



Chapter 3

Perfect and Perfect Progressive Tenses

CHAPTER SUMMARY

OBJECTIVE: To explore the perfect and perfect progressive tenses, which have complex references to time and duration of activities or situations.

APPROACH: The text promotes familiarity with past and present participles, necessary for students to use perfect and perfect progressive tenses correctly. The text illustrates time expressions used with *since* and *for*, examines *has / have* contractions common in spoken English, and compares present perfect tense with simple past. The present perfect progressive section includes work on identifying when the progressive form is called for. Finally, the remainder of the chapter discusses past perfect tense and combines its use with simple past tense to distinguish two past times within one sentence.

TERMINOLOGY: A “past participle” is the third principal part of a verb (e.g., *go-went-gone-going*). The past participle is used with an auxiliary in the perfect tenses and in the passive voice. It can also function as an adjective.

□ **EXERCISE 1.** Let’s talk: pairwork. Page 36
Time: 10–15 minutes

This exercise gives students the chance to recall and produce past participles in context. Though students will probably make mistakes, they will gain confidence using irregular verb past participles.

- Remind students that they will be using the irregular verb forms that they studied in the previous chapter.
- Remind students that a question with *your* as in item 10 requires an answer with *my*.
- As a follow-up activity, ask students to spell some of the past participles in the exercise, either orally or on the board. Be sure to include *hidden*, *stolen*, and *forgotten* since these are particularly troublesome.

□ **EXERCISE 2.** Let’s listen and talk. Page 37
Time: 15–20 minutes

You may need to explain that *ever* in a present perfect question means “at least once in your lifetime.” It is not used in the answer to a question. You may also want to explain that an acceptable alternative to *No, I haven’t* is *No, I never have*.

- Play the audio at least twice, giving students time to write their answers.
- Assign a student to each item and have them write their answers on the board.
- Replay the audio and check the answers on the board as a class.
- Give students a few minutes to answer each question. Then have pairs tell about themselves.

Expansion: Use the completed version of this exercise as content for an information exchange done in rotating pairs. Instruct students to arrange themselves in two lines facing one another. (If you have odd numbers, you will need to provide instructions and model with the extra student.) Partners ask the questions from Exercise 2 and exchange answers until you instruct them to switch. When you do, the last student in one of the lines moves to the first position of the same line, and everyone in this line “rotates” one space to the left, giving everyone in both lines a new partner. After students have had three or four partners, have them return to their seats. Ask each student to provide one statement about a class member, based on what was learned from this exchange. Write students’ answers on the board, correcting as you do so. For example:

You: *Who can tell me something about Lucia?*

Carlo: *She has never lost her wallet.*

Eu-Jin: *She has never slept in a tent.*

□ **EXERCISE 3.** Warm-up. Page 37
Time: 5 minutes

- Give students a few minutes to complete the sentences.
- Ask questions that will lead students to why simple past tense is required in items 1 and 4. For example:

You: *When did you take your first English class, Kenichi?*

Kenichi: *I took my first English class in 2006.*

You: *Okay, why do we need simple past "took" here?*

Kenichi: *The time 2006 is over, and the action was completed in the past.*

CHART 3-1. Present Perfect. Page 38

Time: 15–20 minutes

The use of the present perfect illustrated in examples (a)–(e) carries the same meaning as the present perfect progressive: it expresses the duration of an activity that began in the past and continues into the present. The present perfect is used to express the duration of a "state," but the present perfect progressive is used to express the duration of an "activity." Note that the verbs in (a)–(e) are non-progressive. (See Chart 2-3.)

Special attention may need to be paid to (h), where *have* is an auxiliary verb and *had* is the main verb.

- Ask students questions about when they moved to their current residence, and confirm that they still live there now. For example:

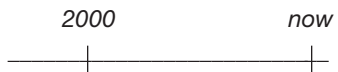
You: *Chie, when did you move here?*

Chie: *I moved here in 2000.*

You: *And you still live here today, in _____, right?*

Chie: *Yes.*

- Draw and write:



Chie has lived here since 2000 / for _____ years.

- Explain that present perfect tense (formed with **has / have + past participle**) is used for an action that started in the past and continues in the present.
- Using the time line technique, present the other two sections of the chart: present perfect for unspecified time and present perfect for a repeated event.
- Double-check that students have understood by asking them to explain how present perfect differs from simple past, and put their responses on the board.

EXERCISE 4. Looking at grammar. Page 39

Time: 5–10 minutes

Remind students that *since* and *for* are used with present perfect tense to show an action begun in the past and continuing in the present.

