

CHAPTER 2

Perfect and Perfect Progressive Tenses

CHAPTER SUMMARY

OBJECTIVES: The objectives of this chapter are to explore high-frequency verb tenses, reviewing and reinforcing the students' ability to use them; to ensure that students can generate the tenses, putting the auxiliary verbs in the correct order; to discuss some finer points of tense usage; and to help students recognize different adverbs that require the use of progressive or perfect forms.

APPROACH: Students at this level recognize and use perfect and perfect progressive forms, but because both forms are complicated (including both auxiliary/helping verbs and past or progressive participles), they can pose problems. The text first includes a list of irregular verbs and past participles to review with students and then reintroduces the present perfect and contrasts it with the simple past. The text next introduces present perfect progressive and compares its usage with present perfect, before following the same steps with past perfect and past perfect progressive.

TERMINOLOGY: This chapter requires significant review of grammar terminology, starting with regular versus irregular verbs and past and progressive participles (-ed and -ing forms). Auxiliary, or "helping," verbs (forms of *have* and *be*) are required for the perfect verbs and the perfect progressive verbs. It is worthwhile to stress the grammar terminology in this chapter, as students need to select from so many verb parts in order to do the exercises.

PRETEST. What do I already know? Page 25.
Time: 10 minutes

- Have a student read the pretest direction line aloud, and highlight that the numbers next to each sentence represent a chart to be referred to.
- Give students time to complete the exercise and check the charts referred to.
- Have students take turns reading their corrected sentences aloud, and discuss any troublesome sentences. Write sentences on the board for further discussion.
- Highlight the sentences that your particular group finds the most challenging.

Optional Vocabulary

ghost
overslept
itchy
dusty

► **EXERCISE 1.** Warm-up. Page 25.
Time: 10 minutes

- Have students take turns reading the conversations aloud. Correct pronunciation, particularly of the present perfect verb forms. The auxiliary verb and the past participle often gets mixed up. It is useful to ensure students can distinguish both parts.
- Together, have your class complete the chart with the past participle. Remind them that both *do* and *speak* are irregular verbs.

Optional Vocabulary
extreme sports

CHARTS 2-1 and 2-2. Regular and Irregular Verbs. Irregular Verb List. Page 26.
Time: 10 minutes

Though these lists will not be new to your students, there may be more irregular verbs included in Chart 2-2 than your students have encountered in previous such lists. Remind students that learning these irregular verb charts in a somewhat traditional or rote way will stand them in good stead. There is no grammatical reason why some verbs are irregular and some not, and emphasizing this may help your students understand the value of old-fashioned memorization. Not all students will have met irregular verbs in the eight groups presented in Chart 2-2, but they should better remember them by listing like with like in their minds.

The paragraph above and many more included in this Teacher's Guide encourage students to think of themselves as active learners of English. The more you can emphasize the role students play in their own learning, the more invested they will feel in utilizing the tools given to them via the text and in your classes.

- Write the four categories of verb parts across the board.
Simple Form *Simple Past*
Past Participle *Present Participle*

► **EXERCISE 5.** Looking at grammar. Page 29.
Time: 10–15 minutes

- Ask a student to read the sample sentences aloud.
- Have each student take turns responding to each of the cues and completing each of the sentences.
- Correct students' production and pronunciation.

► **EXERCISE 6.** Let's talk. Page 30.
Time: 10–15 minutes

- Have students work in groups and review the direction line.
- To make the exercise more interesting, have students guess at the times for each sentence.
- Review as a group and discuss and/or confirm the responses given.

Optional Vocabulary

extinct	penicillin	satellites
airbags	communicated	space
treated	carried	
infections	passengers	

Expansion

This expansion provides opportunity for an information exchange done in rotating pairs. First, have students come up with 4–5 questions to ask their partners about their lives. Write some examples on the board to get students thinking.

Have you played any sports? Have you practiced yoga or any martial art?

Have you been a member of any professional, artistic, or other kind of community?

Have you traveled by yourself?

Have you been in love?

Have you followed a particular diet/been a vegetarian?

