever, used in progressive tenses.

In (e): It is incorrect to say *He isn't liking it*.

### COMMON VERBS THAT HAVE STATIVE MEANINGS

Note: Verbs with an asterisk (\*) are like the verb *taste*: they can have both stative and progressive meanings and uses.

(1) MENTAL STATE	<i>know</i> <i>realize</i> <i>understand</i> <i>recognize</i>	<i>believe</i> <i>feel</i> <i>suppose</i> <i>think*</i>	<i>imagine*</i> <i>doubt*</i> <i>remember*</i> <i>forget*</i>	<i>want*</i> <i>need</i> <i>desire</i> <i>mean*</i>
(2) EMOTIONAL STATE	<i>love</i> <i>like</i> <i>appreciate</i> <i>please</i> <i>prefer</i>	<i>hate</i> <i>dislike</i> <i>fear</i> <i>envy</i>	<i>mind</i> <i>care</i>	<i>astonish</i> <i>amaze</i> <i>surprise</i>
(3) POSSESSION	<i>possess</i>	<i>have*</i>	<i>own</i>	<i>belong</i>
(4) SENSE PERCEPTIONS	<i>taste*</i> <i>smell*</i>	<i>hear</i> <i>feel*</i>	<i>see*</i>	
(5) OTHER EXISTING STATES	<i>seem</i> <i>look*</i> <i>appear*</i> <i>sound</i> <i>resemble</i> <i>look like</i>	<i>cost*</i> <i>owe</i> <i>weigh*</i> <i>equal</i>	<i>be*</i> <i>exist</i> <i>matter</i>	<i>consist of</i> <i>contain</i> <i>include*</i>

□ EXERCISE 6. Verbs that have both stative and progressive meanings. (Chart 2-3)

*Directions:* Discuss the differences in meaning of the *italicized* verbs in each group of sentences.

1. a. These flowers *smell* good.  
b. Hiroki *is smelling* the flowers.
2. a. I *think* Roberto is a kind man.  
b. I *am thinking* about this grammar.
3. a. I *see* a butterfly. Do you *see* it too?  
b. Jane *is seeing* a doctor about her headaches.  
c. Jack and Ann *are seeing* each other. They go out together every weekend.
4. a. Kathy *looks* cold. I'll lend her my coat.  
b. Tina *is looking* out the window. She sees a butterfly.
5. a. Sam *appears* to be asleep. Let's not disturb him.  
b. My favorite actor *is currently appearing* at the Paramount.
6. a. Sue *is feeling* the cat's fur.  
b. The cat's fur *feels* soft.  
c. I'm *not feeling* well today.  
d. I *feel* that it is important to respect other people's opinions.
7. a. Ann *has* a car.  
b. I *am having* a hard time, but Olga *is having* a good time.
8. a. I *remember* my first teacher. Do you *remember* yours?  
b. Aunt Sara is looking through an old picture album. She *is remembering* the wonderful days of her childhood.
9. a. This piano is too heavy for me to lift. It *weighs* too much.  
b. The grocer *is weighing* the bananas.



## 2-4 AM / IS / ARE BEING + ADJECTIVE

<p>(a) Ann <i>is sick</i> today. Alex <i>is nervous</i> about the exam. Tom <i>is tall</i> and <i>handsome</i>.</p>	<p><b>Be + an adjective</b> usually expresses a stative meaning, as in the examples in (a). (See Appendix Chart A-3, p. A4, for information about adjectives.)</p>																												
<p>(b) Jack doesn't feel well, but he refuses to see a doctor. He <i>is being foolish</i>. (c) Sue <i>is being</i> very <i>quiet</i> today. I wonder if anything is wrong.</p>	<p>Sometimes main verb <b>be + an adjective</b> is used in the progressive. It is used in the progressive when it describes temporary, in-progress <i>behavior</i>. In (b): Jack's foolishness is temporary and probably uncharacteristic of him.</p>																												
<p>(d) <b>INCORRECT:</b> Mr. Smith <i>is being</i> old. <b>CORRECT:</b> Mr. Smith <i>is</i> old.</p>	<p>In (d): Age does not describe a temporary behavior. <b>Be + old</b> cannot be used in the progressive. Examples of other adjectives that cannot be used with <b>am/is/are being</b>: <i>angry, beautiful, handsome, happy, healthy, hungry, lucky, nervous, sick, tall, thirsty, young</i>.</p>																												
<p>ADJECTIVES THAT CAN BE USED WITH <b>AM/IS/ARE BEING</b></p> <table border="0" style="width: 100%;"> <tr> <td><i>bad (ill-behaved)</i></td> <td><i>good (well-behaved)</i></td> <td><i>loud</i></td> <td><i>responsible</i></td> </tr> <tr> <td><i>careful</i></td> <td><i>illogical</i></td> <td><i>nice</i></td> <td><i>rude</i></td> </tr> <tr> <td><i>cruel</i></td> <td><i>impolite</i></td> <td><i>noisy</i></td> <td><i>serious</i></td> </tr> <tr> <td><i>fair</i></td> <td><i>irresponsible</i></td> <td><i>patient</i></td> <td><i>silly</i></td> </tr> <tr> <td><i>foolish</i></td> <td><i>kind</i></td> <td><i>pleasant</i></td> <td><i>unfair</i></td> </tr> <tr> <td><i>funny</i></td> <td><i>lazy</i></td> <td><i>polite</i></td> <td><i>unkind</i></td> </tr> <tr> <td><i>generous</i></td> <td><i>logical</i></td> <td><i>quiet</i></td> <td><i>unpleasant</i></td> </tr> </table>		<i>bad (ill-behaved)</i>	<i>good (well-behaved)</i>	<i>loud</i>	<i>responsible</i>	<i>careful</i>	<i>illogical</i>	<i>nice</i>	<i>rude</i>	<i>cruel</i>	<i>impolite</i>	<i>noisy</i>	<i>serious</i>	<i>fair</i>	<i>irresponsible</i>	<i>patient</i>	<i>silly</i>	<i>foolish</i>	<i>kind</i>	<i>pleasant</i>	<i>unfair</i>	<i>funny</i>	<i>lazy</i>	<i>polite</i>	<i>unkind</i>	<i>generous</i>	<i>logical</i>	<i>quiet</i>	<i>unpleasant</i>
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### □ EXERCISE 7. AM / IS / ARE BEING + adjective. (Chart 2-4)

*Directions:* Mark the adjectives that can be used to complete each sentence.