Frequent problems occur with *since*. *Since* may be followed by (1) a specific day or date (*1998, Friday, last January, etc.*) or (2) a clause with a past tense verb (*since I was twelve years old, since he came to this city, etc.*). Be sure to point out that it is incorrect to use durational phrases such as *since two years* or *since a long time*. In those cases, *for* is used.

It is advisable to discourage the use of time phrases with *ago* following *since* (e.g., *since three days ago*). Such phrases are sometimes used very informally by native speakers, for instance in a short answer, but are likely to be misused by the learners at this point.

EXERCISE 8. Let's talk. Page 41

Time: 5–10 minutes

Expansion: Instruct students to come up with four or five present perfect questions of their own to ask their partner(s). For example: *How many times have you been in love? How many times have you been outside your country?*

Have students use their own questions as well as those in the text to gain information about one another. Each student can then present a sentence about one other person to the class.

EXERCISE 9. Let's write and talk. Page 41

Time: 10–20 minutes

This exercise provides an effective way for students to use the target grammar creatively. For homework the previous day, have students prepare four truths and two lies about themselves in order to participate in this activity.

EXERCISE 10. Warm-up: Listening. Page 41

Time: 10 minutes

- Ask students to close their books and number 1–6 on a piece of paper.
- Explain that they'll be listening for the words *have* and *has* in the sentences but that the words have been shortened, or reduced.
- Play the audio through once, pausing after each item, so students can write which word they think was used, *have* or *has*.
- Have students open their books, then play the audio again straight through.
- Discuss as a class how *have* and *has* are pronounced.

CHART 3-2. *Have and Has in Spoken English.* Page 42
Time: 10–15 minutes

Here, reduced speech describes the sound of helping verbs (*has / have*) contracted with the preceding nouns and / or question words. Students should know that they will hear reduced speech frequently in everyday conversation with native speakers. The students' focus should be kept on recognizing and understanding reduced speech rather than producing it.

- Copy the example sentences from the left-hand side of the chart onto the board.
- Write the three pronunciation symbols on the board and number them:
1. /v/ 2. /əv/ 3. /z/
- Point to the appropriate symbols whenever modeling a sound in order to help students hear the differences.
- Exaggerate your pronunciation of the reduced speech in each one.
- Explain that these contractions are rarely used in writing, and then only in informal writing.

EXERCISE 11. Listening. Page 42
Time: 10–15 minutes

- Play the example on the audio.
- If the symbols are still on the board from your chart explanation, point to the appropriate symbol as you read the example. If not, write them on the board and point to them when appropriate.
- Play the audio once without stopping.
- Then play the audio again, stopping after each item. You may need to play the audio more than once.
- Have individual students write their answers on the board, and discuss as a class.

EXERCISE 12. Warm-up. Page 43
Time: 5 minutes

- Have two students take the roles of the boy and girl and have them read the dialogue aloud.
- Ask students to explain the time frame in both cases.

CHART 3-3. Present Perfect vs. Simple Past. Page 43
Time: 10–20 minutes

Students are often confused about the differences between the simple past and present perfect. Specifically, once they are introduced to present perfect, they either tend to overuse it or not use it all. This chart clarifies the differences in meaning and usage between the two tenses.

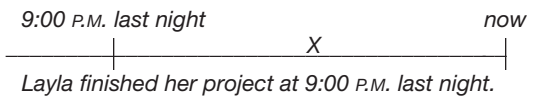
- Ask students for an example sentence in the simple past. For example:

You: *Layla, what did you do last night?*

Layla: *I finished my project at 9:00 last night.*

You: *Okay, so Layla finished her project at 9:00 last night.*

- Draw and write:



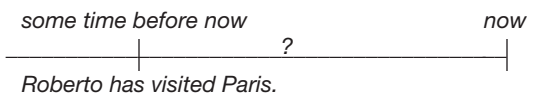
- Now ask a leading question resulting in the present perfect tense. For example:

You: *Has anyone visited Paris?*

Roberto: Yes.

You: *Okay, so we know Roberto visited Paris, but we don't know when. To express this, we can use the present perfect tense, which is formed from has / have + past participle.*

- Draw and write:



- Repeat that while we know Roberto has visited Paris in the past, we don't know (and are not concerned with) when he did so.
- Draw on the board time lines from Chart 3-3 for example sentences (a)–(d).
- Write two columns on the board as follows:
Present Perfect vs. Simple Past
unknown time in past *specific time in past*
still in progress *completed in past*
- Keep the columns on the board as students work through Exercises 13 and 14.