Have you experienced a major life challenge?

Rotating pairs allow students to interact with their peers. Instruct students to arrange themselves in two lines, either seated or standing, facing one another. (If you have odd numbers, you will need to provide instructions and model with the non-paired student.) Each partner asks his or her questions and listens to his/her partners' responses until you instruct them to switch. When you do, the last person in one of the lines moves to the first position in the same line, and everyone in this line then moves one space to the right. This gives 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 a statement about a class member, based on what was learned in this exchange. Write students' answers on the board, correcting form and pronunciation as you do so.

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

Marco: *He has been a vegetarian since he was 12.*

Eu-Jin: *He has traveled all over the United States alone.*

► **EXERCISE 7.** Looking at grammar. Page 30.
Time: 10–15 minutes

- Have students pick new pairs or groups.
- Ask one student to read the direction line aloud.
- Tell students that if they do not want to use the sentence starters given, they can create their own.
- Walk around and work with each pair.
- Review as a class.

► **EXERCISE 8.** Looking at grammar. Page 30.
Time: 10–15 minutes

- Read the direction line aloud, and emphasize that students need to determine which clause needs to be in simple past. (One of the clauses uses simple past to create a fixed point in time, indicated by *since*.)
- Once students have completed the exercise, review as a class, discussing any challenges students find.

Optional Vocabulary

Remember that each exercise and list of optional vocabulary give students a spontaneous opportunity to use their English. Rather than sticking to only the list of optional vocabulary, use this list as a springboard within the exercises to get students talking about their own experiences in English. Exercise 8 provides an opportunity to discuss their enjoyment of camping or other outdoor activities, or how outdoor activities differ from country to country.

For example, while students will readily recognize a log cabin, ask questions about where they would see log cabins, in what countries, and what else is associated with these words. You can also ask questions about more general topics.

log cabin	camping	property
the outdoors	wildlife	relaxed

► **EXERCISE 9.** Warm-up. Page 31.
Time: 5–10 minutes

- Read the direction line aloud.
- Ask students the difference between exact time and unspecified time.
- Ask students to define *already*, *yet*, and *lately*.

CHART 2-4. Present Perfect: Unspecified Time and Repeated Events. Page 31.
Time: 10–15 minutes

Remember that while the present perfect describes events that happened in the past and continue in the present, it is also used to describe actions that happened at some point in the past. However, we do not know or we don't care when they happened. As you move through the chart with your students, remind them of this use of present perfect.

- Start by asking students leading questions to learn if they have ever done the following:

seen snow	gone bungee-jumping
gone sailing	been lost in another country
met a famous person	broken a bone

- Using students' responses, create present perfect sentences that do not focus on one point in past time, and write them on the board. For example:

Lina has seen snow.

- Ask students to participate in helping you label parts of speech, and draw a timeline.

Lina has seen snow.

subject **auxiliary have + past participle**

?

- Stress that Lina has seen snow in the past, but the question mark indicates that we don't know when in the past this happened.
- Have students take turns reading example sentences (a) and (b) aloud.
- Read the accompanying notes aloud, and ask students if they have any questions.
- Go through the same procedure as above, using students' lives and suggested examples for the present perfect, this time with *just* (meaning "recently") and then again with *so far* (for repeated events).
- Have students read examples (c)–(e) aloud and discuss the explanatory notes, and then have them do the same for (f) and (g).
- Discuss contractions and sentence (h), and ask if students have any questions.

► **EXERCISE 10.** Looking at grammar. Page 32. Time: 10–15 minutes

- Read the brief direction line aloud.
- Explain that students are looking for past participles, some of which may share the same form as simple past.
- Give students time to complete this on their own.
- Correct as a class.
- When students make mistakes, have them correct their work and provide another sentence that would make sense with the verb form given.

► **EXERCISE 11.** Looking at grammar. Page 32. Time: 10–15 minutes

- Read the direction line aloud, and stress that more than one answer is often possible.
- Have students complete as autonomous seatwork.
- When a student answers "yes," ask for more information, and when a student answers "no," ask a related question. For example:

Student A: *Have you ever slept in a tent?*

Student B: *No.*

You: *Have you ever slept outside at all, (Student A)?*

Can you answer in a complete sentence?

