

SECTION A

Getting Started

IT'S TIME FOR
A CELEBRATION



1) March 8th – International Women’s Day

2) March 17th – Saint Patrick’s Day

3) June 1st – International Children’s Day

4) June 10th – Portugal Day

5) October 17th – International Day for the Eradication of Poverty



A. Look at the celebrations in the table below. Match each one to the correct description

- a) In different regions the focus of the celebrations ranges from respect, appreciation and love towards women as well as a celebration of their economic, political and social achievements.
- b) The first commemoration of the event took place in Paris, France, in 1987 when 100,000 people gathered to honour victims of poverty, hunger, violence and fear.
- c) This marks the date of Luís de Camões’ death in 1580. It is officially celebrated in Portugal and in other countries where Portuguese influence is still strong. This holiday is also celebrated by Portuguese citizens and Portuguese immigrants throughout the world.
- d) No-one knows why this date was chosen: one theory involves the Chinese consul-general in San Francisco (USA) who took a group of Chinese orphans to celebrate the Dragon Boat Festival in 1925 on this date.
- e) This day commemorates the arrival of Christianity in Ireland, although it is also a secular celebration of Irish culture in general. People go to church, wear green clothes and take part in street parades.

B. Which of these festivities or holidays are celebrated in East Timor? Add any other holidays or festivities you celebrate in your community.

C Using your information from the previous exercise, build a class calendar of festivities and celebrations that will take place this year in East Timor. You can divide them into international, national and local events.

Focus on Listening

A. Listen to these people talking about how they celebrate certain holidays. As you listen, choose the correct word.

As my mom is 100% of Irish ascent/descent, each year I celebrate St. Patrick's day to its fullest/foulest. I used to spend it at the serenade/parade through London, UK but this year I found myself making my way/day through a sea of green in Syracuse, NY on March 17th.

Walking around, wearing green from head to toe, beer in hand, I spent the last Saturday hoping/jumping from bar to bar in Armory Square appreciating/enjoying the celebrations.

I love St. Patrick's Day. I didn't use to join all the festivities ... I used to wear something green and that was it. Now, I celebrate it in all its green glory, painting my face green and pinning that green tiara to my head!

by Bridget Streeter

adapted from: <http://blog.timesunion.com/college/how-do-you-celebrate-st-patricks-day/851/>

National Heroes' Day is a Jamaican holiday that happens on the third Monday in October. It is a celebration of the island's seven/seventeen National Heroes.

Jamaicans commemorate the great actions/deeds of the National Heroes of Jamaica. We also have traditional music and dancing, agricultural/farming and arts and crafts exhibitions.

My family and I spend the day eating very sweet/spicy food. After we used to go out and play football on the beach. Now, we watch a cricket or football game or play dominoes.

By Joel King

adapted from: <http://aglobalworld.com/holidays-around-the-world/jamaica-national-heroes-day/>

I joined/gathered other well-wishers and watched/waited for the arrival of the Japanese Emperor Akihito at the Imperial Palace during the public/private celebration of the Emperors 77th birthday on December 23rd. This year I wanted something different. Everybody screamed/cheered Banzai and waved Japanese hands/flags at the public celebrations held on Palace grounds/gardens. I used to watch the celebrations at home. Did I use to enjoy it as much as I do now? Not at all!

By Taninori Hideko

adapted from: <http://www.demotix.com/news/543144/japan-celebrates-emperor-akihitos-77th-birthday>

B. Now complete a table like this one in your notebook with information from the texts.

	Celebration	Date	Place	Activities	
				Past	Present
Bridget					
Taninori					
Joel					

C. Look at these examples from the texts.

I didn't use to join all the festivities

I used to wear something green

Did I use to enjoy it?

1. What type of activities do the sentences refer to?

- actions we do as a routine.
- actions we did in the past and don't do anymore.
- actions we never did.

D. As an American, Bridget Streeter also celebrates Independence Day on the 4th of July every year. Can you unscramble the sentences about her celebrations?