1. Don't pay any attention to Johnny. He's just being \_\_\_\_\_.

*tired*                      ✓ *funny*  
✓ *foolish*                      ✓ *silly*

2. A: You shouldn't act like that, Tommy. You're not being \_\_\_\_\_.

B: Okay, Dad. I'm sorry.

*careful*                      *kind*  
*healthy*                      *responsible*

3. A: There's something different about Tom today.

B: What do you mean?

A: He's being so \_\_\_\_\_ today.

*handsome*                      *quiet*  
*polite*                      *tall*

4. I don't approve of Ann's behavior. She is being \_\_\_\_\_.

*angry*                      *unfair*  
*cruel*                      *unpleasant*

5. The children are being awfully \_\_\_\_\_ today.

*good*                      *noisy*  
*hungry*                      *sick*

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

Directions: Use either the simple present or the present progressive of the verbs in parentheses.

1. I can't afford that ring. It (*cost*) costs too much.
2. Look. It (*begin*) \_\_\_\_\_ to rain. Unfortunately, I (*have, not\**) \_\_\_\_\_ my umbrella with me. Tom is lucky. He (*wear*) \_\_\_\_\_ a raincoat.
3. I (*own, not*) \_\_\_\_\_ an umbrella. I (*wear*) \_\_\_\_\_ a waterproof hat on rainy days.
4. As a rule, I (*sleep*) \_\_\_\_\_ until 6 o'clock in the morning, and then I (*get*) \_\_\_\_\_ up and (*study*) \_\_\_\_\_ for my classes.
5. Shhh. Grandpa (*take*) \_\_\_\_\_ a nap in the living room. We (*want, not*) \_\_\_\_\_ to wake him up. He (*need*) \_\_\_\_\_ his rest.
6. Right now I (*look*) \_\_\_\_\_ at Janet. She (*look*) \_\_\_\_\_ angry. I wonder what's the matter. She (*have*) \_\_\_\_\_ a frown on her face. She certainly (*have, not*) \_\_\_\_\_ any fun right now.
7. Right now I (*look*) \_\_\_\_\_ around the classroom. Yoko (*write*) \_\_\_\_\_ in her book. Carlos (*bite*) \_\_\_\_\_ his pencil. Wan-Ning (*scratch*) \_\_\_\_\_ his head. Ahmed (*stare*) \_\_\_\_\_ out the window. He (*seem*) \_\_\_\_\_ to be daydreaming, but perhaps he (*think*) \_\_\_\_\_ hard about verb tenses. What (*you, think*) \_\_\_\_\_ Ahmed (*do*) \_\_\_\_\_ ?



\*A form of **do** is usually used in the negative when the main verb is **have** (especially in American English but also commonly in British English): *I don't have a car*. Using **have** without a form of **do** is also possible but less common: *I haven't a car*.

8. I (*want*) \_\_\_\_\_ to figure out the meaning of this saying: "The pen is mightier than the sword." I (*know*) \_\_\_\_\_ that "mightier" (*mean*) \_\_\_\_\_ "more powerful," but what's a "sword"? What ("*sword*," *mean*) \_\_\_\_\_?

9. Right now Martha is in the science building.  
The chemistry experiment she (*do*) \_\_\_\_\_ is dangerous, so she (*be*) \_\_\_\_\_ very careful. She (*want, not*) \_\_\_\_\_ to spill any of the acid. She (*be, always*) \_\_\_\_\_ careful when she does a chemistry experiment.



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

*Directions:* Go to a place where there are many people (such as a zoo, a hotel lobby, a street corner) or imagine yourself to be there. Describe what you see. Let your reader "see" what you see by drawing a picture in words. Use present tenses. Begin with a description of what you are doing: *I am sitting on a bench at the zoo.*

## 2-5 REGULAR AND IRREGULAR VERBS

REGULAR VERBS: The simple past and past participle end in **-ed**.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
<i>hope</i>	<i>hoped</i>	<i>hoped</i>	<i>hoping</i>
<i>stop</i>	<i>stopped</i>	<i>stopped</i>	<i>stopping</i>
<i>listen</i>	<i>listened</i>	<i>listened</i>	<i>listening</i>
<i>study</i>	<i>studied</i>	<i>studied</i>	<i>studying</i>
<i>start</i>	<i>started</i>	<i>started</i>	<i>starting</i>

English verbs have four principal parts:

- (1) simple form
- (2) simple past
- (3) past participle
- (4) present participle

IRREGULAR VERBS: The simple past and past participle do not end in **-ed**.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
<i>break</i>	<i>broke</i>	<i>broken</i>	<i>breaking</i>
<i>come</i>	<i>came</i>	<i>come</i>	<i>coming</i>
<i>find</i>	<i>found</i>	<i>found</i>	<i>finding</i>
<i>hit</i>	<i>hit</i>	<i>hit</i>	<i>hitting</i>
<i>swim</i>	<i>swam</i>	<i>swum</i>	<i>swimming</i>

Some verbs have irregular past forms.

Most of the irregular verbs in English are given in the alphabetical list in Chart 2-7, p. 22.