Optional Vocabulary

tent	pet
skill	seasick
unusual	

► **EXERCISE 12.** Looking at grammar. Page 33. Time: 10 minutes

- Ask a student to read the direction line and the example conversation aloud.
- Discuss how students understand what the time frame is in the sentence. Which words are most helpful for understanding this?
- Give students time to complete the exercise autonomously as seatwork.
- Review as a class and put any particularly challenging items on the board for further discussion.

► **EXERCISE 13.** Looking at grammar. Page 33. Time: 10 minutes

- Read this exercise and then have students try to complete the passage.
- Ask for volunteers or call on students in an encouraging way, moving from one student to another as needed.
- While working through the sentences, remind students of time phrases that can help them form the required tenses.
- Write any particularly challenging sentences on the board for further analysis.

Optional Vocabulary

international relations
scholarship
overseas
common interests
variety

► **EXERCISE 14.** Let's talk: game. Page 34. Time: 10–15 minutes

- Ensure that you fully understand how the game works before you read the direction line to students.
- Read the example as Student 1, and then have another student read Student 2.
- Encourage students to help each other, and give hints as you go around the room (or group).
- Take notes on the participle forms as they are used, and review common mistakes as a group at the end.
- Take notes on content, particularly in order to engage students who are less forthcoming in class in general. By referring to knowledge you acquired about students in a game or exercise, especially about students who are less willing to speak, you help them feel included and make games and exercises more conversational and spontaneous.

► **Exercise 15.** Reading, grammar, and speaking. Page 34. Time: 10–20 minutes

This topic should be one that engages students. Many will have heard of the term “bucket list,” but write it on the board and start by generating conversation about the concept and what students already know about it. Depending on the level and background of the class, you can easily discuss whether the idea is typical of the United States as compared with other cultures and ask if there are similar concepts or terms in other countries. Another approach is to discuss why people create bucket lists later in life and whether a wiser approach would be to live and work in a more balanced way. Whenever a topic can generate spontaneous conversation, you have the opportunity to more meaningfully engage the students in the grammar included in the passage or exercise.

Part I

- Ask students to take turns reading parts of the passage aloud.
- Ask specific content questions based on the passage. For example:

How did the characters in the movie meet?

What does “kick the bucket” mean? Is there a similar phrase in your native language?

Should you wait until you are old or sick to consider your bucket list? Why or why not?

Part II

- Have students arrange themselves in pairs.
- Read the direction line aloud, and discuss with students why they will need to use present perfect in responding to the directions.
- Use the student-generated sentences to discuss each item on the bucket list.

Part III

- Remaining in pairs, have students tell their bucket list items to each other.
- Discuss as a class.

Expansion

Expand on this exercise by having students write down one item from their partner’s bucket list on a piece of paper. Instruct students to also include the reason why this bucket list item is important to their partner. Collect the pieces of paper, and present them to the class, but anonymously. Then classmates guess whose bucket list item you have read. For example:

You: *This student has always wanted to climb Everest because she loved the book Into Thin Air. Whose bucket list is this from?*

Students: *Yael! Yael loves reading adventure books and loves rock climbing.*

► **EXERCISE 16.** Warm-up: listening. Page 35. Time: 10 minutes

Here, reduced speech describes the sound of helping verbs (*have / has*) 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.

- Have the audio ready to go.
- Explain to students that they will hear *have* and *has* and will be asked to tell you how the reduced speech in the exercise questions sounds.
- Play the audio and review as a class.

CHART 2-5. *Have* and *Has* in Spoken English. Page 35. Time: 10 minutes

- Ask a student to read the examples on the left side of the chart, one by one.
- The text indicates the phonetic symbol for the sound of the reduced pronunciation. As many students do not know the phonetic alphabet and could be confused by having to learn another alphabet in addition to the English one, just write how you think the reduced speech sounds. For example:
What has happened? What’s happened?
- Make sure students understand that while they need to recognize reduced speech, they are not expected to (nor should they worry about) producing it.