- watch / fireworks / at night / my wife and children / I / with.
- when / lived / with my parents / we used / big family / to have / I / a / picnic.
- I was / when / a child / I / didn't / eat apple pie on the 4th of July / use to / but now I do.
- Michael / take part / did / in the parade / used to / when he was younger?

E. Complete the following sentences:

- When I was younger I used to on my birthday, but I don't any more.
- At primary school I didn't use to but now I do.

F. Now make questions from these sentences to ask a colleague.

Your Experience

Choose a typical holiday or celebration that you have taken part in a number of times. Tell your colleague about it. Talk about these things:

- Where and when it happens in your community
- The people who go
- What you do on this day
- How it is similar and different from the celebrations you have read about above
- How it has changed over the years

Focus on Writing

A. One of Timor-Leste’s most Important holiday is popular Consultation Day. Imagin your scool has decided to hold a competition to see who can write the best composition about this day. The theme of the composition

Popular Consultation Day: What it means to us and to me

B. When you write a composition, it is important that first you have to prepare what you are going to write. Make your notes using the diagram below – choose the topics which you think are important

Paragraph	Topic Questions
1 - Introduction	When is it?
	When did it start? Why?
	Why was it important?
2 - Official Celebrations	What do politicians do?
	Are there any parades / services / ceremonies?
	What local celebrations are there?
3 – My celebrations	What don’t I do on this day?
	What do I do?
	Where do I go & who do I see?
4 - Reflections	How do I feel?
	What do I like / don’t like?
	How has the day changed over the years?
5 - Summary	How the day is positive for East Timor?

Now write your composition in 5 paragraphs.

C. When you have finished, exchange compositions with a colleague. Use the check list below to evaluate what your colleague has written.

	✓	✗
A. Are there 5 paragraphs?		
B. Did the writer use the topics from the table above?		
C. Is most of the writing in the middle 3 paragraphs?		
D. Is the tone of the composition positive?		
E. As the reader, can you clearly understand the writer’s message?		
F. Do you understand all the vocabulary in the text?		
G. Do all the sentences have 30 words or less?		
H. Can you find at least 5 linkers?		
I. Are there fewer than 5 spelling mistakes?		
J. Do you think this is a winning composition?		

Don’t forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



SECTION B

Getting Started

ARTS AND CRAFTS

A. The handmade objects in the pictures below come from different parts of the world. For each object, guess:

1. what it is
2. where it comes from
3. what material it is made of
4. what it is used for



B. All the verbs below are used to describe the process of making something. Match each one with its definition. Use your dictionary to help you.

1. grind	2. weave	3. interlace	4. wind
5. cover	6. dye	7. spin	8. pour

- a) to interlace threads so as to form a fabric or material
- b) to connect by or as if by lacing together
- c) to break or crush something into very small pieces
- d) to draw out and twist fibres into thread
- e) to put a liquid from one container into another
- f) to colour a material or fabric especially by soaking in a colouring solution
- g) to wrap something around another object once or repeatedly
- h) to place something over something else to protect it

Your Experience

What arts and crafts are made in the area where you live? Make a list of at least 8 traditional products made in your community.



Focus on Reading

A. In the Philippines, there is a village famous for its handmade guitars. Read the text to find out more about this village, its inhabitants and their art. Before you read, look at the pictures below and identify all the similarities and differences that you can see:



Philippines

More than 7,000 islands make up the Philippines, but most of its fast-growing population lives on just 11 of them. The country's location on the Pacific Ring of Fire and its tropical climate means there are lots of earthquakes and typhoons but also that it has extensive natural resources and one of the richest areas of biodiversity in the world. The country was once a Spanish colony. The name Philippines comes from King Philip II of Spain. The official name of the Philippines has changed several times in the course of the country's history. It has been called the República Filipina and the Philippine Islands and is now officially the Republic of the Philippines.