EXERCISE 13. Looking at grammar. Page 44
Time: 10 minutes

Optional Vocabulary

arid	pass away
late-breaking news	wiser

EXERCISE 14. Let's talk: find someone who . . . Page 45
Time: 5–10 minutes

- Give students a few minutes to read through items 1–6 and answer any vocabulary questions.
- Model the example with the help of two students.
- Model follow-up questions for your students.

What did you . . . ?

Why did you . . . ?

When did you . . . ?

Where did you . . . ?

Expansion: This “find someone who” exercise can be expanded to give students an opportunity to practice making small talk while using the target grammar. If possible, turn the activity into a “party” by playing background music at a low volume. Doing so can help students feel less self-conscious when speaking. Instruct students to meet, greet, and gather as much information about one another as they can. You can signal that students should move on to a new conversation partner by stopping the music and restarting it, instructing them to change. You can circulate and take notes or, if your full participation is needed to keep the activity moving, become one of the party guests yourself. To wrap up the activity, have students return to their seats, and ask each student to tell one interesting fact about another student.

CHART 3-4. Present Perfect Progressive.
Page 46
Time: 10–20 minutes

In examples (e)–(h), it can be challenging for students to understand when to use present perfect and when they must use present perfect progressive. In many cases, both are acceptable. Because of this, you should anticipate that students will need extra examples and discussion to feel confident distinguishing which form of the present perfect to use.

- First, write the example sentence for present progressive tense as follows:
I am teaching grammar class right now.
- Then draw the diagram from the chart on the board, and write the following sentence:
I have been teaching grammar class since _____.
(Add whatever time is true for you that day.)
- Explain that both tenses deal with actions in progress, but the present progressive simply states that an action is in progress *at the moment of speaking*, while the present perfect progressive gives the *duration up to now of an action in progress*.
- Explain that present perfect progressive tense is used to emphasize the duration of an activity over time, and ask questions that bring out good examples, such as:
How long have you been studying English?
How long have you been playing tennis?
How long have you been practicing kung fu?
How long have you been wearing contact lenses?
- Write students’ answers on the board.
Mie has been studying English for six years.
Alexandre has been playing tennis since he was seven.
Juan has been practicing kung fu for ten months.
Malka has been wearing contact lenses since she turned sixteen.
- Explain that the tense is often used with the following time expressions: *for, since, all day, all week, all morning.*

EXERCISE 17. Let’s write. Page 47
Time: 10–20 minutes

This exercise works very well as homework; you can assign one, two, or all three time frames.

Expansion: Divide the class into three groups and assign each group a tense time frame. Group 1 will use present perfect progressive, Group 2 will use simple past, and Group 3 will use present perfect to write their descriptions. Ask students to use as many of the verbs provided beneath the picture as possible in their descriptions. Have them also come up with other verbs which can be used to talk about the picture. After 10 or 15 minutes, have the groups take turns reading their own descriptions aloud while the other two groups assess the accuracy of the grammar used.

EXERCISE 18. Listening. Page 48
Time: 5–10 minutes

- Explain to students that they will be listening for parts of a real conversation and, therefore, not every blank will be completed with target grammar.
- Play the audio through once without stopping. Then play it again, stopping after each sentence.
- In pairs, have students compare their answers.
- Play the audio again so that the pairs of students can check their answers.

EXERCISE 19. Looking at grammar. Page 48
Time: 10–15 minutes

This exercise presents those cases in which both present perfect and present perfect progressive are acceptable. Let your students know that in some cases, the difference is so subtle that native speakers can’t even articulate why they have chosen one tense and not the other.

- Explain that present perfect progressive emphasizes *duration of time*, while present perfect shows an emphasis on *completion*. For example:
I have been reading War and Peace for two weeks.
vs.
I have read 200 pages of War and Peace.
- Tell your students that another subtle distinction is that present perfect progressive is more often used for *recent activity*, and present perfect is more often used for *an indefinite time in a more distant past*. For example:
I have been traveling in Asia.
vs.
I have traveled in Asia.
- Explain that the first sentence suggests the time frame is recent, and the second suggests that the travel happened at some unknown time before now.

□ **EXERCISE 21.** Let's write. Page 49
Time: 15–20 minutes

This is a summary review activity for the present perfect, present perfect progressive, and simple past.

