

*Keep Speaking English*

**LESSON 2**



**I can distinguish the use of the past simple  
and the past continuous.**

# READING



Read a short extract from a story. Where is Harry at the start of the paragraph? Where is he at the end?

<sup>1</sup>A cold wind was blowing and large dark clouds were moving across the sky. <sup>2</sup>A hundred metres from the cliffs, the boat was rising and falling with the waves. <sup>3</sup>Harry took off his jacket and his jeans and put them behind a rock. <sup>4</sup>Then he climbed down into the water and began to swim. <sup>5</sup>As he was getting near the boat, he heard a shout. <sup>6</sup>He held his breath and dived under the waves.



**LEARN THIS!** Contrast: past simple and past continuous

**a** We use the past simple for a sequence of events in the past. The events happened one after another.

*We had lunch. Then we put on our coats and left.*

**b** We use the past continuous to describe a scene in the past. The events were in progress at the same time.

*It was raining. People were wearing raincoats and carrying umbrellas.*

**c** We use the past simple and the past continuous together for a single event that interrupted a longer event in the past.

*As I was getting dressed, my friend phoned.*

longer event

interruption

<sup>1</sup>A cold wind was blowing and large dark clouds were moving across the sky. <sup>2</sup>A hundred metres from the cliffs, the boat was rising and falling with the waves. <sup>3</sup>Harry took off his jacket and his jeans and put them behind a rock. <sup>4</sup>Then he climbed down into the water and began to swim. <sup>5</sup>As he was getting near the boat, he heard a shout. <sup>6</sup>He held his breath and dived under the waves.

Read the **Learn this!** box. Match sentences 1–6 from the extract in exercise 1 with rules a–c.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_

**1.19** Put the sentences from exercise 3 in the correct order to continue the story. Then listen and check.

1c, 2...

# GRAMMAR



Complete the sentences. Use the past continuous or past simple form of the verbs in brackets.

- a** While he \_\_\_\_\_ (listen) to their argument, the boat's engines \_\_\_\_\_ (start).
- b** Someone \_\_\_\_\_ (fall) into the water. Harry \_\_\_\_\_ (realise) who it was and \_\_\_\_\_ (jump) in too.
- c** Still underwater, he \_\_\_\_\_ (swim) close to the boat, then \_\_\_\_\_ (come) up silently. Three people \_\_\_\_\_ (argue) loudly.
- d** The boat \_\_\_\_\_ (begin) to move away. As he \_\_\_\_\_ (decide) what to do, he \_\_\_\_\_ (hear) a scream.
- e** Before it started moving, Harry quickly \_\_\_\_\_ (climb) onto the back of the boat and \_\_\_\_\_ (hide).

Complete the text with the past simple or past continuous form of the verbs in brackets. ➔ 2.5, 2.6, 2.7

It was past midnight when Helen <sup>1</sup> \_\_\_\_\_  
(arrive) home. She <sup>2</sup> \_\_\_\_\_ (close) the door  
quietly because her parents <sup>3</sup> \_\_\_\_\_ (sleep)  
upstairs. As she <sup>4</sup> \_\_\_\_\_ (take off) her coat,  
she <sup>5</sup> \_\_\_\_\_ (see) a letter on the floor with her  
name on it. She <sup>6</sup> \_\_\_\_\_ (open) the letter and  
<sup>7</sup> \_\_\_\_\_ (read) it. Then she <sup>8</sup> \_\_\_\_\_ (put)  
it in her pocket, <sup>9</sup> \_\_\_\_\_ (pick up) her coat and  
<sup>10</sup> \_\_\_\_\_ (go) out again. It <sup>11</sup> \_\_\_\_\_ (be)  
a cold night but it <sup>12</sup> \_\_\_\_\_ (not rain). A few  
people <sup>13</sup> \_\_\_\_\_ (walk) towards the High Street,  
so Helen <sup>14</sup> \_\_\_\_\_ (cross) the road and  
<sup>15</sup> \_\_\_\_\_ (follow) them. She <sup>16</sup> \_\_\_\_\_  
(not know) where they <sup>17</sup> \_\_\_\_\_ (go) - but she  
<sup>18</sup> \_\_\_\_\_ (not want) to be alone.

GRAMMAR

# GRAMMAR

## LOOK OUT!



When a single event interrupts a longer event, we can use either *while / as* with the past continuous, or *when* with the past simple.

