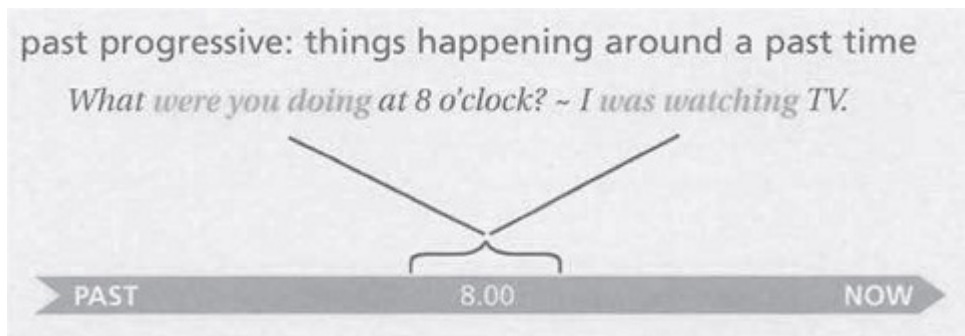
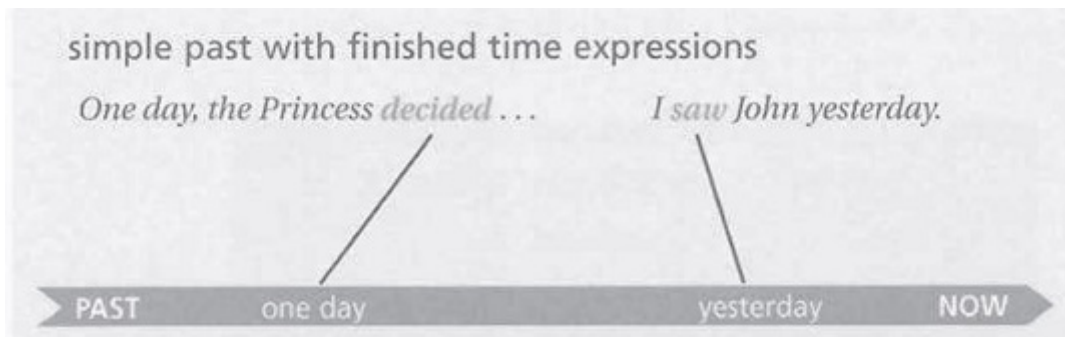


## Past Simple – Past Continuous

Past Simple	Past Continuous
<i>The action is completed in the past</i>	<i>The action takes place at the precise moment in the past</i>
<b>FORM</b>	
<p style="text-align: center;">V+ed (II form of the verb)</p> <p><b>I</b> <b>He wrote</b> <b>We</b></p> <p><i>Adverbs of frequency: yesterday, last week/month/year/time/Monday, two days/months/years/centuries ago, then, in 1998, on Tuesday, in May; When...? How long ago...?</i></p>	<p style="text-align: center;">was, were+Ving</p> <p><b>I was</b> <b>He was writing</b> <b>We were</b></p> <p><i>Adverbs of frequency: when (you came), while, as, all day/morning/night long, yesterday/on Monday at this time/ from 3 till 6/ at 6 o'clock</i></p>
<b>USE</b>	
<p>1) For an action which happened at a definite time in the past. The time is stated, already known or implied: <i>They <b>spent</b> their holidays in Switzerland last winter.</i> (When did they go to Switzerland? – Last winter. The time is stated.) <i>They <b>had</b> a great time.</i> (The time is already known).</p>	<p>1) For an action which was in progress around a particular past time. We do not mention when the action started or finished. <i>I <b>was living</b> abroad in 1987.</i> <i>At three o'clock afternoon, they <b>were sitting</b> at an outdoor café.</i> (We don't know when they got to or when they left the café.)</p>
<p>2) For actions which happened immediately one after the other in the past: <i>First, he <b>read</b> the message. Then, he <b>began</b> doing the task. She <b>paid</b> the driver and <b>went out</b> of the taxi.</i></p>	<p>2) For temporary actions and situations. (When we talk about longer, more permanent situations, we use the simple past. Compare: <i>It <b>happened</b> while I <b>was living</b> in Southampton last year. I <b>lived</b> in Southampton for ten years when I was a child.</i></p>
<p>3) For past habits or states which happened in the past and are now finished. In such cases we can also use the expression <i>used to</i>: <i>People <b>used to travel</b> by carriage in those days.</i></p>	<p>3) For an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer 'background' action) and the past simple for the action which happened in the middle of the longer action or interrupted it (shorter action). <i>He <b>was walking</b> when he <b>slipped</b> on the banana skin. <u>As</u> he <b>was walking</b> down the street, he <b>ran into</b> an old friend</i></p>
<p>4) To talk about the lives of people who are no longer alive, about historic events: <i>Columbus <b>discovered</b> America</i></p>	<p>4) To emphasize the continuity, for an action which the speaker thinks was too long: We often use 'all' with this</p>