Before assigning either topic, prepare students in class by writing some student-generated sentences on the board, and discuss which would make the best topic or introductory sentence. Students can then continue in class or at home. Or consider scheduling extra time for brainstorming a composition as a class, prior discussion of topics often leads to better compositions.

When assigning the task, be sure to clearly explain the expected length and grammar focus of the assignment.

- For topic 1, if the students seem shy about speaking frankly of their experiences in your class, ask some leading questions such as:

What was your first impression of this building? This room?

What do you remember about your classmates on the first day? Your teacher?

Who did you talk to?

Did you think the class was going to be too easy? Too hard?

- Then move into questions with the present perfect.

How long have you been attending this class?

What topics of English grammar have we studied? Have been easy for you? Have been hard for you?

What are some fun things we've done in this class since that first day?

- For topic 2, ask questions to get students thinking about their final days at home.

What did you do the last day before you left?

What kinds of things did you pack before coming here?

Did you have a good-bye party with your family or friends before you left?

Did you sleep well the night before you traveled, or were you too anxious? What were you nervous about before you traveled here?

- Next, move into questions with present perfect.

How have you been spending your time since you came here?

In addition to English, what have you been learning about?

How have you been enjoying the weather, food, and culture of your new setting?

Have you been communicating with your friends and family at home? Have you been telephoning or using email?

CHART 3-5. Past Perfect. Page 50
Time: 10–20 minutes

The most important concept for students to grasp is that two events in the past are necessary to use past perfect. The earlier event uses the past perfect tense.

Sometimes students have the incorrect notion that past perfect shows that events took place a long, long time ago. Be ready to clarify this misunderstanding by emphasizing that in using the past perfect, when an event occurred in the past is important only in relation to another time in the past.

The expression *by the time* usually needs some explanation. It conveys the idea that one event was, or will be, completed before another event. It usually signals that either the past perfect (simple or progressive) or the future perfect (simple or progressive) needs to be used in the main clause. In fact, this phrase is used to signal only those tenses in the exercises in the text — even though it is possible to use other tenses when a “state” rather than an “event” is being expressed. For example: *The doctor came at six. By that time, it **was** too late (state). The patient **was** dead (state) OR **had died** (event).*

In some cases, such as (d) and (f), simple past can be used in place of past perfect in informal English. In other words, it is often, but by no means always, possible to use the simple past in place of the past perfect. The past perfect is relatively formal, and students will tend to encounter this tense more in written English than in spoken English.

Reviewing the chart's notes on the use of past perfect tense with *before* and *after* (c)–(f), reported speech (g) and (h), and use in written text (i) will help students know where and in what contexts to anticipate the tense's use.

- Using student-generated information, draw a time line that shows two past events. For example:

Juan left at 4:00 P.M. Pedro called him at 6 P.M.

- Write an example illustrating the two tenses combined in one sentence. For example:

four hours ago two hours ago now

Juan had already left when Pedro called him.

- Work through the first examples (a)–(f), illustrating the combination of simple past and past perfect tenses on the board with time lines.
- Depending on your class, assess whether to present and discuss examples (g)–(j) formally. You may choose to skip these points for now to give your students a chance for immediate controlled practice.

EXERCISE 23. Looking at grammar.

Page 51

Time: 10–20 minutes

The most challenging aspect of this exercise is for students to accurately identify which action happened first. Students need to think about the situation as it is described in order to do this logically, and you may need to ask leading questions to help them do so consistently.

Optional Vocabulary

roam	emigrate
become extinct	relocate
embarrassment	settle

EXERCISE 25. Warm-up: listening. Page 52

Time: 5 minutes

- As students have worked with reduced speech earlier, ask a student to explain what reduced speech is.
- Ask students to predict how *had* will sound when reduced.

CHART 3-6. Had in Spoken English. Page 53

Time: 5–10 minutes

The goal here is to help students understand the situations in which *had* is reduced. When *had* is used as a main verb, it cannot be reduced. When *had* is part of the past perfect, it is usually reduced. As in earlier pronunciation exercises which focused on reduction, the aim here is not for students to produce the target structure but rather to train their ears to better hear the structure in everyday English.

- Ask your students questions in order to elicit two sentences in which *had* is an auxiliary. For example:
Had anyone already studied present perfect tense before we studied it in this chapter?
Had anyone already visited the United States before she came to this class?
- Write students' responses.
Francine had already studied present perfect tense.
Xie had already visited Boston.
- Then ask questions which elicit *had* as the main verb.
Did anyone have a problem when they first arrived here?
Did any of you have a concern during your first week of classes?
- Write students' responses.
Mieko had a problem.
Jasmine had a concern.
- Give students a few moments to study the two sets of sentences, and then ask them what the difference is between the two sets. If students are struggling with this, you can prompt them by underlining the simple past and past perfect verb forms in the sentences.