## 2-6 REGULAR VERBS: PRONUNCIATION OF *-ED* ENDINGS

Final *-ed* has three different pronunciations: /t/, /d/, and /əd/.

<p>(a) <i>looked</i> → look/t/  <i>clapped</i> → clap/t/  <i>missed</i> → miss/t/  <i>watched</i> → watch/t/  <i>finished</i> → finish/t/  <i>laughed</i> → laugh/t/</p>	<p>Final <i>-ed</i> is pronounced /t/ after voiceless sounds.          Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: “k,” “p,” “s,” “ch,” “sh,” “f.”</p>
<p>(b) <i>smell</i> → smell/d/  <i>saved</i> → save/d/  <i>cleaned</i> → clean/d/  <i>robbed</i> → rob/d/  <i>played</i> → play/d/</p>	<p>Final <i>-ed</i> is pronounced /d/ after voiced sounds.          Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: “l,” “v,” “n,” “b,” and all vowel sounds.</p>
<p>(c) <i>decided</i> → decide/əd/  <i>needed</i> → need/əd/  <i>wanted</i> → want/əd/  <i>invited</i> → invite/əd/</p>	<p>Final <i>-ed</i> is pronounced /əd/ after “t” and “d” sounds. The sound /əd/ adds a whole syllable to a word.          COMPARE: <i>looked</i> = one syllable → look/t/  <i>smelled</i> = one syllable → smell/d/  <i>needed</i> = two syllables → need/əd/  <i>wanted</i> = two syllables → want/əd/</p>

### □ EXERCISE 10. Pronunciation of *-ED* endings. (Chart 2-6)

*Directions:* Practice pronouncing the words. Write the pronunciation of the *-ed* ending after each word.

- |             |         |              |       |
|-------------|---------|--------------|-------|
| 1. talked   | talk/t/ | 13. roamed   | _____ |
| 2. sobbed   | _____   | 14. kissed   | _____ |
| 3. graded   | _____   | 15. halted   | _____ |
| 4. asked    | _____   | 16. laughed  | _____ |
| 5. helped   | _____   | 17. dried    | _____ |
| 6. watched  | _____   | 18. believed | _____ |
| 7. filled   | _____   | 19. judged   | _____ |
| 8. defended | _____   | 20. counted  | _____ |
| 9. poured   | _____   | 21. added    | _____ |
| 10. waited  | _____   | 22. boxed    | _____ |
| 11. enjoyed | _____   | 23. rested   | _____ |
| 12. loaded  | _____   | 24. pushed   | _____ |

□ EXERCISE 11. Pronunciation of -ED endings. (Chart 2-6)

Directions: Practice the sentences aloud. Write the pronunciation of the *-ed* endings.

/t/      /d/

1. Jane blinked and yawned.
2. We hoped for the best.
3. She mopped the kitchen floor, vacuumed the carpet, and dusted the furniture.
4. The concert lasted for two hours.
5. She tapped the top of her desk.
6. He described his house.
7. They demanded to know the answer.
8. Alice pushed and I pulled.
9. He handed me his dictionary.
10. Jack tooted his horn.
11. They asked us to help them.
12. With the coming of spring, the river flooded.
13. The airplane departed at six and landed at eight.
14. My friend jumped up and down and shouted when she got the news.



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

Directions: On a separate sheet of paper draw three vertical columns. At the top of the columns, write /t/, /d/, and /əd/. Using words of their own choosing, your classmates in turn will say a word that has a final *-ed*. Write that word in the appropriate column according to how the ending is pronounced.

Example:

SPEAKER A: Number one. *wanted*

SPEAKER B: Number two. *reached*

SPEAKER C: Number three. *licked*

SPEAKER D: Number four. *spilled*

Etc.

	/t/	/d/	/əd/
1.			wanted
2.	reached		
3.	licked		
4.		spilled	
5.			
Etc.			

## 2-7 IRREGULAR VERBS: AN ALPHABETICAL LIST

Note: Verbs followed by a bullet (•) are defined at the end of the list.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen	forbid	forbade	forbidden
be	was,were	been	forecast•	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake•	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten/got*
bet•	bet	bet	give	gave	given
bid•	bid	bid	go	went	gone
bind•	bound	bound	grind•	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang**	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed•	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit
broadcast•	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burn	burned/burnt	burned/burnt	keep	kept	kept
burst•	burst	burst	kneel	kneeled/knelt	kneeled/knelt
buy	bought	bought	know	knew	known
cast•	cast	cast	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	lean	leaned/leant	leaned/leant
cling•	clung	clung	leap	leaped/leapt	leaped/leapt
come	came	come	learn	learned/ learnt	learned/ learnt
cost	cost	cost	leave	left	left
creep•	crept	crept	lend	lent	lent
cut	cut	cut	let	let	let
deal•	dealt	dealt	lie	lay	lain
dig	dug	dug	light	lighted/lit	lighted/lit
do	did	done	lose	lost	lost
draw	drew	drawn	make	made	made
dream	dreamed/ dreamt	dreamed/ dreamt	mean	meant	meant
eat	ate	eaten	meet	met	met
fall	fell	fallen	mislay	mislaid	mislaid
feed	fed	fed	mistake	mistook	mistaken
feel	felt	felt	pay	paid	paid
fight	fought	fought	put	put	put
find	found	found	quit***	quit	quit
fit	fit/fitted	fit/fitted	read	read	read
flee•	fled	fled	rid	rid	rid
fling•	flung	flung	ride	rode	ridden
fly	flew	flown	ring	rang	rung

\*In British English: *get-got-got*. In American English: *get-got-gotten/got*.