► **EXERCISE 17.** Listening. Page 35. Time: 10 minutes

- Be completely provisioned and ready to play the audio.
- Read the direction line to students, and explain that it can be hard to distinguish the sound of contracted *is* from that of contracted *has*.
- Ask students which participle they should expect with the contraction of *is* (present) and which with *has* (past)
- Emphasize that they should write the full forms.
- Play the audio.
- Review as a class.

► **EXERCISE 18.** Warm-up. Page 36. Time: 5 minutes

- Ask one student to read the first speech bubble and one student to read the second one.
- Have students discuss the tenses of both verbs. Which one has a specific time attached (simple past), and which time indicates any time in the past (present perfect)?

- Reiterate this difference as you move to the chart, and remind students that they have already learned this main distinction.

CHART 2-6. Present Perfect vs. Simple Past.
Page 36. Time: 10–15 minutes

Students can become confused about the differences between the simple past and present perfect though most of them have studied the contrast between them before this point. Specifically, once students are introduced to present perfect, they tend to overuse it or not use it at all. The chart clarifies the differences in meanings and usage between the two tenses, and by stressing the importance of key time phrases associated with one or the other, you can give your students clear direction. This Teacher’s Guide provides step-by-step notes for presenting chart topics while explaining grammar in simple and clear ways, using student-generated content. However, if your students do not need such a detailed explanation, feel free to abbreviate it appropriately. Most students, even advanced students, do not mind this type of discussion because it builds their confidence in what they already do know, but you will need to monitor responses carefully.

- By way of review, 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: *OK, so Layla finished her project at 9:00 last night.*

- Draw and write:



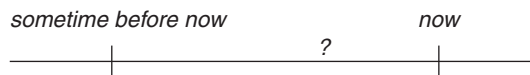
- Now ask a leading question resulting in the present perfect tense. For example:

You: *Has anyone here visited Paris?*

Roberto: *Yes. Me.*

You: *OK, so we know that Roberto visited Paris, but we don't know when. We know it was in the past, but we don't know whether it was last year or when he was a child or two months ago. To express this unknown or unspecified time in the past, we use the present perfect.*

- Draw and write:



- Ask students to provide you with the correct present perfect sentence for Roberto's Paris visit, and write below the timeline.



- Repeat that while we know Roberto has visited Paris at some point in the past, we don't know and we are not concerned with when in the past he did so.
- Draw the timelines for example sentences (a)–(d) from Chart 2-6 on the board.
- Write two related columns on the board, as follows:

<i>Present Perfect</i>	vs.	<i>Simple Past</i>
<i>unknown time in past</i>		<i>specific time in past</i>
<i>still in progress</i>		<i>completed in past</i>
- Keep these columns on the board and refer to them as often as needed while students work through Exercises 19 and 20.

► **EXERCISE 19.** Looking at grammar.
Page 37. Time: 5–10 minutes

- Read the direction line aloud, highlighting which verbs should be in simple past and which in present perfect.
- Ask students to write their sentences as seatwork.
- Assign the verbs to six students, who should write their completed sentences on the board.
- Ask other students to correct the written sentences as they read them aloud.

► **EXERCISE 20.** Looking at grammar.
Page 37. Time: 10 minutes

- Ask a student to read the direction line aloud, and remind students how to recognize that verbs need to be put into simple past (specific time in past).
- Give students a few minutes to complete as seatwork.
- Have various students read their completions aloud and stress the important time words in each sentence.
- Put any challenging items on the board before continuing.

Optional Vocabulary

late-braking occur passed away

► **EXERCISE 21.** Reading and grammar.
Page 38. Time: 10–15 minutes

The text includes many content suggestions directed to students about learning English. This blog is a great example of engaging students with the practices they employ in their own language learning, and natural discussions of language learning, teaching methodology, how different people learn languages, and how babies learn versus how adults acquire second languages (L1 vs. L2) can readily follow. Whenever feasible, encourage students to discuss their experience as language learners, and use the context of the classroom itself to engage them in one topic they all have in common: their desire to learn English.