Guitar



Mandolin



Ukulele



Cocolele

The Maestros of Cebu

The tap-tap-tap of hammers fills the air as craftsmen finesse* the soundboards of their world-famous acoustic guitars. The village of Abuno, just minutes away from Cebu's beaches, has been devoted to the craft* of making guitars for generations — its master craftsmen* are well known by musicians throughout the world. The Philippines may not be one of Asia's technological giants nor a powerhouse of banking businessmen like some of its neighbours, but Filipinos are known for their musical nature and able craftsmen. The combination of guitars and the Philippines, if you stop and think about it, is perfectly natural and it all comes together here in Abuno, an otherwise ordinary-looking Filipino town. Devoted to the craft of guitar making, a walk down any alley will find small family workshops hard at work on mandolins, ukuleles, guitars and even a few of the local stringed instrument called the cocolele — a kind of ukulele made of coconuts.

* finesse = aprimorar

* craft = arte

* craftsmen = artesãos

The history of guitars in the Philippines goes back to the Spanish colonial period. At first there were no massive* pipe organs on the outer islands so guitars were used to accompany church services until organs could be transported from Europe. Thanks to their portability, the popularity of guitars spread among Filipinos to serenade* their sweethearts, to liven up a fiesta or just for self-fulfilment*. Today, talented Filipino musicians can be found in clubs and orchestras from Tokyo to Toronto, some proudly sporting a Cebu guitar.

* massive = enorme

* serenade = cantar serenatas

* self-fulfilment = auto-satisfação

The craft of guitar making in Abuno is passed from generation to generation and the industry involves many families, the most prominent* of whom are the Alegre and Susing dynasties. According to Mark Alegre, a fourth generation guitar maker here, the well-crafted guitar "Is all about the feel of the guitar, its sound, which comes from the design of the soundboard and the quality of the components that make up the instrument. Every maker has its own secret formula for a soundboard. The Alegre family's secret recipe evolved from trying out several designs over the generations until they hit on their own special style. Only if the finished product passes the final test from master luthier* Fernando Alegre, Mark's father, can the guitar have his signed seal inside certifying its quality. If it does not pass, the guitar will need to be refinished or reworked.

* prominent = proeminente, importante

The craft of making guitars takes a lifetime to learn. 'It's hard to find workers to do this who haven't been at it all their lives. My grandfather started to learn to make guitars when he was six years old and devoted his whole life to making guitars' Mark quips. Like craftsmen everywhere, special skills tend to be passed down from generation to generation.

In keeping with the Filipino tradition of hospitality, visitors are welcome to visit not only the showrooms but browse* around the workshops as well, to witness the process, technique and care that go into handmade musical instruments. Sales assistants, who double as musicians, like to show their prizes with a song, entertaining visitors and demonstrating each instrument's special sound.

* luthier = músico, bardo

* browse = ver, observar

adapted from: Silkwinds, May – June 2010

1. Find evidence in the text to support the following statements.

- a. The craftsmen of Abuno are world famous.
- b. Filipinos are famous for their music and craftsmanship.
- c. The guitar making business is family-oriented.
- d. In the past, guitars were commonly used in church services.
- e. Nowadays, Filipino musicians work all over the world.

2. Answer these questions on the text.

- a. How do craftsmen learn to make a guitar?
- b. Which features must a quality guitar have?
- c. When does a guitar built by the Alegre family need to be reworked?
- d. When did Mark's grandfather learn to make guitars?
- e. What can a visitor expect when visiting a showroom at a Cebu guitar shop?

3. Find equivalents for these words and expressions in the 2nd and 3rd paragraphs.

- a. manageability
- b. provide entertainment
- c. distinguished
- d. recipe
- e. authentication



B. Just like the Philippines, East Timor has many skilled craftsmen and women. The Tais, the traditional cloth of East Timor, play a key role in social rituals. How are they made? Put the paragraphs below in the correct order to find out more about how Tais are made.

