



Notes and Answers

Chapter 1: OVERVIEW OF VERB TENSES

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General Notes on Chapter 1

- **OBJECTIVE:** This chapter begins with an overview of all twelve of the English verb tenses. The intention is for the students to understand that some logical relationships exist among the tenses, i.e., that there is some predictability to the tense system in English.
- **APPROACH:** Students using this text are probably somewhat familiar with all of the verb tenses (with the possible exceptions of the future perfect and future perfect progressive, two little-used tenses). In presenting the initial charts in this chapter, you can help the learners understand the overall patterns in the English tense system (for example, that all progressive tenses indicate that an activity is/was/will be in progress, or that all perfect tenses indicate that

one activity occurs before another activity or time). Then as you proceed through the chapter, you can refer to Chart 1-5 to put each tense within the framework of English verb tenses. For example, you can relate the use of the past progressive (*I was sitting in class at this time yesterday*) to the present progressive (*I am sitting in class right now*).

• **TERMINOLOGY:** The text calls all twelve verb forms in Chart 1-5 “tenses.” Some other analyses of the English verb system may claim that there are only two tenses: past and non-past. They may use the term “aspect” for the perfect and progressive forms.

In this text, the term “tense” is deemed useful because it is easy to use pedagogically to identify twelve verb forms that have particular meanings and uses within a relational system. Whatever these twelve forms are called, the only important consideration for the student is their meaning and use. In sum, it is helpful for purposes of teacher–student communication for the students to learn the names of the tenses. However, one should never lose sight of the fact that the use of grammar labels is simply a means to an end, and that learning them is not an end in itself in the ESL/EFL classroom.

□ EXERCISE 1, p. 1. Introductions and interviews.

ACTIVITY A: First, ask students to suggest questions for topics in the list. Try to elicit idiomatic questions—forms that a native speaker of English would normally use in this situation.

Next, divide the class into pairs, if possible mixing language groups in a multilingual class or mixing proficiency levels in a monolingual class. Discuss two ways to conduct the interview: (1) Student A completes the entire interview of Student B, then Student B conducts an interview of Student A; or (2) Students A and B take turns asking about each topic.

Give the class 10 to 15 minutes for the interviews. Then ask each student to introduce his/her interviewee, giving the person’s name and interesting comments about him or her. Either the student or you should write the interviewee’s name on the chalkboard. The rest of the class should be encouraged to write down the names of their classmates as a way to start getting to know each other.

As followup to the in-class activity, you could ask the students to write the information from their interviews in a short composition (in class or out of class) and hand it in.

ACTIVITIES B AND C: Discuss what you want the composition to contain before the students begin writing: basic biographical information (name, place of origin, family, education and/or work, etc.); places of residence, travel, and other activities in the past two years; plans for the immediate future (school, work, places of residence, etc.).

ACTIVITY D: You might invite several English speakers to your class so students can interview them in a comfortable setting. Or you could help students identify and contact appropriate interviewees, such as other English teachers, business people, tourists or other visitors. Beforehand, discuss with the class some levels of formality for talking with strangers in an interview.

ACTIVITY E: Assign pairs or small groups of students to go someplace together before or during the next class period and write a report of their experiences. (They could go to an eating place near the school, to a park, to a particular landmark in the city, etc.) Remind them to use only English. You may also wish to use the students’ experiences for oral reports. If you assign the students different places to go to, the subsequent oral reports can serve to provide the class as a whole with information about their surroundings.

ASSUMPTIONS: This exercise assumes that students know how to ask and answer basic questions in English. (You may wish to give a short review of question word order if the need arises during class discussion, but primarily this first exercise in class is not intended to focus on any grammar in particular. You may, however, wish to refer the students to Appendix Unit B: Questions if problems such as word order arise, or use that unit as a followup to this exercise.) This exercise also assumes that the students don’t know each other. If all of the students are already acquainted, they could pretend to be famous persons being interviewed by television or newspaper reporters and make up entirely different questions.