- Start by asking students about flashcards and techniques they already know for memorization.

- Ask students if they ever read blogs, and point out that this is a blog by the author of their textbook.
- Read the direction line aloud, and give students time to underline the simple past and present perfect verbs included in the blog passage.

Optional Vocabulary

flashcards	progress
effective	basic
memorize	complex
spaced repetition	automatically
spacing out	pleasantly

► EXERCISE 22. Let's talk. Page 38.

Time: 15–20 minutes

- Give students time to read through items 1–14, and respond to any anticipated vocabulary questions.
- Model the example with the help of two students.
- Model follow-up questions for your students.

What did you ____?

Why did you ____?

Where did you ____?

When did you ____?

- Have students spend 10+ minutes asking and answering the questions with a variety of partners before reviewing as a class.
- Correct both pronunciation and usage errors, using the board, as you discuss students' experiences.

Expansion

This activity 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. Adding background music helps students become less self-conscious when speaking. Instruct students to meet, greet, and gather as much specific 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 starting it again, while asking them to talk to someone new. You can circulate and take notes on both content and form, for later discussion and correction, 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 reveal one interesting fact about another student.

► EXERCISE 23. Editing. Page 39.

Time: 10 minutes

- Engage students by writing the term *cover letter* on the board and inviting students to discuss what it is and when people write one. Be ready to include related vocabulary. For example:

<i>application</i>	<i>interview</i>
<i>résumé / CV</i>	<i>job opportunity</i>
<i>(curriculum vitae)</i>	<i>reference</i>

- Invite students to discuss their experience in writing a cover letter/job inquiry and help those from different countries compare the process of finding a job with the process in the United States.
- Discuss what makes a letter effective and what makes it ineffective.
- Read the direction line aloud, and ask students to correct the eight errors at their seats.
- Correct by having students take turns reading from the letter aloud. Write corrections on the board if useful.

Optional Vocabulary

position	teaching	fascinating
replacement	assistant (TA)	convenient
apply	arrangements	
researcher	discovered	

► EXERCISE 24. Warm-up. Page 39.

Time: 5 minutes

- Read the direction line aloud.
- Have students decide on the correct sentences and share them.
- Correct students' answers, and discuss the need for a progressive form of present perfect with *since* and *for*.

CHART 2-7. Present Perfect Progressive.

Page 40. Time: 10–20 minutes

It can be very hard for students to understand when to use present perfect and when to use present perfect progressive. In many cases both forms are acceptable, and the difference in usage and emphasis is not so easy for a non-native speaker to catch. Because of this, you should anticipate that students will need additional examples besides sentences (e)–(h) in the chart in order to become confident distinguishing which form of the present perfect to use.

- First, write the most obvious example sentence for present progressive tense as follows:
I am teaching grammar class right now.
- Then draw the first diagram from the chart on the board, and write the following sentence (add whatever clock time is true for you that day).
I have been teaching grammar class since ____.
- Explain that both tenses deal with actions in progress, but that the present progressive shows just that an action is in progress at the moment of speaking, but not before.
- Explain that the present perfect progressive gives us the duration up to now of an action that has already been in progress.
- Explain that the present perfect progressive tense is used to emphasize the duration of an activity over time.
- Ask leading questions that result in good and meaningful examples. For example:
How long have you been studying English?
How long have you been playing tennis?

How long have you been wearing contact lenses?

How long have you been working in your field?

- Write students' specific answers to these questions on the board.

Mie has been studying English for six years.

Alexandre has been playing tennis since he was seven years old.

Ahmad has been wearing contact lenses since last year.

Yukari has been working in her field since she graduated from the university.

- Explain that the tense is often used with the following time expressions: *for, since, all day, all week, all morning, etc.*

► **EXERCISE 25.** Looking at grammar.

Page 41. Time: 5 minutes

- Ask a student to read the direction line aloud.
- Ask students which participles they expect to follow *is* and *are* (present).
- Do the exercise as a class.