\*\**Hang* is a regular verb when it means to kill someone with a rope around his/her neck. COMPARE: *I hung my clothes in the closet. They hanged the murderer by the neck until he was dead.*

\*\*\*Also possible in British English: *quit-quit-quit*.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
rise	rose	risen	spring*	sprang/sprung	sprung
run	ran	run	stand	stood	stood
say	said	said	steal	stole	stolen
see	saw	seen	stick	stuck	stuck
seek*	sought	sought	sting*	stung	stung
sell	sold	sold	stink*	stank/stunk	stunk
send	sent	sent	strike*	struck	struck/stricken
set	set	set	strive*	strove/strived	striven/strived
shake	shook	shaken	string	strung	strung
shed*	shed	shed	swear	swore	sworn
shine	shone/shined	shone/shined	sweep	swept	swept
shoot	shot	shot	swim	swam	swum
show	showed	shown/showed	swing*	swung	swung
shrink*	shrank/shrunk	shrunk	take	took	taken
shut	shut	shut	teach	taught	taught
sing	sang	sung	tear	tore	torn
sink*	sank	sunk	tell	told	told
sit	sat	sat	think	thought	thought
sleep	slept	slept	throw	threw	thrown
slide*	slid	slid	thrust*	thrust	thrust
slit*	slit	slit	understand	understood	understood
smell	smelled/smelt	smelled/smelt	undertake	undertook	undertaken
speak	spoke	spoken	upset	upset	upset
speed	sped/speeded	sped/speeded	wake	woke/waked	woken/waked
spell	spelled/spelt	spelled/spelt	wear	wore	worn
spend	spent	spent	weave*	wove	woven
spill	spilled/spilt	spilled/spilt	weep*	wept	wept
spin*	spun	spun	win	won	won
spit	spit/spat	spit/spat	wind*	wound	wound
split*	split	split	withdraw	withdrew	withdrawn
spoil	spoiled/spoilt	spoiled/spoilt	write	wrote	written
spread*	spread	spread			

\*Definitions of some of the less frequently used irregular verbs:

<i>bet</i> . . . . .	wager; offer to pay money if one loses	<i>forecast</i> . . .	predict a future occurrence	<i>spring</i> . . .	jump or rise suddenly from a still position
<i>bid</i> . . . . .	make an offer of money, usually at a public sale	<i>forsake</i> . . .	abandon or desert	<i>sting</i> . . .	cause pain with a sharp object (e.g., pin) or bite (e.g., by an insect)
<i>bind</i> . . . . .	fasten or secure	<i>grind</i> . . . .	crush, reduce to small pieces	<i>stink</i> . . .	have a bad or foul smell
<i>breed</i> . . . . .	bring animals together to produce young	<i>seek</i> . . . . .	look for	<i>strike</i> . . .	hit something with force
<i>broadcast</i> . .	send information by radio waves; announce	<i>shed</i> . . . . .	drop off or get rid of	<i>strive</i> . . .	try hard to achieve a goal
<i>burst</i> . . . . .	explode; break suddenly	<i>shrink</i> . . . .	become smaller	<i>swing</i> . . .	move back and forth
<i>cast</i> . . . . .	throw	<i>sink</i> . . . . .	move downward, often under water	<i>thrust</i> . . .	push forcibly; shove
<i>cling</i> . . . . .	hold on tightly	<i>slide</i> . . . . .	glide smoothly; slip or skid	<i>weave</i> . . .	form by passing pieces of material over and under each other (as in making baskets, cloth)
<i>creep</i> . . . . .	crawl close to the ground; move slowly and quietly	<i>slit</i> . . . . .	cut a narrow opening	<i>weep</i> . . .	cry
<i>deal</i> . . . . .	distribute playing cards to each person; give attention to (deal with)	<i>spin</i> . . . . .	turn rapidly around a central point	<i>wind</i> . . .	(sounds like <i>find</i> ) turn around and around
<i>flee</i> . . . . .	escape; run away	<i>split</i> . . . . .	divide into two or more parts		
<i>fling</i> . . . . .	throw with force	<i>spread</i> . . .	push out in all directions (e.g., butter on bread, news)		

□ EXERCISE 13. Oral review of irregular verbs. (Chart 2-7)

NOTE: Exercises 13 through 16 are quick oral reviews of the simple past of irregular verbs. Although a short answer is usually given to a yes/no question (*Did you sit down? Yes, I did.*), in this exercise, answer with “yes” and a complete sentence. Which irregular verbs come easily for you? Which ones are a little more troublesome? Which ones don’t you know?

*Directions:* Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin each answer with “Yes . . . .”

*Example:*

SPEAKER A (*book open*): Did you sit down?

SPEAKER B (*book closed*): Yes, I sat down. OR Yes, I did. I sat down.

- Switch roles.*
- |  |  |
|--|--|
| 1. Did you drink some coffee before class? | 13. Did you fall on the ice?               |
| 2. Did you bring your books to class?      | 14. Did you hurt yourself when you fell?   |
| 3. Did you forget your briefcase?          | 15. Did you fly to (this city)?            |
| 4. Did you shake your head?                | 16. Did you wear a coat to class?          |
| 5. Did you catch the bus this morning?     | 17. Did you hang your bookbag on a hook?   |
| 6. Did you drive to school?                | 18. Did you eat lunch?                     |
| 7. Did you lose your book?                 | 19. Did you take chemistry in high school? |
| 8. Did you mislay your book?               | 20. Did you ride the bus to school?        |
| 9. Did you find your book?                 | 21. Did you swear to tell the truth?       |
| 10. Did you understand what I said?        | 22. I made a mistake. Did you forgive me?  |
| 11. Did you tell your friend the news?     | 23. Did you write a letter to your family? |
| 12. Did you spread the news?               | 24. Did you bite the dog???                |

□ EXERCISE 14. Oral review of irregular verbs. (Chart 2-7)

*Directions:* Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin each answer with “No, someone else . . . .”