ACTIVITY A QUESTIONS: 1. What is your name? 2. How do you spell your (last) name? / How do you spell that? 3. Where are you from? / What country are you from? / What is your hometown? / Where were you born? 4. Where are you living? / Where do you live? 5. How long have you been living (in this place/here)? How long do you plan to be / are you planning to be / are you going to be (in this place here)? 6. Why did you (decide to) come here? 7. [If a student]: What is your major / your field of study? / What are you studying? [If an employee]: What kind of work do you do? / What do you do? 8. What do you like to do in your spare time? / Do you have any hobbies? 9. How are you getting along? 10. How do you like living here? / What do you think of (this place)?

□ **EXERCISE 2, p. 2. Overview of verb tenses. (Chapters 1 → 5)**

First have the students go through the items in pairs. Then follow up with a teacher-led review of each item. You can use this exercise to introduce almost all the essential information contained in Charts 1-1 through 1-5 by discussing each item in detail and presenting the diagram of tenses that appears in the following charts. Or you can simply use this exercise as a quick run-through of the tenses prior to your presentation of Charts 1-1 through 1-5.

EXPECTED QUESTIONS: 1. What do you do every day before you leave home? 2. What did you do last night? 3. What were you doing at (this exact time) yesterday? 4. What are you doing right now? 5. What have you done since you got up this morning? 6. What have you been doing for the past five minutes? 7. What will you do/are you going to do tomorrow? 8. What will you be doing at (this exact time) tomorrow? 9. What had you done by the time you got here today? 10. What will you have done by the time you go to bed tonight? [Note: The past perfect progressive and the future perfect progressive are not included in this exercise. You may wish to add them.]

CHARTS 1-1 THROUGH 1-5: OVERVIEW OF VERB TENSES

- The purpose of these charts is to help the students understand the relationships in form and meaning among verb tenses. Discuss the examples, explain the diagrams, summarize tense forms and meanings, and ask for additional examples from the class.
- Not all the possible uses of each tense are included in these charts. Tense information is expanded in the individual charts for each tense in the chapters that follow.
- In Chart 1-5, point out the tense relationships both vertically and horizontally, especially for the progressive, perfect, and perfect progressive forms and meanings.
- Consider making a wall chart or transparency of Chart 1-5 for reference during class discussions throughout the time spent on Chapters 1 through 5.
- See the *Introduction*, pp. xi-xiii, to this *Guide* for suggestions for presenting the grammar charts.

□ **EXERCISE 3, p. 3. The simple tenses. (Chart 1-1)**

Ask leading questions to promote the verb tenses you want the students to use. In Exercises 3 through 6, the questions in the text are only suggestions, a springboard. Follow up with questions of your own, using the specific people, place, and time of your classroom as the context.

ERRATUM: Items 3 and 4 were accidentally combined. Item 4 should read: “What are you going to do tomorrow?” These are separated in subsequent printings. Errata are listed on pp. 243-244 following the *Appendix*.

POSSIBLE RESPONSES: 1. The sun rises in the east. Water and oil don't mix. 2. Every day I get out of bed, get dressed, and have breakfast. 3. Yesterday I took the bus to school, went to class, and cooked dinner. 4. Tomorrow is Saturday, so I am going to do my laundry.

EXERCISE 4, p. 3. The progressive tenses. (Chart 1-2)

POSSIBLE RESPONSES: 1. Right now I am doing Exercise 4. My classmates are looking at their grammar books. It is raining outside the classroom. 2. At two o'clock this morning, I was at home. I was sleeping. 3. At two o'clock tomorrow morning, I will be at home. I will be sleeping.

EXERCISE 5, p. 4. The perfect tenses. (Chart 1-3)

POSSIBLE RESPONSES: 1. Yes, I have already eaten today. I had lunch at noon. 2. Yes, I had eaten supper before I went to bed last night. 3. Yes, by the time I go to bed tonight, I will have had dinner.