► **EXERCISE 26.** Looking at grammar.

Page 41. Time: 5–10 minutes

- Have students complete this exercise.
- As students read completions aloud, emphasize the particular time frame given in each sentence.

► **EXERCISE 27.** Let's talk: pairwork. Page 41.

Time: 10 minutes

- Put students into pairs, or have them select partners for themselves.
- Read the direction line and explain that students need to consider the context before matching phrases in the box with the situations on the left.
- Circulate for a few minutes while students work through the exercise and then correct as a class.
- Discuss if other phrases in the box are possible besides the one most students agree on.

Optional Vocabulary

milkshake fix a leak shivering

► **EXERCISE 28.** Looking at grammar.

Page 42. Time: 10–15 minutes

This exercise presents 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 explain why they have chosen one form or the other.

- Explain that present perfect progressive emphasizes duration of time, while present perfect emphasizes completion.

- Write the following examples or others on the board, and discuss the difference.

I have been reading War and Peace for three months.

I have read one-half of War and Peace.

- Explain 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 the past.

- Write the following examples or others on the board, and discuss the difference.

I have been traveling in Asia.

I have traveled in Asia.

- Explain that the first sentence suggests the time frame is recent, and that the second one suggests the time frame is some unknown time before now.
- Start the exercise by having a student read the direction line aloud.
- Ensure students know that in some cases either form is correct.
- Have students complete as seatwork.
- Review by having students take turns reading their completions aloud.
- Discuss any challenging sentences as boardwork.

Optional Vocabulary

interrupt episodes
appliances comedies

► **EXERCISE 29.** Listening. Page 42.

Time: 10 minutes

- Be provisioned with the audio ready to go, and instruct students to close their books and listen without writing anything.
- Have students then open their books and write the missing words.
- Review as a class with the listening script in hand. Be ready to play the audio again if students missed any answers.

► **EXERCISE 30.** Reading and writing.

Page 43. Time: 10 minutes

Part I

- Ask students what they know about online product reviews, and ask if they read them or have ever written one.
- Tell students that the example product reviews in this exercise make great use of both the simple and progressive form of present perfect.
- Read the direction line aloud, and ask students to underline both forms of the present perfect.
- Discuss the reviews and uses of both forms of present perfect with your students.

Part II

- Have students work in pairs to find similar product reviews on a site such as Amazon®.
- Ask them to underline the present perfect verb uses.

Part III

- Assign a product review for homework.
- Ask students to pick a product they have either really liked or really disliked.
- Have them incorporate a star system and standard phrases accordingly.

► EXERCISE 31. Warm-up. Page 44.

Time: 5 minutes

- Read through the warm-up sentences with students.
- For each sentence, ask students to identify which action happened first and which second.
- Explain that past perfect (which is formed with the past helping verb *had* + the past participle of the verb) is used to differentiate two distinct times in the past.

CHART 2-8. Past Perfect. Page 44.

Time: 10–15 minutes

The most important concept for students to grasp is that at least two events in the past are necessary to use past perfect. The earlier event is in the past perfect tense, and the later (more recent) event is in simple past. Without this distinction of time between two events—both in the past—there would be no need to use past perfect.

Sometimes students have the incorrect notion that past perfect simply means the past event 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 is important only in relation to when another event occurred 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. The patient was dead. (state)

The doctor came at six. By that time, the patient 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 not always possible to use the simple past in place of the past perfect. The past perfect is relatively formal, and it is helpful to explain to students that they will encounter this tense more often 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 when and in what contexts to anticipate the tense’s use.

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

Mustafa left at 4:00 P.M. Luiz called him at 6:00 P.M.

- Write an example illustrating the two tenses combined in one sentence,

4:00 P.M. 6:00 P.M. now

Mustafa had already left when Luiz called him.

- Work through the first examples (a)–(f), illustrating the combination of simple past and past perfect tenses on the board with timelines, as shown above.
- 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 32. Looking at grammar.

Page 45. Time: 10 minutes

- Have students read and respond on sight to tightly control this first exercise.
- Write individual sentences on the board as you go, and clearly mark which action happened first and which second.
- Ask additional questions to ensure students are becoming comfortable with the form and its use.