The Weaving Process

1. Afterwards, weavers begin the meticulous process of creating a design using dyes known as Futus. The prepared warp threads are immersed into boiling dye mixtures, cooled and immersed again depending on the number of colours to be combined.
2. Once the warp is wound and transferred to the loom, the weaver groups and lifts specific warp threads so the design 'floats' over the cloth. Thin sticks lift the warp threads to form the required pattern and move along the warp as sections of the cloth are woven. This ensures the pattern is even as sections of the cloth are complete.
3. Secondly, comes the dyeing of the cotton. All weavers have their secret recipes to create desired tones and a good dyer is seen to be similar to a medieval alchemist. Colours are specific to local areas and the plant life. Bark, roots, soil, mango skin and leaf of potato, cactus flowers and turmeric are but a few of the organic materials used to create the vibrant colours of traditional Tais.
4. The first step to making Tais starts with raw cotton on the vine known as 'kabas'. Firstly, the raw fibres of cotton are separated from the seeds. The cotton is then hand spun and wound into balls prior to dyeing or weaving.
5. After the dyeing process is finished, two sets of threads are interlaced during the weaving process to create the cloth. The weaver needs help to wind the first lot of threads known as the warp. Balls of cotton are placed inside coconut shell dishes, passed back and forth and wound with precision around a simple warping frame. The warp threads are then transferred to the loom and the weaving process begins.

C. Now that you have the paragraphs organised, read the text and underline all the words that helped you find the correct order.

If you need help, check Grammar box 2.



D. Papermaking is a traditional craft in many parts of the world. Read the text, fill in the blanks with the words from the box and learn how to make paper from plants.

then	first	finally
second	after (x2)	afterwards

Paper-making process

Making handmade paper is a mechanical process divided into two stages: the preparation of the pulp* and the lifting and finishing of paper.

1 you need to prepare the pulp. To start, you boil, clean and wash plant fibres and then crush* them in a mortar.*

2 beat* the mixture into a pulp.

3 that, pour the pulp into a large basin containing a mould. Remove the paper from the mould.

4 , place the paper on a piece of cloth and cover it with another piece of cloth. Make a pile of paper sheets. 5 press the pile of paper in a hydraulic press to remove most of the water.

6 pressing, leave the cloth with the paper to dry on a laundry line. Put the paper aside to dry.

7 remove the felt* and press the paper again to make a flat piece of paper.

*pulp = pasta

*crush = esmagar

* mortar = almofariz

* beat = bater

* felt = feltro

Your Experience

A. Work in groups of 3. Each group should select a different object from the list you made in the Getting Started section and design a poster. The poster should be illustrated and divided into different areas to show some of the following:

- The history of the object
- How it is made and what it is made of
- Where it is made and by whom
- What it is used for
- Different varieties of the same object
- Other similar objects from East Timor or other places

B. When you have finished, make an exhibition of all your posters.

Getting Started

SECTION C TELLING TALES

A. Look at the items below and choose the ones you believe are usually part of a traditional story or folktale.



B. Choose a story in which some of these things or people appear. Find someone who has chosen a different story and tell each other your stories.

C. Now answer these questions and compare your answers with those of your colleagues.

1. Who told you stories when you were little?
2. What type of stories did they tell you?
3. How were these stories told?
4. At what time were you told these stories?
5. Which story was your favourite? Why?



Your Experience

A. Choose a folktale or story that you know well. Imagine the story is going to be published in a book. Design the front cover of the book – using one or more images that illustrate the story.

B. Write a short sentence for the back cover of the book. It should summarise the story and make it sound interesting so people will buy the book. Here is an example:

An exciting adventure story with a romantic heart about a young boy who gets into trouble all the time, until the day that he finds a magic lamp and meets a girl.

Focus on Reading

A. In the story that follows, the main characters are a spider and a turtle. Before reading, try to guess what happens between these two characters and share your ideas with your colleagues.