EXERCISE 6, p. 5. The perfect progressive tenses. (Chart 1-4)

POSSIBLE RESPONSES: 1. Right now I am doing an exercise in my grammar book. I have been doing the exercise for ten minutes. 2. Last night at nine o'clock I was doing my English homework. I stopped doing my homework at ten o'clock. I stopped doing my homework because my eyes were tired. I had been doing my English homework for two hours before I stopped. 3. At nine o'clock tomorrow night, I am going to be doing my English homework. I am going to stop doing my English homework at ten o'clock. I need to go to sleep at ten o'clock. I will have been doing my English homework for one hour before I stop.

EXERCISE 7, p. 8. Overview of verb tenses. (Charts 1-1 → 1-5)

The purpose of this exercise is to consolidate the information the students have received to this point. This exercise is essentially only additional examples of tense usage. It also seeks to promote the learning of the names of the tenses, which is helpful for student-teacher communication during the units on verb tense usage. Students will become more comfortable with the names as they proceed through the chapters on the tenses. After they are done with this course in English, however, they can and probably will forget the names of the tenses and never miss them. Grammar terminology is important only for short-term pedagogy; the learning of grammar terminology is never an end in itself.

If the students work in pairs or groups, you may want to ask them to draw the diagrams that represent the tense used in each item. If you lead the discussion, perhaps draw all the diagrams on the board and ask the students to identify which diagram applies to which example. You could create a game wherein the students match the tense name, diagram, and usage example. For example, write on the board the names of all the tenses and number them. Draw all twelve diagrams and number them. Then ask the students to match the correct numbers of the tense names and diagrams to the numbers of the items in the exercise.

ANSWERS: 2. The speakers are discussing an activity that began and ended in the past. Tense: the simple past 3. The speakers are discussing an activity that is happening (is in progress) at the moment of speaking. Tense: the present progressive 4. The speakers are discussing an activity in progress at a particular time in the past. Tense: the past progressive 5. The speakers are discussing activities that have occurred (or not occurred) “before now,” at unspecified times in the past. Tense: the present perfect 6. The speakers are discussing what will happen at a specific time in the future. Tense: the simple future 7. This question concerns an activity that will be in progress at a particular time in the future. Tense: the future progressive 8. This question concerns the duration of an activity that started in the past and is still in progress. Tense: the present perfect progressive 9. The speakers are talking about the duration of an activity that has already started and will end at a specific time in the future. Tense: the future perfect progressive 10. This question concerns an activity that started and ended before another time in the past. Tense: the past perfect 11. This question concerns an activity that will be finished before a particular time in the future. Tense: the future perfect 12. This question concerns the duration of an activity that began before another time in the past. Tense: the past perfect progressive

□ **EXERCISE 8, p. 9. Overview of verb tenses. (Charts 1-1 → 1-5)**

If teacher-led, this exercise can be a quick summary review of the chapter. If more time is available, ask the students to identify the names of the tenses. Also possible: have one student answer the question while another draws the appropriate diagram on the board.

Also possible is simply to have the students work in pairs, using this review as a quick reinforcement of what they have practiced thus far.

POSSIBLE ANSWERS: 1. I brush my teeth every day. 2. I combed my hair yesterday. 3. Tomorrow I will hug my children and kiss my wife/husband. 4. Right now I am talking to you. [Note: The answers in the *Teacher’s Guide* give the full, uncontracted forms of verbs rather than contracting them with pronoun subjects. Auxiliary verbs such as *will* and *am* are usually contracted in speech. See Appendix Unit C.] 5. At this time yesterday, I was watching a game on TV. 6. At this time tomorrow, I will be sitting right here. 7. Since I got up this morning, I have eaten breakfast and have come to school. 8. Before I went to bed last night, I had eaten dinner, done my homework, and read the newspaper. 9. By the time I go to bed tonight, I will have watched the news on TV. 10. I am talking to you. I have been talking to you for ten minutes. 11. Before Ms. Foley walked into the classroom today, I was chatting with the student next to me. I had been doing that for five minutes. 12. Tomorrow before Ms. Foley walks into the classroom, I will be talking to the student who sits next to me. I will have been talking to him/her for four or five minutes before Ms. Foley walks into the classroom.