<i>though he didn't know about it.</i>	meaning: <i>It was raining all night.</i>
<p>5) In the following constructions:  <i>It is ... years <b>since I (last) did</b> something.</i>  <i>It is three years (two years, five months...) <b>since I (last) saw</b> Bill.</i>  <i>It's ages <b>since I last saw</b> Joe.</i>  <i>How long is it <b>since you last saw</b> him?</i>  <i><b>Did you know</b> that he was going to be married? (<del>Have you known</del> would not be possible)</i>  <i>Hello! I <b>didn't know</b> you were in London.</i>  <i>How long have you been here?</i></p>	<p>6) For two or more simultaneous past actions: <i>She <b>was steering</b> the boat <b>while</b> he <b>was playing</b> the guitar.</i></p> <p>7) Repeated actions with e. g. 'always': <i>When I worked there, I was always making mistakes.</i></p> <p>8) To describe the atmosphere, the setting, etc. in the introduction to a story before we describe the main events: <i>Todd and Emily <b>were riding</b> through the forest. The sun <b>was shining</b> and the birds <b>were singing</b>.</i></p>



**NOTE 1:** The past continuous tense is NOT used for talking about repeated or habitual past actions. The simple past is usually used with this meaning:  
*I rang the bell six times. (NOT: I was ringing the bell...)* *When I was a child, we used to play/played with toy dinosaurs. (NOT: ... we were playing with toy dinosaurs...)*

However, the past continuous is possible if the repeated actions form a 'background' for the main action:

*At the time when it happened, I was travelling to London a lot.*

## IRREGULAR VERBS

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-quitte-quitte*.

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)		

1. Study the past and past participle forms of these irregular verbs until you remember the meaning as well as the past simple and the past participle forms of them. In pairs, make stories as in the model using the verbs in the past simple tense.

*Model:*

Student A: I **went out** for a walk in the morning.

Student B: **Unfortunately**, it **began** to rain.

Student A: **Fortunately**, I **had** an umbrella.

Student B: **Unfortunately**, it **was** broken.

Student A: **Fortunately**, I **met** a friend in his car.

Student B: **Unfortunately**, his car **ran out of** petrol.

Student A: **Fortunately**,...

2. Give the past forms of these regular verbs. Show if you would pronounce these past forms as [d], [t] or [ed].

wait, clean, play, post, smile, stop, dream, burn, cry, watch, laugh, obey, hurry, lie, finish, lock, travel.

3. A. Look at the notes below and write what Rick did yesterday, using the linking words from the list.

**Linking words:** *First, then, next, after that, finally*

7 am	get up
7:15 - 8:15 am	have breakfast
8:30 - 9 am	drive to work
11 am - 1 pm	talk to some clients
1:30 - 2 pm	have a lunch break
4 - 5 pm	prepare a speech
5:30 - 6:30	drive home

B. Now write questions about what Rick was doing at the times in the list below.

7:30 am	11:30 am	4:30 pm
8:45 am	1:45 pm	6 pm

C. In pairs, work out a short story about Nick's day. Add some sentences in the past continuous to describe background events. (e. g. *When Nick got up, the birds were singing. He went to the kitchen and ... While he was ..., he ...*). Share your story with the class.

4. Do the following speaking and writing activities.

*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???                |

### 1 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

### 2 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.*

### 3 Activity: using present and past verbs in writing. (Chapter 2)

*Directions:* Describe your first day or two in a 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?

5. A. Write short answers to these points in the circles below (some answers have been written as an example). Write the answers in a different order to the questions. Ask your partner questions using the past simple tense. Work in pairs. Try to work out why your

partner has written the answers. Start all your questions with 'Did ...' as in the model. Your partner should say if you are right or wrong.

B. Report back to the class on the most interesting things you found out about your partner.

- ✓ a place you went to last year.
- ✓ a person you met last week
- ✓ the year you started school
- ✓ the name of a film or a TV programme you watched last month
- ✓ a person you know who got married last year
- ✓ the town or city you lived in when you were a child
- ✓ a person you wrote an e-mail to or chatted with on the Internet last month
- ✓ the year you met your best friend
- ✓ a person you know who went to university
- ✓ a restaurant, café or shop you went to last week

*Model:* Student A: Did you meet Kate last week?

Student B: No, I didn't. (No, that's wrong.)