B. Now, read the story and find out how accurate your guesses were. Then complete the tasks.

ANANSI AND TURTLE

One day Anansi the spider picked some very fat and tasty yams from his garden. He baked them with much care and they came out smelling quite delicious. He could not wait to sit down and eat them. Just then there was a knock at his door. It was Turtle, who had travelled all day and was very tired and hungry.

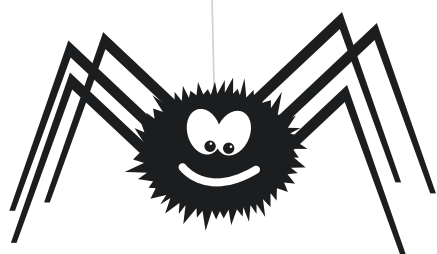
"Hello, Anansi," said Turtle. "I have been walking for so long, and I smelled the most delicious yams I've ever smelled. Would you be so kind as to share your meal with me?"

Anansi could not refuse, as it was the custom in his country to share your meal with visitors at mealtime. But he was not very happy, for Anansi was a little too greedy and wanted the delicious yams all to himself. So Anansi thought to himself and came up with a scheme.

"Please do come in, Turtle. I would be honored to have you as my guest this evening. Sit down, have a chair and help yourself."

Turtle came inside and sat down, but just as he reached for a yam, Anansi yelled, "Turtle, don't you know better than to come to the table with dirty hands?"

Turtle looked down at his hands and saw that they were filthy. He had been crawling all day and had not had a chance to clean up. Turtle got up and went to the river to clean his feet. He walked all the way back up to the house and Anansi had already begun to eat. "I didn't want these tasty yams to get cold, so I had to begin," said Anansi. "But please do join me now, Turtle."



Turtle sat down again and reached for a yam, but again Anansi yelled at him. "Turtle, did you not hear me before? It is not polite to come to the table with dirty hands!"

He looked down and saw that his clean hands had turned dirty once more, since he had crawled on them to get back to the house. So he walked down to the river once more to wash himself off. And when he returned this time, he was careful to walk on the grass so his hands would stay clean. But by the time he sat down at the table, Anansi had finished up the last bit of the tasty yams and not so much as a morsel was left.

Turtle looked at Anansi for a moment and then said, "Thank you for sharing your meal with me. If you ever find yourself near my house, please let me return the favor." And then he slowly walked out the door and continued on his way.

The days went by and Anansi thought more and more of that meal that Turtle had offered. He got more and more interested in a free dinner and finally could not stand it anymore. He set off one day to find Turtle's house.

He found Turtle sunning himself on a riverbank just around dinnertime. Turtle looked up and saw him and said, "Hello, Anansi, have you come to share evening meal with me?"

"Oh yes, yes!" said Anansi, who was growing hungrier and hungrier by the minute.

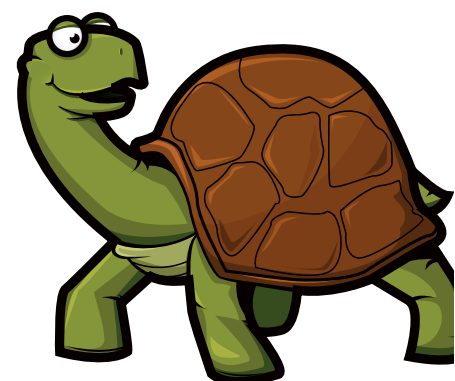
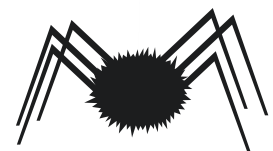
Turtle went underwater to his house to set up the dinner table for the two of them. Soon he came back to the bank and said, "Your place is waiting and the food is ready. Please join me, Anansi." And then he dived underwater and began to slowly eat his meal.

Anansi jumped into the water, but could not get down to the bottom of the river. He tried to swim down, but he was so light that he kept popping back up to the surface. He tried diving. He tried belly flops. He tried a running jump, but nothing would help him get down to the river bottom. In the meantime, Turtle was slowly eating his meal.