□ **EXERCISE 9, p. 9. Error analysis: questions and negative verb forms. (Appendix Charts B-1, B-2, and D-1)**

Basic usage ability of question and negative verb forms is assumed in this text. It is assumed that your students know the correct forms of the structures presented in this exercise. If they don’t or if you feel a quick review might be appropriate, now might be a good time for you to insert Appendix Charts B-1, B-2, and D-1 into your syllabus.

See the *Introduction*, p. xviii, to this *Teacher’s Guide* for suggestions on handling Error Analysis exercises.

ANSWERS:

1. Does Pedro walk to work every morning?
2. What are you talking about? I don't understand you.
3. Did you finish your work?
4. My friend doesn't like her apartment.
5. Do you work for this company? OR Are you working for this company?
6. What time did your plane arrive?
7. How long have you been living in this city? OR How long have you lived in this city?
8. My brother doesn't have a job right now.
9. Ali won't ~~to~~ be in class tomorrow.
10. I hadn't seen snow before I moved to Canada last year. OR I had never seen snow before I moved to Canada last year.

□ **EXERCISE 10, p. 10. Spelling pretest. (Chart 1-6)**

Follow the example: say the word, then the complete sentence, then the word again. Students write only the word on their papers.

At the end, they can correct their own or each other's papers as you or the students write on the chalkboard. Discuss spelling rules as the papers are being corrected. The order of this exercise follows the order of the spelling rules presented in Chart 1-6.

ALTERNATIVE: You may wish to tell the students to correct their own papers by referring to Chart 1-6 before you discuss the answers with the class.

- ANSWERS: 1. hoped 2. dining 3. stopped 4. planning 5. rained
6. waiting 7. listening 8. happened 9. beginning 10. occurred
11. starting 12. warned 13. enjoyed 14. playing 15. studying
16. worried 17. died 18. lying

CHART 1-6: SPELLING OF *-ING* AND *-ED* FORMS

- Briefly discuss the spelling rule illustrated by each group of examples so that the students become familiar with the content of the chart and can use it for later reference.
- Discuss this chart in conjunction with giving the correct answers to Exercise 10.
- British and American spelling with these two suffixes sometimes differs. The most notable example is the doubling of "l" in British but not American English. American English follows the rules in this chart; British English does not.

AmE: *canceling, traveled, fueled, dueling*

BrE: *cancelling, travelled, fuelled, duelling*

Other variations: AmE = *focused*; BrE = *focussed*

AmE = *worshipped* or *worshipped*; BrE = *worshipped*

□ **EXERCISES 11 and 12, p. 11. Spelling of -ING and -ED forms. (Chart 1-6)**

Complete one exercise at a time. Give students a few minutes to write the answers, then they can check their own work or each other's. Either the students or the teacher can supply answers, preferably written on the chalkboard.

Even if the students don't know the meaning of some of the words in these exercises, they should be able to spell the forms correctly. After the students have written the correct forms, supply vocabulary definitions for the class as necessary.

EX. 11 ANSWERS:

PART I. 2. hiding 3. running 4. ruining 5. coming 6. writing
7. eating 8. sitting 9. acting 10. patting 11. opening 12. beginning
13. earning 14. frying 15. dying 16. employing

PART II. 2. trying, tried 3. staying, stayed 4. taping, taped 5. tapping, tapped
6. offering, offered 7. preferring, preferred 8. gaining, gained 9. planning,
planned 10. tying, tied 11. helping, helped 12. studying, studied
13. admitting, admitted 14. visiting, visited 15. hugging, hugged
16. raging, raged

EX. 12 ANSWERS:

PART I. 2. jarred 3. jeered 4. dotted 5. looted 6. pointed 7. exited
8. permitted 9. intensified 10. destroyed 11. suffered 12. occurred

PART II. 14. riding 15. bidding 16. burying 17. decaying 18. tying
19. taming 20. teeming 21. trimming 22. harming 23. ripening
24. regretting