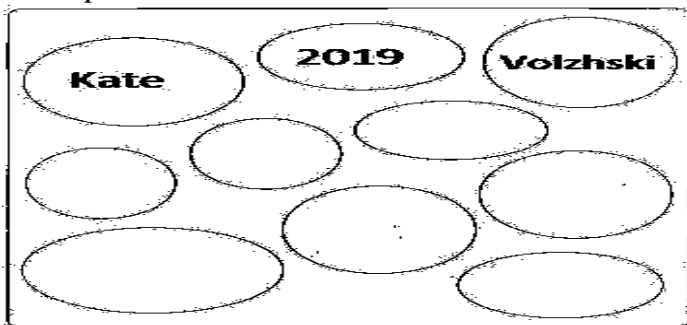
Student A: Did you e-mail Kate last month?

Student B: No, I didn't.

Student A: Did Kate get married last year?

Student B: Yes, she did! (Yes, that's right.)

*Example:*



C. Write in seven circles (see the example above) what you were doing a) at 4 pm on Monday; b) at 7 pm on Tuesday; c) at 7 am on Thursday; d) at 10 am on Friday; e) at 1 pm on Saturday; f) at 3 pm on Sunday. Let other students guess what time you were doing these things. Ask only general questions and tag questions.

*Model* Student A: Were you sleeping at 10 am on Friday?

Student B: No, that's wrong. (No, I wasn't.)

Student A: Were you working out in the gym at that time?

Student B: Yes, I was. (Yes, that's right.)

6. Complete the sentences using the past continuous or the past simple.

1. When we went out ...
2. Who were you talking to ...
3. It was raining ...
4. When I got to the lesson ...
5. I was ringing the doorbell when ...
6. When I opened the door ...

7. While Mary was playing the piano ... 8. ... his father was sleeping. 9. All day long yesterday ... 10. The whole month ...

7. Use the verbs in the past continuous or in the past simple.

Using the words in parentheses, complete the text below with the appropriate tenses:  
 It (rain) .....very hard when the bus (leave) .....the school. When we (get) .....home, my Aunt Carol and Uncle Arthur (wait) .....for us. They (tell) .....us to run into their basement. When I (look) .....up the road, I (see) .....that a tomado (come) .....towards our house. We all (run) .....towards the shelter. But it was too late. The tornado (pass) .....over us while we (try) .....to get down the stairs. We (close) .....the door when the wind suddenly (pull) .....it off. The noise was as loud as a train, and it was very dark. My uncle (hold) .....me down when suddenly the tornado (lift) .....him and threw him against a wall. Everybody (scream) .....for help while the tornado (throw) .....things on top of us. Suddenly the wind (stop) ..... . It (become) .....very quiet. My uncle and sister were hurt, but we all (survive) .....

8. Put the verbs in brackets into the past simple or the past continuous. Then, say which uses of these tenses are shown in each sentence.

I (see) Sue in town yesterday, but she  me. She  the other way.

I  Tom and Jane at the airport a few weeks ago. They  to Paris and I  to Rome. We  a chat while we  for our flights

I  home yesterday when a man  out into the road in front of me. I  quite fast, but luckily I  to stop in time and  him.

Jenny  for me when I .

"What  at this time yesterday?" "I was asleep."

"  out last night?" "No, I was too tired."

How fast  when the accident  ?

Sam  a photograph of me while I .

We were in a very difficult position. We  what to do.

I haven't seen Alan for ages. When I last  him, he  to find a job.

I  along the street when suddenly I  footsteps behind me. Somebody  me. I was scared and I  to run.

When I was young, I  to be a pilot.

Last night I  a plate when I  the washing up. Fortunately it .

9. Put the verbs in brackets into the past simple or the past continuous. Then, say which uses of these tenses are shown in each extract.



A. Charlie Chaplin (become) one of the best-known personalities in America within two years of his first appearance in motion pictures. He (be) so famous that no studio could afford to pay him, so he (appear) only in films which he (produce) himself.

B. It (happen) at ten o'clock last night. John (sit) in his cosy living-room with his wife and children. They (watch) the evening news on TV when suddenly, the lights (go out) and everything in the house (become) quiet.

C. The boys (play) football on the river bank while the girls (talk). Everyone (enjoy) the picnic when suddenly they (hear) a loud cry from further up the river. They all (rush) to see what was wrong.

D. In prehistoric times, people (live) in caves. They (hunt) animals which they then (use) for food and clothing. They (make) everything by themselves and they (have) very simple lives.