Anansi was not about to give up a free meal, and was running around wondering what he would do. Finally he had an idea. He started grabbing stones and rocks and stuffed them into his jacket pockets. Now when he jumped into the water he sank right down to the bottom and was able to take his place at the table.

The table was so beautiful and full of delicious foods. Anansi could hardly believe how many tasty foods were before him and could not wait to start his meal. But just as he reached for the first morsel, Turtle stopped eating and spoke. "In my country, we do not wear our jackets to the table." Anansi noticed that Turtle had removed his own jacket before sitting down. Anansi started to remove his jacket, and as soon as it was off of his shoulders, he went zooming back up to the surface and popped out onto the riverbank. He stuck his head down into the water and saw Turtle slowly enjoying that wonderful banquet.

adapted from: http://www.motherlandnigeria.com/stories/anansi_and_turtle.html



1. Put the events in order according to the story.

- a. Anansi picked and cooked tasty yams.
- b. Anansi jumped into the river to reach Turtle and wasn't able to dive.
- c. While Turtle slowly ate the meal he had prepared, Anansi desperately tried to reach Turtle's home.
- d. Turtle explained he was very tired and asked Anansi if he could share his meal.
- e. Anansi reluctantly invited Turtle to join him.
- f. Anansi yelled at Turtle telling him he must wash his hands before eating.
- g. Anansi decided to find Turtle and have a meal with him.
- h. Turtle went down to the river to wash his hands.
- i. When Turtle returned, Anansi had already begun eating.
- j. Turtle returned to the river once more to wash his hands.
- k. As Anansi sits down to eat, Turtle knocks on his door.
- l. Anansi, once again, shouted at Turtle because of his dirty hands.
- m. When Turtle reached the table again, Anansi had eaten everything and left nothing for Turtle.
- n. Before leaving, Turtle invited Anansi for a meal.
- o. Turtle invited Anansi for a meal and went to prepare everything.
- p. Just when Anansi finally reached his home, Turtle tricked Anansi and he is left with nothing.

2. The characters of this story – Anansi and Turtle – are very different from each other. Match the words and expressions with the character.

greedy intelligent polite kind resourceful trickster foolish
honest naive glutton patient impatient dishonest wise

Anansi	Turtle

3. Do you think the story has a message? If so, what is it? If not, think of an alternative ending to the story.

If you need help, check Grammar Box 3.

C. Re-read the following paragraph carefully and do the tasks which follow.

Turtle dived underwater and began to slowly eat his meal. Anansi jumped into the water, but he didn't reach the bottom of the river. In the meantime, Turtle was slowly eating his meal. Then Anansi started grabbing stones and rocks and stuffed them into his jacket pockets. Now when he jumped into the water he sank right down to the bottom and took his place at the table. But just as he reached for the first morsel, Turtle stopped eating and spoke. "In my country, we do not wear our jackets to the table." Anansi noticed that Turtle had removed his own jacket before sitting down.