Optional Vocabulary

quiz soaked staff fridge

► EXERCISE 33. Looking at grammar.

Page 45. Time: 10 minutes

- Ask students to complete individually as seatwork.
- Have students read their completed sentences aloud.
- Correct immediately and very overtly. (Don’t recast sentences with the right forms; clearly state the problem and what the correct form should be.) Write on the board as much as is useful for your students.

Optional Vocabulary

embarrassed generously

► EXERCISE 34. Warm-Up: listening. Page 45.

Time: 5–10 minutes

- Remind students of the term “reduced” when referring to tenses created with helping verbs.
- Play the audio for your students twice.
- The second time through, ask them to write down how the reduced pronunciation sounded to them.

CHART 2-9. *Had* in Spoken English. Page 46.

Time: 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 tense, it is usually reduced. As in earlier pronunciation exercises that focused on reduction, the aim here is not for students to produce the target structure but rather to train their ears to better understand the reduced structure as it is used in everyday English.

- Ask your students leading questions in order to elicit two sentences in which *had* is the helping verb. For example:
Had anyone already studied present perfect tense before we studied it in this chapter?
Had anyone already visited the United States before they came to this class?
- Write students' responses:
Francine had already studied present perfect tense.
Xie had already visited Boston.
- Now ask questions that will lead to the use of *had* as the simple past of *have*. For example:
Did anyone have a problem when they first arrived here?
Did anyone have any worries or concerns during your first week of classes?
- Write students' responses:
Mieko had a problem with her student visa.
Jasmine had a concern about her conversation level.
- Give students time to review the chart.
- Ask students to articulate the difference between sentences (a)–(b) and (c).
- Using normal and relaxed spoken English, read all the sentences aloud. Ask students if they heard the difference in the pronunciation of *had*, and have them try to replicate the sentences aloud.
- Cross out the word *had* in the first two sentences and write /d/ in its place.
- Ask a student to reread (c) aloud and try to reduce *had*. Make sure they can hear why they can't. Explain that the sentence will sound as if there is no main verb if *had* is attached to the subject of the sentence in a reduced form.

► EXERCISE 35. Grammar and listening. Page 46. Time: 5–10 minutes

Tell students that the reduced sound for both *had* and *would* is the same—/d/. Explain that they can tell which helping verb form is being used by looking at the verb form that follows /d/. If the verb form that follows the /d/ is the past participle, /d/ is a reduced form of *had*. If the verb that follows the /d/ is the simple form of the verb, the /d/ is a reduced form of *would*.

- Be provisioned and ready to play the audio.
- Ask students to first complete the exercise with either *is*, *had*, or *would*, depending on the verb forms used in the rest of the sentence.
- Play the audio and have students confirm from the forms used that they had selected the correct verbs.
- Correct as a class.

Optional Vocabulary

base jumper skyscraper thrilling

► EXERCISE 36. Listening. Page 46.

Time: 5–10 minutes

- Ask a student to read the direction line aloud.
- Ask two other students to read the example sentences.
- Emphasize that students need to write the complete and non-reduced forms, not the reduced forms they will hear.
- Play the audio.
- Have students read their completed sentences aloud.
- Review as a class, referring to the listening script as needed.
- Write any challenging items on the board for further discussion.

Optional Vocabulary

recharge cancel

► EXERCISE 37. Warm-up. Page 47.

Time: 5–10 minutes

- Explain the directions, and have students complete the exercise independently.
- Review as a class.
- Ask students what tense matches with the past perfect progressive (simple past).

CHART 2-10. Past Perfect Progressive. Page 47. Time: 10–15 minutes

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

Past perfect progressive is used infrequently. It is more common in formal written English than in spoken English and comes up most often in spoken English when using reported speech.

- Draw timelines and write examples on the board to illustrate an ongoing past perfect action interrupted by a more recent simple past action.
- Try to use examples from today's class if possible.