*Example:*

SPEAKER A (*book open*): Did you shut the door?

SPEAKER B (*book closed*): No, someone else shut it.

- Switch roles.*
- |  |  |
|--|--|
| 1. Did you make that cake?               | 9. Did you feed the cat?                           |
| 2. Did you break that window?            | 10. Did you hide my book from me?                  |
| 3. Did you steal my wallet?              | 11. Did you blow that whistle?                     |
| 4. Did you take my piece of paper?       | 12. Did you throw a piece of chalk out the window? |
| 5. Did you draw that picture?            | 13. Did you tear that piece of paper?              |
| 6. Did you sweep the floor this morning? | 14. Did you build that house?                      |
| 7. Did you teach class yesterday?        | 15. Did you speak to ( . . . )?                    |
| 8. Did you dig that hole in the garden?  | 16. Did you weave that cloth?                      |

□ EXERCISE 15. Oral review of irregular verbs. (Chart 2-7)

*Directions:* Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin your answer with "yes."

*Example:*

SPEAKER A (*book open*): Did you sit down?

SPEAKER B (*book closed*): Yes, I sat down.

- |  |   |
|--|---|
| 1. Did you give me some money?                   | 11. Did you bend over to pick up a pencil?  |
| 2. Did you stand at the bus stop?                | 12. Did you send a letter?                  |
| 3. Did you choose the blue pen?                  | 13. Did you sing a song?                    |
| 4. Did you run to class this ( <i>morning</i> )? | 14. Did you stick your hand in your pocket? |
| 5. Did you sleep well last night?                | 15. Did you grind the pepper?               |
| 6. Did you hear that noise outside the window?   | 16. Did you strike the desk with your hand? |
| 7. Did you withdraw some money from the bank?    | 17. Did you light a match?                  |
| 8. Did you wake up at seven this morning?        | 18. Did you mean what you said?             |
| 9. Did you swim in the ocean?                    | 19. Did you hold your hand up?              |
| 10. Did you go home after class yesterday?       | 20. Did you speak to ( . . . )?             |

*Switch roles.*

□ EXERCISE 16. Oral review of irregular verbs. (Chart 2-7)

*Directions:* Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin your answer with "yes."

*Example:*

SPEAKER A (*book open*): Did the students come to class?

SPEAKER B (*book closed*): Yes, they came to class.

- |  |   |
|--|---|
| 1. Did class begin at (nine)?            | 11. Did the thief creep into the room?        |
| 2. Did the sun rise at six this morning? | 12. Did the policeman shoot at the thief?     |
| 3. Did you cut your finger?              | 13. Did the thief flee?                       |
| 4. Did it bleed when you cut it?         | 14. Did your team win the game yesterday?     |
| 5. Did the grass grow after the rain?    | 15. Did your car slide on the ice?            |
| 6. Did a bee sting you?                  | 16. Did the door swing open?                  |
| 7. Did the telephone ring?               | 17. Did the children blow up some balloons?   |
| 8. Did the water freeze?                 | 18. Did the balloons burst?                   |
| 9. Did your friend quit school?          | 19. Did the radio station broadcast the news? |
| 10. Did the soldiers fight?              | 20. Did you know all of the irregular verbs?  |

*Switch roles.*

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

TRANSITIVE	INTRANSITIVE	<p><i>Raise, set,</i> and <i>lay</i> are <i>transitive</i> verbs; they are followed by an object. <i>Rise, sit,</i> and <i>lie</i> are <i>intransitive</i>; i.e., they are NOT followed by an object.*</p> <p>In (a): <b>raised</b> is followed by the object <b>hand</b>.</p> <p>In (b): <b>rises</b> is not followed by an object.</p> <p>Note: <b>Lay</b> and <b>lie</b> are troublesome for native speakers too and are frequently misused.</p>
(a) <i>raise, raised, raised</i> Tom <b>raised</b> his hand.	(b) <i>rise, rose, risen</i> The sun <b>rises</b> in the east.	
(c) <i>set, set, set</i> I <b>will set</b> the book on the desk.	(d) <i>sit, sat, sat</i> I <b>sit</b> in the front row.	
(e) <i>lay, laid, laid</i> I <b>am laying</b> the book on the desk.	(f) <i>lie, ** lay, lain</i> He <b>is lying</b> on his bed.	

\*See Appendix Chart A-1, p. A1, for information about transitive and intransitive verbs.

\*\**Lie* is a regular verb (*lie, lied*) when it means "not tell the truth": *He lied to me about his age.*

### □ EXERCISE 17. Troublesome verbs. (Chart 2-8)

*Directions:* Choose the correct word in parentheses.


- The student (*raised, rose*) his hand in class.
- Hot air (*raises, rises*).
- Ann (*set, sat*) in a chair because she was tired.
- I (*set, sat*) your dictionary on the table a few minutes ago.
- Hens (*lay, lie*) eggs.
- Sara is (*laying, lying*) on the grass in the park right now.
- Jan (*laid, lay*) the comb on top of the dresser a few minutes ago.
- If you are tired, you should (*lay, lie*) down and take a nap.
- San Francisco (*lay, lies*) to the north of Los Angeles.
- Mr. Faust (*raises, rises*) many different kinds of flowers in his garden.
- The student (*raised, rose*) from her seat and walked to the front of the auditorium to receive her diploma.
- Hiroki is a very methodical person. Every night before going to bed, he (*lays, lies*) his clothes for the next day on his chair.
- Where are my keys? I (*lay, laid*) them here on the desk five minutes ago.
- Fred (*set, sat*) the table for dinner.
- Fred (*set, sat*) at the table for dinner.
- The fulfillment of all your dreams (*lies, lays*) within you—if you just believe in yourself.