1. Make a list of the actions described in the paragraph.

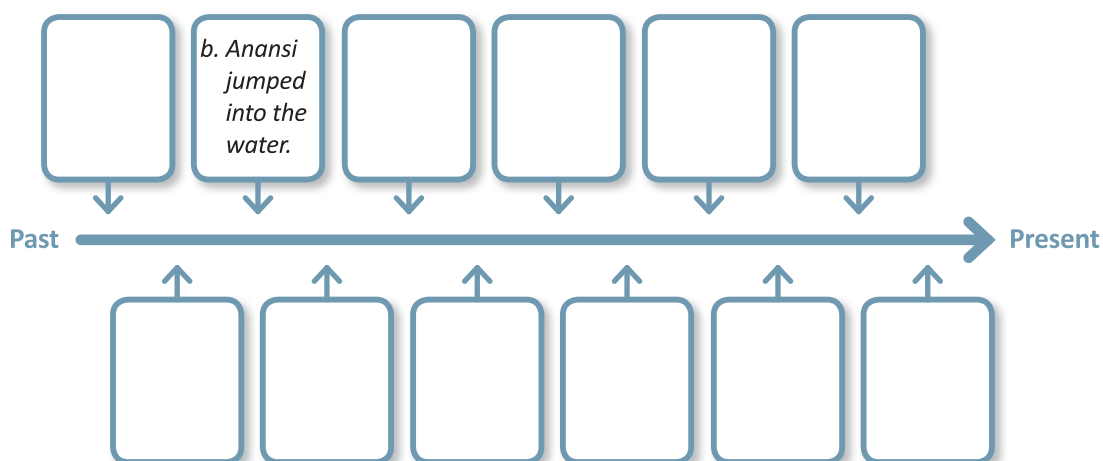
- a.
- b. *Anansi jumped into the water.*
- c.
- d. *Turtle was eating his meal.*
- e.
- f.
- g.
- h. *He took his place at the table.*
- i.
- j.
- k.
- l.

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



2. Now complete the diagram by putting the actions in chronological order.



3. Organise the verbs in the paragraph in a table like the one below according to tense. Then find other examples in the story.

Past Simple	Past Continuous (was/were + -ing form)	Past Perfect (had + past participle)
<i>dived</i>	<i>was eating</i>	<i>had removed</i>

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



4. Choose the correct ending for the sentences on the left.

a. The Past Simple is used to narrate...	i. actions that happen in the present. ii. past events in chronological order. iii. past events that happened during a long period of time.
b. The Past Continuous is used to narrate...	i. activities in progress or repeated activities during a period of time in the past ii. past events in chronological order iii. past events that happened before other past events.
c. The Past Perfect is used to narrate...	i. activities in progress or repeated activities during a period of time in the past ii. past events in chronological order iii. past events that happened before other past events.

5. Underline the correct verb form.

1. When Turtle started walking today, he **was knowing / knew / had known** where Anansi lived.
2. When Anansi **saw / had seen/ was seeing** Turtle, he **came up / had come up / was coming up** with an idea to trick Turtle.
3. While Anansi **ate / was eating / had eaten**, Turtle **was going / had gone / went** to the river twice.
4. By the time Turtle **had returned / was returning / returned** from the river, Anansi **finished / was finishing / had finished** all the yams.
5. Anansi **wasn't taking / hadn't taken / didn't take** an umbrella with him that morning because it **didn't rain / hadn't rained / wasn't raining** all week.

Your Experience

When we are telling a story, we can make it more interesting for the listener if we use a variety of narrative tenses. Choose a traditional story you have been told many times and tell it in your own way. Before you begin, make a list of all the main events in the story and think about using different verb tenses to make the story as interesting as possible.

Grammar Box 1 – Used to

We use this structure to talk about habits or recurring events in the past which no longer happen. This structure expresses something that doesn't happen anymore, typically a habit or event.

For example:

*I used to have a huge family picnic on Labour day.
(Now I don't have a huge picnic.)*

*I used to live in Shanghai.
(Now I don't live in Shanghai.)*

Used to is a fixed structure, which works like this:

Subject		Main Verb infinitive	Object
<i>I</i>	used to	<i>work</i>	<i>for an NGO in East Timor.</i>
<i>Bill and Mary</i>		<i>have</i>	<i>a big barbecue every Sunday.</i>
<i>Our family</i>		<i>celebrate</i>	<i>Christmas together.</i>

In questions and negative sentences, the structure is:

Auxiliary	Subject		Main Verb infinitive	Object
Did	<i>they</i>	use to	<i>work</i>	<i>for an NGO in East Timor?</i>
	<i>Bill and Mary</i>		<i>have</i>	<i>a big barbecue every Sunday?</i>
	<i>your family</i>		<i>celebrate</i>	<i>Christmas together?</i>

Subject	Auxiliary		Main Verb infinitive	Object
<i>I</i>	didn't	use to	<i>work</i>	<i>on Sundays, but now I do.</i>
<i>Bill and Mary</i>			<i>have</i>	<i>a big barbecue every Sunday.</i>
<i>Our family</i>			<i>celebrate</i>	<i>Christmas together, but we all like it now.</i>

Grammar Box 2 – Linkers of sequence

Linkers are used to connect ideas. One example of this is when they are used to show the order of events in a sequence.