10. Complete the sentences using any appropriate past forms.

1. While Joanne ..... her hair, Carl was cleaning the house.
2. I have no idea where I ..... my wallet.
3. He .....his leg when he fell off the skateboard.
4. We .....in the classroom for ten minutes. Then the teacher came.
5. She .....to the theatre last night.
6. She cried when she .....her driving test.
7. What .....when the alarm went off?
8. They got into the car and away.
9. We .....along the beach when we heard a cry for help.
10. One fine morning, a man .....in the river.

11. Make sentences with “when” for these situations.

1. Mr. Robinson turned on the radio and listened to the first part of the concert. Then the telephone rang.
2. We were at a dance last night. In the middle of it somebody shouted: “Fire!”
3. Robert drove to London yesterday. Halfway there the car broke down.
4. The TV programme was interesting yesterday but my friends called on me in the middle of it.
5. We had a dictation yesterday. The bell rang in the middle of it.
6. Robert went to the bus stop and waited. At that time it began to rain.

12. Join the sentences using *as*, *when*, and *while*.

1. Kim was looking out of the window. She saw Mike.
2. Cathy was washing the dishes. She dropped a glass.
3. The children were playing. Their father came home.
4. Robert was driving home. He got a flat tyre.
5. Mick and Charlie were leaving the bank. The police surrounded them.

13. Correct the errors, if any, and explain why you have corrected them.

- 1) Breakfast was an important meal in our family. We were always eating breakfast.
- 2) While I worked in my office yesterday, my son's class teacher called me to inform about the teacher-parent meeting.
- 3) David was playing the piano very well when he was at junior high school.
- 4) He was looking like his father, but his younger brother was resembling their mother.
- 5) When we were children, we were enjoying making dens out of sticks and stones.

- 6) On the next day Margaret wrote from Venice that the hotel was really well maintained and she had a great time there. Her intention was to spend one more week in Venice and then to go back to France.
- 7) 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 concentrated hard on my work. When she suddenly was beginning to speak, I jumped.
- 8) Last year, when I lived in Bristol (I did a two-month course of English there), I decided to invite some friends over to dinner. I bought lots of delicious food, including some Parma ham and at about 6.00 I cooked in the kitchen. The sun was shining and it was a beautiful evening, so, I opened the back door. Then the telephone rang. I was going to answer it, and when I was coming back, I saw no ham on the table. I looked out of the window. A cat sat on my garden wall, and it was eating my ham.

14. A. Put the verbs in brackets into the past Simple or the past continuous.

She (lie) in bed when she (hear) a sudden noise. She (open) her eyes in horror. Someone (open) the downstairs window; they (try) to get into her house. She (climb) slowly out of bed and (creep) to the door. She (stand) very still and (listen) carefully when she (see) a light downstairs. It (move) about as if someone (hold) a torch and (search) for something. She (know) that they (look) for her.

B. Writing. Continue the story.

15. A. A policeman is asking Ms Brown about a car accident she happened to see yesterday. Put the verbs in brackets into the past simple or the past continuous.

P: What \_\_\_\_\_ (you/do) when you \_\_\_\_\_ (see) the accident, madam?

H: I \_\_\_\_\_ (walk) down the street.

P: What exactly \_\_\_\_\_ (you/see)?

H: Well, the driver of the car \_\_\_\_\_ (drive) down the road when suddenly the old man just \_\_\_\_\_ (step) in front of him. It \_\_\_\_\_ (be) terrible!

P: \_\_\_\_\_ (the driver/ speed)?

H: No, not really, but the old man \_\_\_\_\_ (not/look) both ways before he \_\_\_\_\_ (try) to cross the road.

P: \_\_\_\_\_ (anyone else/ see) the accident?

H: Yes, the lady in the post office.

P: Thank you very much.

B. Make up your own conversations on one of the following topics (ask for some evidence, witnesses, what exactly happened, when exactly, what followed):

1. The burglar broke in.
2. The storm broke.
3. The lights went out.
4. The boat overturned.
5. The earthquake hit.

6. The building caught fire.

16. Adam is writing a letter to his friend. He is describing what happened yesterday. Complete the letter.

**Dear Alan,**

**I hope you're well. Sorry for not writing to you sooner, but I've been very busy lately. You can't imagine what a terrible day I had yesterday. It all started early in the morning when the telephone rang. As I was getting out of bed, I tripped over the rug, fell and hurt my leg. ....**

**I hope I won't have such a terrible day again.**

**Best Wishes,  
Adam**

17. Remember what happened to you when you once were on holiday. Write a short essay describing it. You need to use verbs in the past simple and the past continuous/ Present your essay to the class and let other students ask you questions to get more details. Use the following videos on how to write short stories for reference:

<https://www.youtube.com/watch?v=bwXw-9nk71E>

<https://www.youtube.com/watch?v=jUbVH20qW0A>