

Chapter 5: ADVERB CLAUSES OF TIME AND REVIEW OF VERB TENSES

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General Notes on Chapter 5

- **OBJECTIVE:** This chapter brings together the verb tense grammar presented in Chapters 1 through 4 and, in addition, consolidates and formalizes the presentation of adverb clauses of time. Adverb clauses of time occur frequently throughout Chapters 1 through 4; the charts in this chapter draw attention to them and provide a basis for a thorough review of the interrelatedness of time and tense, and ways of communicating about time relationships in complex sentences.

See Chapter 17 for a presentation of other kinds of adverb clauses.

- **TERMINOLOGY:** “Adverb clauses of time” may also be called “dependent or subordinate adverbial clauses.” Words that introduce adverb clauses (e.g., *after, when, since*) are called “subordinating conjunctions.” In this text, they are simply called “words that introduce adverb clauses.”

- **APPROACH:** Chapter 5 provides practice with all the verb tenses. When students have to choose the appropriate tense(s) according to context and meaning, it is important that they have opportunities to discuss their choices and explore misunderstandings. One of your many roles is to help them become sensitive monitors and effective editors of their own English use.

Now that the foundation for verb tense usage has been laid, the students need both guided and free practice and, most important, lots of out-of-class language experiences as the complex process of adult second language acquisition proceeds. You may wish to tell your students that they shouldn’t expect to become instant experts in verb tense usage after studying these five chapters, but that you expect their development to be excellent and their ultimate goal easily reachable. (Sometimes students equate second language learning with other academic pursuits. They may feel that once they study a chapter in mathematics or chemistry, they are now masters of the information it contains—and expect the same results in a second language class. You may wish to discuss with your students the many ways in which the study of a second language is different from other courses of study.)

□ **EXERCISE 1, p. 65. Error analysis: review of verb tenses. (Chapters 1 → 4)**

The focus in this exercise is almost completely on verb tense usage. One miscellaneous error in singular–plural is also included, in item 7, for the alert student to catch.

ANSWERS: 2. By the time I return to my country, I will have been away from home for more than three years. 3. As soon as I will graduate, I am going to return to my hometown. 4. By the end of the 21st century, scientists will have discovered the cure for the common cold. 5. I want to get married, but I haven't met the right person yet. 6. I have seen that movie three times, and now I want to see it again. 7. Last night, I have had dinner with two friends. I have known both of them for a long time. 8. I don't like my job at the restaurant. My brother wants me to change it. I think he is right. 9. So far this week, the teachers have given us a lot of homework every day. 10. There have been more than forty presidents of the United States since it became a country. George Washington was the first president. He became the president in 1789. 11. While I am studying tonight, I'm going to listen to Beethoven's Seventh Symphony. 12. We washed the dishes and cleaned up the kitchen after our dinner guests left/had left. 13. My neighbors are Mr. and Mrs. Jones. I have known them ever since I was a child. 14. It will rain tomorrow morning. / It is probably going to rain tomorrow morning. 15. Many scientists believe there will be / is going to be a major earthquake in California in the next few years. 16. When I got home to my apartment last night, I used my key to open the door as usual. But the door didn't open. [The question of beginning a sentence with *but* may arise. In informal written English, sentences frequently begin with a coordinating conjunction. (See Chart 16-3.) Beginning a sentence with *but* is a question of style and register, not grammaticality.] I tried my key again and again with no luck. So I knocked on the door for my wife to let me in. Finally the door opened, but I didn't see my wife on the other side. I saw a stranger. I had been trying to get into the wrong apartment! I quickly apologized and went to my own apartment.

□ **EXERCISE 2, p. 66. Review of verb tenses. (Chapters 1 → 4)**

The important part of this lesson is for the learners to understand and attempt to explain the meaning of each sentence, noting the differences among similar sentences with different verb tenses. They may or may not name the verb tenses. They may or may not use the same sort of explanations used in this text and by the teacher. See the *Introduction*, p. xix, for information about discussion-of-meaning exercises.

If you have a wall chart or transparency of Chart 1-5, this might be a good time to bring it out again.

ANSWERS:

1. (a) frequently, repeatedly, again and again. (b) at this moment, right now.
2. (a) right now. (b) at this time on a past day. (c) at this time on a future day, or at a specific point of future time.
3. (a) completed before now. (b) completed before another event or time in the past. (c) a plan to complete in the future before another event or time.
4. (a), (b), and (c) have the same meaning. (d) means that the teacher's arrival was a signal for the students to leave immediately. (e) means that the students had gotten up to leave shortly before the teacher arrived, but they had not yet left the room.