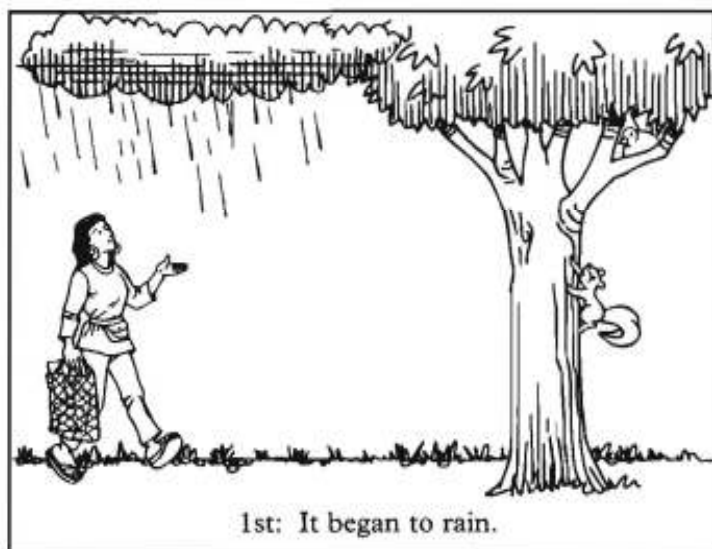
□ EXERCISE 18. Troublesome verbs. (Chart 2-8)

Directions: Follow the directions.

1. Name things that rise.
2. Lift something above your head. Use *raised* or *rose* in a sentence to describe that action.
3. Put something on your desktop. Use *set* or *sat* in a sentence to describe this action. Then use *laid* or *lay* to describe this action.
4. Look at the object on your desktop. What is it doing? Describe its "activity in progress" by using *setting* or *sitting* in a sentence. Then use *laying* or *lying* in a similar sentence to describe this object.
5. Describe the geographical location of your country by naming at least two countries or bodies of water that border it on the north, south, east, or west. Use *lies* or *lays*. For example, *Canada (lies/lays?) to the north of the United States.*

## 2-9 SIMPLE PAST

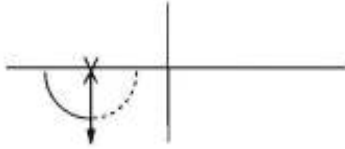
	<p>(a) I <b>walked</b> to school yesterday.                  (b) John <b>lived</b> in Paris for ten years, but now he lives in Rome.                  (c) I <b>bought</b> a new car three days ago.</p>	<p>The simple past indicates that an activity or situation <i>began and ended at a particular time in the past.</i></p>
	<p>(d) Rita <b>stood</b> under a tree <i>when it began to rain.</i>                  (e) <i>When Mrs. Chu heard a strange noise,</i> she <b>got</b> up to investigate.                  (f) <i>When I dropped my cup,</i> the coffee <b>spilled</b> on my lap.</p>	<p>If a sentence contains <b>when</b> and has the simple past in both clauses, the action in the <i>when</i> clause happens first. In (d): 1st: The rain began. 2nd: She stood under a tree.</p>



Rita **stood** under a tree when it **began** to rain.



## 2-10 PAST PROGRESSIVE

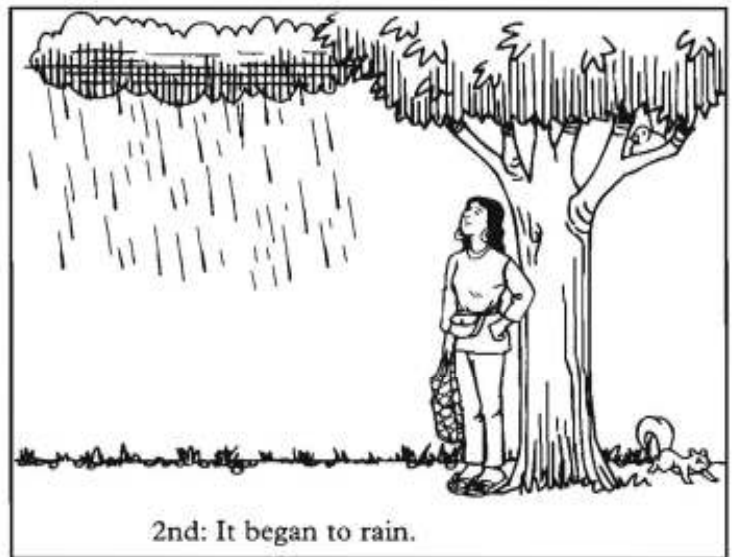
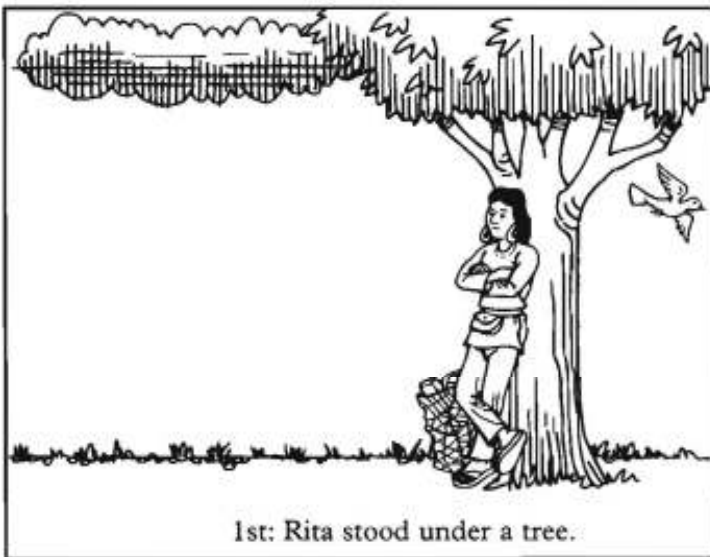


- (g) I **was walking** down the street when it began to rain.
- (h) While I **was walking** down the street, it began to rain.
- (i) Rita **was standing** under a tree when it began to rain.
- (j) At eight o'clock last night, I **was studying**.
- (k) Last year at this time, I **was attending** school.

