

## Unit 1: Good memories

### Grammar spotlight:

We use the past simple for two or more past action in sequence, especially in narrative. (e.g., *I tripped and land on my knees. He knocked her down, grabbed her purse and ran off.*)

Amy wrote an email to a friend. Complete the sentences with the simple past form of the verbs in parentheses.

Hi!

I \_\_\_\_\_ (not do) anything special this weekend, but I \_\_\_\_\_ (have) a lot of fun. I \_\_\_\_\_ (not go) out Friday night. I \_\_\_\_\_ (stay) home. I \_\_\_\_\_ (clean) my room and \_\_\_\_\_ (do) the laundry. I \_\_\_\_\_ (help) my sister with her homework, and then we \_\_\_\_\_ (watch) our favorites series. On Saturday, my friend Lori \_\_\_\_\_ (come) over. She \_\_\_\_\_ (need) some new shoes, so we \_\_\_\_\_ (took) the bus downtown to Todd's Shoe Store. We \_\_\_\_\_ (shop) for a long time, but Lori \_\_\_\_\_ (not like) any of the shoes at Todd's. She \_\_\_\_\_ (buy) some purple socks, but she \_\_\_\_\_ (not buy) any shoes. On our way back to my house, we \_\_\_\_\_ (stop) at the gym and \_\_\_\_\_ (exercise). I \_\_\_\_\_ (invite) Lori for dinner and my dad \_\_\_\_\_ (cook) hamburgers in the yard.

### Grammar spotlight:

We use the past continuous to describe actions in progress at specific time in the past. (e.g., *What were you doing at 9:30 last Saturday? I wasn't doing anything special.*)

We can use past continuous when we want to describe a series of separate actions in the past, and we use the past simple as an interruption of this activity. (e.g., *She was going to the library this Saturday, she usually went to the library once a week and studied occasionally for test.*)

Complete each paragraph with one set of verbs, using the past simple or past continuous.

miss/no get/ wonder      break/see/steal/teach      come/listen/make/say      explain/talk/understand

- A) We \_\_\_\_\_<sub>1</sub> to the music when one of the neighbors \_\_\_\_\_<sub>2</sub> to the door and \_\_\_\_\_<sub>3</sub> she couldn't sleep because we \_\_\_\_\_<sub>4</sub> too much noise.
- B) Someone \_\_\_\_\_<sub>5</sub> into Barbara's office and \_\_\_\_\_<sub>6</sub> her computer yesterday afternoon while she \_\_\_\_\_<sub>7</sub> her history class. No one \_\_\_\_\_<sub>8</sub> the thief.
- C) Because he never \_\_\_\_\_<sub>9</sub> anything very clearly, none of us \_\_\_\_\_<sub>10</sub> what sciences teachers \_\_\_\_\_<sub>11</sub> about most of the time.
- D) I'm sorry, I \_\_\_\_\_<sub>12</sub> here on time, and I \_\_\_\_\_<sub>13</sub> the beginning of your presentation, but I \_\_\_\_\_<sub>14</sub> if you might have a handout left.

**Grammar spotlight:**

To talk about past habits or to make stronger contrast with the present, we can use the form **used to**. The negative form is **didn't use to** (e.g., *They used to be students. They didn't use to have a lot of free time. They used to go to school every day, but they don't do that anymore.* )

Complete the sentences with **used to** and the correct verb in parentheses.

1. Nicola \_\_\_\_\_ (travel) a lot, but she \_\_\_\_\_ (go) away much these days.
2. Sophie \_\_\_\_\_ (ride) a motorbike, but last year she \_\_\_\_\_ (sell) it and \_\_\_\_\_ (buy) a car.
3. I rarely eat ice cream now, but I \_\_\_\_\_ (eat) when I \_\_\_\_\_ (be) a kid.
4. There \_\_\_\_\_ (be) a hotel near the airport, but it \_\_\_\_\_ (close) a long time ago.
5. We \_\_\_\_\_ (watch) Tv a lot, but we \_\_\_\_\_ (not have) a Tv anymore.
6. I \_\_\_\_\_ (have) a dog, but my dog \_\_\_\_\_ (die) two years ago.
7. She \_\_\_\_\_ (play) piano when she \_\_\_\_\_ (be) teen, but she \_\_\_\_\_ (not play) since 2018.

Write sentences about four things that you used to do in the past.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

Write sentences about four things that you didn't used to do in the past.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.