- Next, using normal, relaxed spoken English, read all four sentences aloud. Ask students if they heard any differences, and encourage them to try to explain the differences.
- In the first two sentences on the board, cross out the word *had* and write the phonetic sounds below.
- To show students that they can't reduce *had* to /d/ in the sentences about Mieko and Jasmine, have students try to do so. They will say some form of *Mieko'd a problem*, which fails as a sentence because the main verb isn't clear.

EXERCISE 27. Listening. Page 53

Time: 5–10 minutes.

Point out to students that the reduced sound for *had* and *would* is the same. Explain that they can tell which auxiliary is being used by looking at the verb form that follows /d/. If it's the past participle, the /d/ = *had*. If it's the simple form of the verb, then /d/ = *would*.

CHART 3-7. Past Perfect Progressive. Page 55

Time: 10–15 minutes

The past perfect progressive is only possible when more than one past event is being discussed. The past perfect progressive is used to indicate that the earlier action had been in progress and was interrupted by the more recent simple past action.

This tense is used infrequently. It is more common in formal written English, with the possible exception of its use in reported speech.

- Draw time lines and write examples on the board to illustrate an ongoing past perfect action interrupted by a more recent simple past action. For example:

3:00 P.M.	5:00 P.M.	now
—X X X X X X X X X X—		
		It is now 7:30 P.M.

Mara had been waiting for two hours when Lara's flight arrived at 5:00 P.M.
- Ask students what actions occurred in the sentence. Then ask them which action occurred first.
- After students have given the correct answer, explain that the past perfect progressive is only possible when more than one past event is being discussed.

EXERCISES 32–37. Pages 57–59

Exercises 32–37 provide comprehensive review of the tenses presented in Chapters 1–3. You may want to ask students to recall all of the tenses they remember and write these on the board before beginning these exercises.

□ **EXERCISE 33.** Listening. Page 58

Time: 5 minutes

- Before playing the audio, write the names of tenses as column headings on the board and ask students to predict time words that go with various tenses. For example:

<u>Simple Past</u>	<u>Present Perfect</u>	<u>Past Perfect</u>
<i>ago, last week</i>	<i>since, for, ever, never</i>	<i>already</i>

□ **EXERCISE 35.** Let's talk. Page 59

Time: 10–15 minutes

In order to keep momentum up, give students a time limit. Because the next exercise is a variation on this theme, it is a good idea to conduct this “chain story” creation as a class, thus preparing students for the next exercise.

□ **EXERCISE 37.** Let's write. Page 59

Time: 15–30 minutes

You may notice that some errors in verb tense usage seem to be the result of the students' study of verb tenses. For example, you may notice students trying to use past perfect more than they previously had but not always using it correctly. Don't despair. It is natural and does not seem to be of any lasting harm. View the students as experimenting with new tools. Praise them for reaching out to what is new usage for them, even as you correct their errors. Their study of verb tenses is providing a foundation for growth as they gain experience and familiarity with English. Grammar usage takes time to gel. Don't expect sudden mastery — and make sure that your students don't expect that either.

- Tell your students that they should plan on writing about 300 to 400 words (or six to ten sentences) once they have refined the topic.
- Have students get into small groups to discuss the topic and share ideas.
- Explain to students that the questions are only intended to guide their ideas. They should not simply answer every question in order. To facilitate this, ask students leading questions about the topics, themselves, worldwide events that took place the year of their birth, or simply ask them about their family structure, where they lived, etc.
- Discuss the meaning of the phrase *state of the world* with your students by asking them about the state of the world today
- Offer your own history and have students help you write the start of your story or theirs on the board.
- Have students complete the writing out of class.

Expansion: Because this exercise requires using many verb tenses, you can create your own error-analysis exercise by copying some of the incorrect sentences your students produce. Make sure that every student in the class has one of their errors represented. You can also include miscellaneous, non-target errors if you know that the class can easily correct these as well. Edit the student writing somewhat: don't include errors that would get you into a whole new discussion of unfamiliar grammar. For example:

Student writing: *I enjoied to grow myself up in Mexico City. I had had a happy child time there, My parents taked good care of there children.*

Used as an error-analysis exercise item:

I enjoied growing up in Mexico City. I had had a happy childhood there. My parents taked good care of there children.