5. (a) The waiting began two hours ago and is still in progress at present. (b) The waiting began two hours before another event or time in the past. (c) The waiting will have been in progress for two hours by the time another event occurs; the waiting may begin in the future or may have begun in the past.
6. (a) not finished yet. (b) finished at an unspecified time before now. (c) at a specific time in the past (. . . *last night, last weekend, etc.*).
7. (a) in progress recently, but not yet completed. (b) completed, but no date or time is specified.
8. (a) and (b) are the same: You come, then I will begin to study. (c) and (d) are the same: Studying begins before you come and is in progress upon your arrival. (e) Studying will be completed before you come. (f) The studying will have been in progress for two hours by the time another event occurs; the studying may begin in the future or may have begun in the past.
9. (a) completed activity. [He probably works in another place now.] (b) present activity that began two years ago.
10. All four sentences mean the same. Although sentences (c) and (d) are both in the present tense, they describe an event that will happen in the future.

□ **EXERCISE 3, p. 67. Review of verb tenses. (Chapters 1 → 4)**

If the exercise is teacher-led, approach each item conversationally; add extra words, rephrase the questions, put the questions in relevant contexts. These questions are in the text merely to suggest ideas as you engage the students in an oral review of verb tenses.

In items where there are several related questions, ask a question and wait for the response, then follow that answer with the next question to the same student. Don't stop for corrections or explanations until the item (the conversation) is completed.

Short answers are natural in conversations. However, in this exercise students are practicing verb tenses, so they should answer in complete sentences. Students easily understand that this exercise is a sort of "grammar game," especially an item such as 15.

If the exercise is used for pair or group work, the students can simply monitor each other and check with you as necessary.

POSSIBLE ANSWERS: 1. We've been studying verb tenses. We've studied the present perfect tense. We studied it two weeks ago. 2. We'll have studied adjective clauses, gerunds, and many other grammatical structures. 3. Yes, I had. [BrE: Yes, I had done.] We studied some tenses last year. 4. We'll have been studying it for about three weeks. 5. I was practicing English. After that, I went to the next class. 6. I'm answering your question. I've been doing that for about 30 seconds. 7. I'm probably going to be sitting in this room again. 8. I'll be sleeping. Last night at midnight I was sleeping. 9. I'll be living in my own home. I was living in another city. 10. I've been to the zoo. I went there last month. 11. I eat, study, and listen to the radio. 12. Since I came here, I've done a lot of grammar homework. 13. I've flown across the Pacific two times, climbed mountains, and written songs. I flew across the Pacific once last year, climbed Mt. Fuji in 1999, and wrote a song last month. 14. I've given some roses to my mother-in-law. 15. (*review of all tenses*)

□ **EXERCISE 4, p. 68. Review of verb tenses. (Chapters 1 → 4)**

This exercise is a straightforward review of verb tenses, using uncomplicated sentences, contexts, and vocabulary. Students should be able to complete it on their own, or in pair or group work, with little difficulty.

ANSWERS: 1. is studying [Check the spelling “yi.”] . . . is also taking . . . begin 2. had already eaten . . . left . . . always eats . . . goes [Check for -s endings.] . . . goes . . . will eat/will have eaten 3. called . . . was attending 4. will be attending 5. got . . . was sleeping . . . had been sleeping 6. is taking . . . fell . . . has been sleeping 7. started . . . hasn’t finished . . . is reading 8. has read . . . is reading . . . has been reading . . . intends . . . has read . . . has ever read 9. eats [no *will* in the time clause] . . . is going to go . . . will have eaten . . . goes [no *will* in the time clause]

□ **EXERCISE 5, p. 69. Review of verb tenses. (Chapters 1 → 4)**

Make sure the students understand the format.

While the main point of this exercise is to practice verb tenses, the intention is that at least some of the exercise items develop into short natural dialogues between classmates.

You may wish to walk around the room and listen to the exchanges—but don’t interrupt. Answer individual questions, but make longer explanations to the class only after the exercise is completed.

A and B should exchange roles in Part II.