In (g): 1st: I was walking down the street.  
2nd: It began to rain.  
Both actions occurred at the same time, but *one action began earlier and was in progress when the other action occurred.*  
In (j): My studying began before 8:00, was in progress at that time, and probably continued.

- (l) While I **was studying** in one room of our apartment, my roommate **was having** a party in the other room.

Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.



Rita **was standing** under a tree when it **began** to rain.

### □ EXERCISE 19. Simple past vs. past progressive. (Charts 2-9 and 2-10)

*Directions:* Use the simple past or the past progressive of the verbs in parentheses.

1. I am sitting in class right now. I (*sit*) was sitting in class at this exact same time yesterday.
2. I don't want to go to the zoo today because it is raining. The same thing happened yesterday. I (*want, not*) \_\_\_\_\_ to go to the zoo because it (*rain*) \_\_\_\_\_.
3. I (*call*) \_\_\_\_\_ Roger at nine last night, but he (*be, not*) \_\_\_\_\_ at home. He (*study*) \_\_\_\_\_ at the library.
4. I (*hear, not*) \_\_\_\_\_ the thunder during the storm last night because I (*sleep*) \_\_\_\_\_.

5. It was beautiful yesterday when we went for a walk in the park. The sun (*shine*) \_\_\_\_\_ . A cool breeze (*blow*) \_\_\_\_\_ . The birds (*sing*) \_\_\_\_\_ .
6. My brother and sister (*argue*) \_\_\_\_\_ about something when I (*walk*) \_\_\_\_\_ into the room.
7. I got a package in the mail. When I (*open*) \_\_\_\_\_ it, I (*find*) \_\_\_\_\_ a surprise.
8. While Mrs. Emerson (*read*) \_\_\_\_\_ the little boy a story, he (*fall*) \_\_\_\_\_ asleep, so she (*close*) \_\_\_\_\_ the book and quietly (*tiptoe*) \_\_\_\_\_ out of the room.
9. A: Why weren't you at the meeting?  
B: I (*wait*) \_\_\_\_\_ for an overseas call from my family.
10. A: (*you, hear*) \_\_\_\_\_ what she just said?  
B: No, I (*listen, not*) \_\_\_\_\_ . I (*think*) \_\_\_\_\_ about something else.
11. A: How (*you, break*) \_\_\_\_\_ your arm?  
B: I (*slip*) \_\_\_\_\_ on the ice while I (*cross*) \_\_\_\_\_ the street in front of the dorm.
12. A: I'm sure you met Carol Jones at the party last night.  
B: I don't remember her. What (*she, wear*) \_\_\_\_\_ ?
13. It was my first day of class. I (*find, finally*) \_\_\_\_\_ the right room. The room (*be, already*) \_\_\_\_\_ full of students. On one side of the room, students (*talk, busily*) \_\_\_\_\_ to each other in Spanish. Other students (*speak*) \_\_\_\_\_ Japanese, and some (*converse*) \_\_\_\_\_ in Arabic. It sounded like the United Nations. Some of the students, however, (*sit, just*) \_\_\_\_\_ quietly by themselves. I (*choose*) \_\_\_\_\_ an empty seat in the last row and (*sit*) \_\_\_\_\_ down. In a few minutes, the teacher (*walk*) \_\_\_\_\_ into the room and all the multilingual conversation (*stop*) \_\_\_\_\_ .



14. I really enjoyed my vacation last January. While it (*snow*) \_\_\_\_\_ in Toronto, the sun (*shine*) \_\_\_\_\_ in Florida. While you (*shovel*) \_\_\_\_\_ snow in Iowa, I (*lie*) \_\_\_\_\_ on the beach in Florida.

EXERCISE 20. Activity: using past verbs in speaking. (Charts 2-9 and 2-10)

*Directions:* Come to class prepared to do a pantomime. While you are doing your pantomime, your classmates will try to determine what you are doing and then, when you are finished, will describe what you did, step by step.

*Examples of subjects for a pantomime:*

1. threading a needle and sewing on a button
2. washing dishes, and perhaps breaking one
3. bowling
4. reading a newspaper while eating breakfast

EXERCISE 21. Activity: using past verbs in writing. (Charts 2-9 and 2-10)

*Directions:* In writing, describe one or more of the pantomimes that were performed by your classmates. Give a title to the pantomime and identify the pantomimist. Use a few "time words" to show the order in which the actions were performed: *first, next, then, after that, before, when, while, etc.*

EXERCISE 22. Activity: using present and past verbs in writing. (Chapter 2)

*Directions:* Describe your first day or two in this country or city. What did you do? What did you think? What did you see? Who did you meet? Did you have any interesting experiences? How did you feel about this place?

Then write about how you feel about this place now. In what ways are your present experiences here different from your earlier experiences?

## 2-11 USING PROGRESSIVE VERBS WITH *ALWAYS* TO COMPLAIN

(a) Mary <i>always leaves</i> for school at 7:45.	In sentences referring to present time, usually the simple present is used with <i>always</i> to describe habitual or everyday activities, as in (a).
(b) Mary <i>is always leaving</i> her dirty socks on the floor for me to pick up! Who does she think I am? Her maid?	In special circumstances, a speaker may use the present progressive with <i>always</i> to complain, i.e., to express annoyance or anger, as in (b).*
(c) I <i>am always/ forever/ constantly picking up</i> Mary's dirty socks!	In addition to <i>always</i> , the words <i>forever</i> and <i>constantly</i> are also used with the present progressive to express annoyance.
(d) I didn't like having Sam for my roommate last year. He <i>was always leaving</i> his dirty clothes on the floor.	<i>Always, forever, and constantly</i> can also be used with the past progressive to express annoyance or anger.