Examples

First, second, third, etc.
Next, then, lastly, finally
After, afterwards

They can be used in a sequence of instructions:

Example: First break the eggs. Next, mix the eggs in a bowl, After that, add a little salt...

They can be used to describe a process:

Example: First the sand is placed with the cement in a cement-mixer. After that, the water is added and then the machine is switched on.

They can also be used in narrating a story:

Example: First we went to João's house to get his bicycle and then we went to the beach.

Grammar Box 3 – Narrative Tenses

We use the narrative tenses to tell stories:

1. The Past Simple

The Past Simple is used to narrate past events in chronological order.

Example: One day Anansi the spider **picked** some very fat and tasty yams from his garden. He **baked** them with much care and they **came** out smelling quite delicious.

2. The Past Perfect

The Past Perfect is used to express an action that happened before a specific time in the past.

It can be used to re-order the events of a narrative for dramatic effect.

If it is important to show that the first action was completed before the second one began, the Past Perfect must be used.

Example: Anansi **noticed** that Turtle **had removed** his jacket.

3. The Past Continuous

The Past Continuous expresses the idea of an activity in progress, or repeated activity, during a period of time in the past.

It expresses the idea that an activity was taking place at the same time as an action in the story.

Example: He **tried** diving. He **tried** belly flops. He **tried** a running jump, but nothing would help him get down to the river bottom. In the meantime, Turtle was slowly eating his meal.

The Past Perfect is made by combining an auxiliary verb – had – and the past participle of the main verb.

PAST PERFECT AFFIRMATIVE		
I		
You		
He/She/It	had	verb-ed.
We		
You		
They		
NEGATIVE		
I		
You		
He/She/It	hadn't	verb-ed.
We		
You		
They		
INTERROGATIVE		
	I	
	you	
Had	he/she/it	verb-ed?
	we	
	you	
	they	
AFFIRMATIVE RESPONSE		
	I	
	you	
Yes,	he/she/it	had.
	we	
	you	
	they	
NEGATIVE RESPONSE		
	I	
	you	
No,	he/she/it	hadn't.
	we	
	you	
	they	

The Past Continuous is made by combining an auxiliary verb – was or were – and the –ing form of the main verb.

PAST CONTINUOUS		
AFFIRMATIVE		
I	was	verb-ing.
You	were	
He/She/It	was	
We	were	
You	were	
They	were	
NEGATIVE		
I	was not	verb-ing.
You	were not	
He/She/It	was not	
We	were not	
You	were not	
They	were not	
INTERROGATIVE		
Was	I	verb-ing?
Were	you	
Was	he/she/it	
Were	we	
Were	you	
Were	they	

AFFIRMATIVE RESPONSE		
Yes,	I	was
	you	were
	he/she/it	was
	we	were
	you	were
	they	were
NEGATIVE RESPONSE		
No,	I	wasn't.
	you	weren't
	he/she/it	wasn't
	we	weren't
	you	weren't
	they	weren't

Extra practice

Fill in the blanks with the correct form of the verbs in brackets. Use narrative tenses.

THE SCORPION AND THE LADYBUG (from Aesop's Fables)

A Scorpion (befriend) a Ladybug who (become) a loyal companion to him. A time (come) when she (struggle) to cross a challenging and dangerous river, and so the Scorpion (offer) to take her to the other side on his back. He (come) to care for her and promised he would never harm her. But, as they (cross), he (allow) his tail to dip upon her with its venomous sting. As she lay in greatest pain, she said, "... but, you promised... why?" He (shrug) and said, sadly, "Because it is my Nature."