CHART 5-1: ADVERB CLAUSES OF TIME: FORM

- Students were introduced to adverb clauses in Charts 2-9 and 2-10 in conjunction with the presentation of the simple past and past progressive. This chart is an expansion on a complex sentence structure that the students have been using throughout Chapters 2, 3, and 4. It defines the term “adverb clause,” describes its form, and focuses on some of its features in written English, such as punctuation and sentence completeness. You might note for the students that the comma usually reflects a pause in speaking.
- The use of a comma in a sentence begun by an adverb clause is less common in British English than American English. And even in American English, the comma may be omitted at times. The text focuses on usual usage as a way of providing a pattern that students can use as a guideline in their own production—without getting into too many refinements too soon, refinements that receptive students will later acquire as they gain experience with English.

□ **EXERCISE 6, p. 70. Adverb clauses of time. (Chart 5-1)**

ANSWERS: [The adverb clauses are underlined.]

1. We went inside when it began to rain. 2. It began to rain. We went inside.
 3. When it began to rain, we went inside. 4. When the mail comes, my assistant opens it.
 5. My assistant opens the mail when it comes. 6. The mail comes around ten o’clock every morning. My assistant opens it.

□ **EXERCISE 7, p. 71. Preview of Chart 5-2.**

This exercise provides a review of verb tenses while presenting adverb clauses. Students will probably have questions about both points. This exercise is another summary overview of the English tense system as presented in Chart 1-5. If you have it as a wall chart or a transparency, you might want to pull it out again.

ERRATUM: Item 12 has as its intended completion the habitual past *used to go*.

Presentation of the habitual past was deleted from the third edition of this book because it is covered thoroughly in *Fundamentals of English Grammar* (*FEG* = the black book). But this exercise item mistakenly was not changed in the revision. Instead of being deleted in a reprint, the item will remain here with the suggestion that you use this as an opportunity to review the habitual past. If students need more information, refer them to *FEG* by Azar.

EXPECTED COMPLETIONS: 2. [after I did my homework.] 3. [after I do/have done my homework.] 4. [Ever since I was a child,] I have been afraid of dogs. 5. [while she was playing basketball] (*a contact lens* = a corrective piece of glass or plastic worn on the surface of the eyeball) 6. [before you hand it in to the teacher tomorrow.] 7. [By the time I left my apartment this morning,] the mail carrier had already delivered the mail. 8. [since he was ten years old] 9. [as I was driving my car to work this morning.] (Note: One superstition holds that a black cat crossing one's path will bring bad luck. What other superstitions do the students know that will bring bad luck? Walking under a ladder? Breaking a mirror?) 10. [By the time I leave this city,] I will have been here for four months. 11. [Whenever Mark gets angry,] 12. I used to go to the beach [whenever the weather was nice,] but now I don't have time to do that [because I have to study.] 13. [when my parents arrive from Moscow.] 14. [The next time I go to Hawaii,] 15. [the last time I ate at that restaurant]

CHART 5-2: USING ADVERB CLAUSES TO SHOW TIME RELATIONSHIPS

- Point out the punctuation rule in Chart 5-1, then show how it works in the examples in Chart 5-2.
- Also call attention to the first note in this chart: future verbs are NOT used in an adverb clause of time. (See Chart 4-2.) Discuss the other tenses in the examples; refer the students to Chapters 1 through 4 as necessary.

□ EXERCISE 8, p. 73. Using adverb clauses to show time relationships. (Chapters 1 → 4; Charts 5-1 and 5-2)

Notice that Exercise 8 looks like a regular multiple-choice exercise in which one chooses a single correct answer. It is not that kind of exercise. It is a combination exercise with multiple choices of connecting words. By contrast, Exercise 9 (which follows) is a traditional multiple-choice exercise.

ANSWERS: 3. Whenever/Every time Susan feels nervous, she chews her nails. (~~before~~) 4. The frying pan caught on fire while I was making dinner. (~~by the time, as soon as~~) 5. Someone knocked on the door just as we were sitting down to eat. Just after we sat down to eat, someone knocked on the door. (~~just before~~) 6. As soon as the singer finished her song, the audience burst into applause. The audience burst into applause immediately after the singer finished her song. (~~as long as~~) 7. We have to wait here until Nancy comes. (~~as soon as, after~~) 8. After / As soon as / When Nancy comes, we can leave for the theater. 9. I knew that something was wrong just as soon as/when my roommate walked into the room yesterday. (~~whenever~~) 10. Just before I stood up to give my speech, I got butterflies in my stomach. (~~until, while~~) 11. The first time I saw the great pyramids of Egypt in the moonlight, I was speechless. (~~until, before~~) 12. Jane has gotten three promotions since she started working at this company six months ago. (~~before, when~~) 13. The phone rang shortly after / not long after / a short time after I had gone to bed. 14. When/Once the weather gets warmer, we can start playing tennis again. (~~while~~) 15. By the time Shakespeare died in 1616, he had written more than 37 plays. (~~while, once~~) 16. The next time Sam goes to the movies, he'll remember to take his glasses. (~~as long as, by the time~~) 17. As long as I live, I will not forget Mr. Tanaka. (~~as, so long as~~) 18. Mohammad had never heard about Halloween before/until he came to the U.S. (~~since~~)

□ **EXERCISE 9, p. 74. Verb tenses in adverb clauses of time. (Chart 5-2)**

This is a traditional multiple-choice exercise. If the students complete it as seat work, give them seven minutes. (Thirty seconds per item is standard for multiple-choice tests.)