9:00 A.M. 10:00 A.M. now
10:30

XXXXXXXXXXXXXXXXXXXXX ————— |

Martha has been teaching since 9:00.

Pablo arrived at 10:00.

It is now 10:30.

Martha had been teaching for an hour when Pablo arrived.

- Ask students what actions occurred and which actions occurred first.
- Remind students that past perfect progressive is only possible when more than one past event is being discussed.
- Have students take turns reading the example sentences (a)–(d) in the chart, and discuss the explanatory notes with them.

► **EXERCISE 38.** Looking at grammar.
Page 47. Time: 5–10 minutes

- Ask different students to read the sentences about Ryan aloud.
- Ask students to decide which sentences (a)–(e) best answer questions 1–4.
- Discuss as a class and reiterate when past perfect is used. Help students eliminate any sentences that have only one verb (a), (c), and (d).

► **EXERCISE 39.** Looking at grammar.
Page 48. Time: 10 minutes

- Read the direction line aloud.
- Give students time to work through the five sets of sentences on their own.
- Review as a class, and challenge students to explain both why the correct sentence is correct and why the other sentence is wrong.

Optional Vocabulary

change majors	rehearsing
semester	nervous

► **EXERCISE 40.** Looking at grammar.
Page 48. Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Ask a different student to read the example sentences aloud.
- Have students continue through the exercise as seatwork.
- Correct as a class, having students read their completions aloud, taking turns.
- Correct content and pronunciation, and discuss vocabulary as you review the exercise.
- Remember to use a variety of ways when covering optional vocabulary; ask for synonyms, antonyms, or in what context a word or phrase is found. The key reason for covering optional vocabulary is to give students unscripted talk time within grammar class and to interest students in other topics.
- Write any particularly challenging items on the board, and use timelines as needed to stress why a verb must be in past perfect progressive or present perfect progressive.

Optional Vocabulary

five straight hours
daydream
software engineer

► **EXERCISE 41.** Let's talk. Page 49.

Time: 10 minutes

- Have students get into groups of 3–4.
- Read the direction line aloud.
- Have a student or two read the first completed example aloud.
- Circulate around the room while students discuss the remaining pairs of sentences and answer the question in each.
- Review as a class, encouraging students to explain their answers using the grammar terms you have been using every day.

► **EXERCISE 42.** Looking at grammar.
Page 49. Time: 10 minutes

- Have students complete the exercise.
- Read the direction line and have students begin.
- Correct by having students read their completions aloud.
- Review as a class, discussing vocabulary and pronunciation as well as grammar.

Optional Vocabulary

calm	humid	subscribe
turbulence	tour	
reviews	podcasts	

► **EXERCISE 43.** Listening. Page 50.

Time: 10 minutes

- Have the audio ready.
- Read the direction line and example to students.
- Remind students that they are choosing from sentences that describe what they heard; they are not choosing what they heard.
- Play the audio.
- After students have selected their responses, review as a class.

► **EXERCISE 44.** Check your knowledge.
Page 51. Time: 10 minutes

- Explain that students are going to identify errors.
- Have students take turns reading through the sentences.
- As students correct the sentences, have them explain why the original form was incorrect.

► **EXERCISE 45.** Reading and writing.
Page 51. Time: 10–20 minutes

Part I

- Put students in pairs or small groups.
- Read the direction line for Part I aloud.
- Have students discuss with one another both the content of the passage and why the first paragraph has so many simple past verbs compared with the second paragraph.

Part II

- Because many students find writing a challenge, take time to discuss the directions at some length.
- Review the writing tip with students, and discuss how writing is simply another way of speaking. The more your students can think of writing as active communication and not some arbitrary task, the more they will benefit from it and enjoy it.
- If useful for your group, you can write a two-paragraph essay on the board, and give students the chance to contribute ideas and then the entire class can formulate the sentences together.

Part III

- Explain to students the importance of editing and how every writer benefits from reviewing and editing.
- Help them use the checklist to simplify and improve their writing.

Optional Vocabulary

extraordinary	dramatically
devices	available
typed	replaced
conversations	movie streaming
channels	editing
phonographs	digital