\*COMPARE:

- (1) "Mary *is always leaving* her dirty socks on the floor" expresses annoyance.
- (2) "Mary *always leaves* her dirty socks on the floor" is a statement of fact in which the speaker is not necessarily expressing an attitude of annoyance. Annoyance may, however, be shown by the speaker's tone of voice.

□ EXERCISE 23. Using progressive verbs with ALWAYS. (Chart 2-11)

*Directions:* Your roommate, Jack, has many bad habits. These bad habits annoy you! Pretend you are speaking to a friend and complaining about Jack. Use the present progressive of a verb in Column A and complete the sentence with a phrase from Column B. Use **always**, **constantly**, or **forever** in each sentence. Say your sentence aloud with annoyance, impatience, or anger in your voice.

*Example:* He's always messing up the kitchen!

COLUMN A	COLUMN B
1. mess up	a. about himself
2. leave	✓ b. the kitchen
3. borrow	c. my clothes without asking me
4. brag	d. to give me my phone messages
5. try	e. his dirty dishes on the table
6. crack	f. to show me he's smarter than me*
7. forget	g. his knuckles while I'm trying to study

8. Complete the following with your own words.

A: I really don't know if I can stand to have Sue for a roommate one more day.  
She's driving me crazy.

B: Oh? What's wrong?

A: Well, for one thing she's always \_\_\_\_\_!

B: Really?

A: And not only that. She's forever \_\_\_\_\_!

B: That must be very inconvenient for you.

A: It is. And what's more, she's constantly \_\_\_\_\_!

Can you believe that? And she's always \_\_\_\_\_!

B: I think you're right. You need to find a new roommate.

## 2-12 USING EXPRESSIONS OF PLACE WITH PROGRESSIVE VERBS

(a) — What is Kay doing?  
— She's *studying in her room*.

(b) — Where's Kay?  
— She's *in her room studying*.

(c) — What was Jack doing when you arrived?  
— He *was reading a book in bed*.

(d) — Where was Jack when you arrived?  
— He *was in bed reading a book*.

An expression of place can sometimes come between the auxiliary **be** and the **-ing** verb in a progressive tense, as in (b) and (d):

*is + in her room + studying*  
*was + in bed + reading*

In (a): The focus of both the question and the answer is on Kay's activity in progress, i.e., on what she is doing.

In (b): The focus of both the question and the answer is on Kay's location, i.e., on where Kay is.

\*In formal English, a subject pronoun follows **than**: *He's older than I (am)*. In everyday informal English, an object pronoun is frequently used after **than**: *He's older than me*.

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

**PART I.** Use the given verbs and expressions of place to complete the dialogues. Use usual word order if the focus is on an activity in progress. Use inverted word order if the focus is on the person's location.

1. *listen to music \ in her room*

A: Where's Sally?

B: She's in her room listening to music.

2. *listen to music \ in the living room*

A: What's Surasuk doing?

B: He's listening to music in the living room.

3. *watch TV \ in his bedroom*

A: Where was Jack when you got home?

B: He was \_\_\_\_\_

4. *watch TV \ in his bedroom*

A: What was Jack doing when you got home?

B: He was \_\_\_\_\_

5. *take a nap \ on the couch in the living room*

A: What's Roy doing?

B: He's \_\_\_\_\_

6. *take a nap \ on the couch in the living room*

A: Where's Roy?

B: He's \_\_\_\_\_

7. *attend a conference \ in Singapore*

A: Where's Ms. Chang this week?

B: She's \_\_\_\_\_

**PART II.** Answer the questions, using the present progressive or the past progressive. Use the expression of place in parentheses and add your own words.

8. A: Where's Joan? (*at the library*)

B: She's at the library studying for a test.

9. A: Is Mark here? (*upstairs*)

B: Yes. \_\_\_\_\_

10. A: Have you seen Professor Marx? (*in her office*)

B: Yes. \_\_\_\_\_

11. A: Where's your mother, Jimmy? (*in the kitchen*)

B: \_\_\_\_\_

12. A: Ahmed was absent yesterday. Where was he? (*at home*)

B: \_\_\_\_\_

13. A: Was Mr. Rivera out of town last week? (*in New York*)

B: Yes. \_\_\_\_\_

**PART III.** Add expressions of place between **be** and the **-ing** verb.

14. My sister is visiting some relatives.

→ *My sister is in Chicago visiting some relatives.*

15. I'm back to work now, but a month ago I was lying in the sun.

16. We are studying English grammar.

17. No one could see the thief because he was hiding from the police.

18. When I saw Diana, she was trying to find out what she was supposed to do.

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

*Directions:* Correct the errors.

1. Breakfast is an important meal. I'm always eating breakfast.

2. During I was working in my office yesterday, my cousin stops by to visit me.

3. Portugal lays to the west of Spain.

4. Yuki staided home because she catched a bad cold.

5. My brother is looking like our father, but I am resembling my mother.

6. As a verb, "sink" is meaning "move downward." What it means as a noun?

7. Sang-Joon, are you listen to me? I am talk to you!

8. I rewinded the rented video before I return it to the store yesterday.

9. Abdallah is want a snack. He's being hungry.

10. Anna rose her eyebrows in surprise.

11. Yesterday I was working at my computer when Shelley was coming to the door of my office. I wasn't knowing she was there. I was concentrate hard on my work. When she suddenly speak, I am jump. She startle me.

12. While I was surfing the net yesterday, I was finding a really interesting Web site.