ANSWERS: 1. B 2. D 3. C 4. D 5. D 6. A 7. B 8. C
9. B 10. B 11. B 12. A 13. D 14. B

□ **EXERCISE 10, p. 75. Using adverb clauses to show time relationships. (Chart 5-2)**

Encourage students to use a variety of verb tenses.

See the *Introduction*, p. xvi, for suggestions on ways of handling open completion exercises.

ANSWERS: [Answers depend on students' creativity.]

□ **EXERCISE 11, p. 76. Review of verb tenses. (Chapters 1 → 5)**

Students can perform some of these dialogues dramatically, with appropriate gestures and emotional voices. This can be great fun. You might want to assign the dialogues to be memorized by pairs of students and then presented to the class without their looking at their books. It should take them only a few minutes to memorize their dialogue.

ANSWERS: 1. am listening 2. A: Have you met B: have never had 3. A: are you doing B: am trying A: will electrocute / are going to electrocute 4. A: is lying B: see . . . certainly looks 5. A: went B: Was it A: enjoyed B: did you see A: had never seen B: have seen . . . saw . . . was . . . wasn't 6. A: had never been B: were you doing A: were driving 7. A: Are you taking B: am not A: Have you ever taken B: have A: did you take . . . was . . . is/was he B: is/was 8. A: was . . . haven't received . . . don't have/haven't B: do you need A: will pay . . . get 9. A: isn't B: will be sitting 10. A: do you know . . . have been looking B: is seeing . . . received A: sounds . . . has . . . will be working

□ **EXERCISE 12, p. 78. Review of verb tenses. (Chapters 1 → 5)**

Students in pairs can work out the answers. Then one pair can read the whole exercise aloud to the class. Other students should note any errors, but should not interrupt the dialogue. At the end, discussion can always clear up the mistakes.

ANSWERS: (1) Are you studying (2) am (3) have been . . . studied / was studying / had been studying (4) are you taking (5) am taking . . . are you taking (6) am studying . . . need . . . take (7) have you been (8) have been . . . arrived . . . have been studying . . . lived / was living (9) speak . . . Did you study / Had you studied . . . came (10) studied / had studied / had been studying . . . spent . . . picked . . . was living/lived (11) were . . . came . . . had never studied . . . started (12) do you plan / are you planning (13) I'm not . . . return . . . will have been (14) hope / am hoping

□ **EXERCISE 13, p. 79. Review of verb tenses. (Chapters 1 → 5)**

Students in pairs or individually can work out the answers. As a variation, you could ask the students to write the letter (without the numbers in parentheses). When they finish, they can exchange letters and look for each other's mistakes. (Copying from a text is usually more beneficial for lower- or mid-level students than for advanced students, who make few mistakes and generally find it busywork.)

This exercise is intended as a model for the student writing assignment that follows in Exercise 14.

ANSWERS: (1) received (2) have been trying . . . have been (3) have had (4) has been staying (5) and (6) have spent / have been spending (7) have been (8) went . . . watched (9) have barely had (10) is . . . am sitting (11) have been sitting (12) leaves . . . decided (13) am writing (14) am getting (15) will take / am going to take . . . get (16) are you getting (17) are your classes going

□ **EXERCISE 14, p. 79. Writing. (Chapters 1 → 5)**

You may wish to require the students to use each of the 12 tense forms at least once. That sometimes results in forced sentences, but the students usually find it challenging and fun. Refer the students once again to Chart 1-5 so they can see which verb forms they need to try to include.