*While / As I was walking along the beach, I found a gold coin.*

*I was walking along the beach when I found a gold coin.*

Read the **Look out!** box. Then find all the sentences in exercises 1 and 3 which begin with *While* or *As*. Rewrite them using *when* before the past simple.

*He was getting near the boat when ...*

# GRAMMAR

Choose an interruption from box B for each activity in box A. Then write five sentences using the past simple and past continuous. Use *while / as* or *when*.

*As they were fighting, Harry heard a helicopter.*

## A activities

fight    climb back onto the boat    help    hide  
put on dry clothes    swim to the shore    talk

## B interruptions

call for help    feel ill    find a note    see a shark  
find a case of money    hear gunshots  
remember something important    hear / see a helicopter



# SPEAKING



**1.20** Listen to the end of the story. Compare it with your ideas from exercise 8. How is it different?  
*In my ending . . . , but in the actual story . . .*

**SPEAKING** Work in pairs. What do you think happened next in Harry's story? Discuss your ideas and make notes. Use the questions below and your sentences from exercise 6 to help you.

- 1 Did Harry know the person who fell into the water?
- 2 Did they fight or help each other?
- 3 What happened to the boat?
- 4 Did Harry return to the shore or get on the boat?
- 5 What happened next?

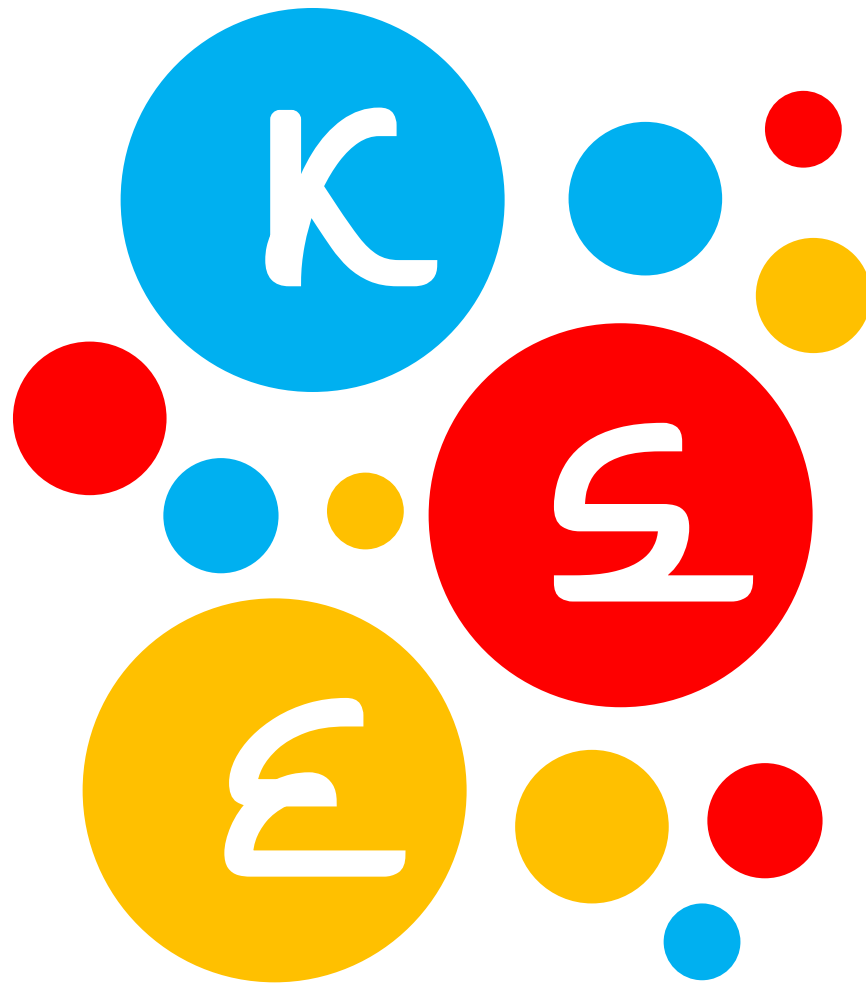
**SPEAKING** In pairs, write five or six more sentences of the story using your notes from exercise 7. Then read your sentences to the class. The class votes for the best ideas.



# LESSON 3



I can talk about quantities,  
prohibition and necessities.



*Keep Speaking English*

**SEE YOU NEXT**

**TIME!!!**