□ **EXERCISE 15, p. 80. Review of verb tenses. (Chapters 1 → 5)**

ANSWERS: (1) has experienced (2) will experience / is going to experience (3) began (4) have occurred (5) causes (6) have developed (7) waves (8) hold (9) moves (10) know (11) happened (12) struck (13) were sitting (14) suddenly found (15) died . . . collapsed (16) sent (17) will the next earthquake occur / is the next earthquake going to occur (18) have often helped (19) are studying (20) and (21) also appear (22) seem (23) have developed (24) will be (25) strikes

□ **EXERCISE 16, p. 81. Activity: review of verb tenses. (Chapters 1 → 5)**

When you make this assignment, announce a time limit (perhaps five minutes) so that the stories are not long. This is not a dictation exercise, so Student A should listen to Student B's complete story, then report it in a written paragraph. Both students should tell their stories to each other first; then they can both write at the same time.

□ **EXERCISE 17, p. 81. Activity: review of verb tenses. (Chapters 1 → 5)**

Only a few students each day should speak. Thus, the exercise can continue over several days. Students who are not speaking should be instructed to take notes in order to practice listening skills. They can also note (1) questions to ask for additional information and (2) problems with verb tenses or pronunciation. These notes can be used for discussion after the speaker is finished.

Remind students of the time limit. During the reports, you may wish to appoint one student as a timekeeper.

As preparation for this exercise, you may wish to bring a newspaper article to class and have the class work together in making a two- or three-minute summary so that the students will understand exactly what you expect. The article may also be used for a discussion of verb forms; you can discuss the verb forms that the students have already studied and point out the forms that they are going to study later (e.g., modals, sequence of tenses in noun clauses, gerunds and infinitives, passives).

□ **EXERCISE 18, p. 81. Activity: review of verb tenses. (Chapters 1 → 5)**

The purpose of this exercise is to promote a wide range of tense usage in meaningful communication.

Use item 1 to get the students thinking about things they should consider. For example: What means of transportation were available to prehistoric human beings? How did the invention of the wheel change things? What kinds of animals have been used for transportation? What are modern means of transportation? How has the invention of these modern means of transportation changed human life? Etc.

SUGGESTION: Assign one group of students one topic and ask them to make a list of discussion questions. The list of questions can be handed to one other group, or passed around to all the groups—depending on how much time you decide to devote to this discussion exercise.

ALSO POSSIBLE: Make up a few discussion questions yourself for each item to expedite the process of getting the students thinking about the discussion topics.

The written summary can be quite short. Ask the students simply to list the main points of their discussion. The assignment is not intended to be developed into a formal composition with an introduction, body, and conclusion—but you could, of course, choose to do so if the organization and presentation of ideas in written English is a focus in your class.

□ **EXERCISE 19, p. 81. Error analysis: general review. (Chapters 1 → 5)**

Not all of the mistakes are verb tenses; some involve capital letters, singular–plural agreement, and pronoun usage. All of the mistakes are typical of many learners at this level of proficiency and are the kinds of errors they should look out for in their own writing. As always, the items are directly adapted from student writing.

ANSWERS:

1. I have been living at 3371 **Grand Avenue** since last September.
2. I have been in New York City for two weeks ago. OR I was in New York City two weeks ago.
3. My country has changed its capital city five times.
4. Dormitory life is not quiet. Everyone shouts and makes a lot of noise in the halls.
5. My friends will meet me when I will arrive at the airport.
6. Hasn't anyone ever told you to knock on the door before you enter someone else's room? Didn't your parents teach you that?
7. When I was a child, I viewed things from a much lower height. Many physical objects around me appeared very large. When I wanted to move something such as a chair, I needed help.
8. I will intend to go back home when I finish my education.
9. The phone rang while I was doing the dishes. I dried my hands and answered it. When I heard my husband's voice, I was very happy.
10. I have been in the United States for the last four months. During this time, I have done many things and (have) seen many places.
11. When the old man started to walk back to his cave, the sun had already hidden itself behind the mountain.
12. While I was writing my composition last night, someone knocked on the door.
13. I'm studying English at an English conversation school two times a week.
14. Getting accustomed to a different culture is not easy.
15. I'm really glad you visited / are going to visit / will visit / will be visiting my hometown this year.
16. While I was visiting my cousin in Los Angeles, we went to a Thai restaurant and ate Thai food.
17. After we ate dinner, we watched TV. OR We ate dinner. We watched TV afterwards.
18. When I was in my country, I was afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I have a different opinion. I have lived in this small town for three months and (have) learned that there is very little crime here.
19. Before I came to the United States, I pictured the U.S. as an exciting place with honest, hard-working, well-mannered people. Since I came to the United States four months ago, this picture has changed. The manners of the students while [also possible: *when*] they are in the cafeteria are really bad. I also think that office workers here are lazy. People in my country work a lot harder.