

# CHAPTER 4

## Review of Tenses

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### CHAPTER SUMMARY

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**OBJECTIVE:** To review the verb tenses covered in detail in Chapters 1–3.

**APPROACH:** Chapter 4 gives students practice with all the verb tenses previously presented in the student text. As a result, this is the only chapter that does not contain any charts.

When students have to choose or supply the appropriate tense(s), according to context and meaning, they should be asked to explain their choices and discuss errors and/or misunderstandings fully. It will be helpful for students to recall the Student Book charts and/or timelines to justify their responses. One of your many roles is to help your students become sensitive monitors and effective editors of their own English usage.

Now that the foundation for verb tense usage has been laid, your students need controlled and free practice, and most important, as many out-of-class language experiences as the acquisition process requires. You may wish to tell your students that they shouldn't expect to become instant experts in verb tense usage after completing these first four chapters. Rather, you can assure them that they will continue to develop their mastery over the tenses with time and that producing and understanding tenses will be a goal they can readily meet. Sometimes students equate second language learning with other academic pursuits. They may feel that once they study or learn a chapter's worth of material in mathematics or chemistry, they have mastered it. They may also expect the same results in a language class. You may wish to discuss language learning with your students in order to highlight just how very different learning a language is from learning almost anything else.

**TERMINOLOGY:** This chapter repeats the terminology used for tenses over the last three chapters.

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**PRETEST.** What do I already know? Page 70.  
Time: 5 minutes

- Give students a few minutes to read the direction line and identify which sentences are correct.
- Review as a class.

► **EXERCISE 1.** Looking at grammar. Page 70.  
Time: 10 minutes

- Read the direction line and have students complete the exercise as seatwork.

- When reviewing as a group, ask students to tell you which among the many time words and phrases informed them what the required tense is.

► **EXERCISE 2.** Looking at grammar. Page 71.  
Time: 10 minutes

- Read the direction line aloud.
- Give students time to work through the exercise and choose the correct response.
- Ask students to not only identify and explain the correct choice but also to make changes to the incorrect sentences to render them grammatical.

► **EXERCISE 3.** Let's talk. Page 71.  
Time: 10 minutes

If you lead this exercise, approach each item conversationally, add extra words, expand upon topics, rephrase questions, and put the questions in the exercise into contexts that your students can relate to. These questions are here to give you ways to engage your students in an oral review of 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, and expand by coming up with related questions. Don't stop to make corrections until the conversation has run its course.

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

- Depending on your group, you can lead this exercise yourself or have students work in pairs or groups.
- Read the direction line.
- Make this exercise as conversationally engaging as possible while also practicing tenses.

► **EXERCISE 4.** Looking at grammar. Page 72.  
Time: 10 minutes

- Ask a student to read the direction line.
- Ensure students know to complete each sentence with the verbs from the direction line.

► **EXERCISE 5.** Let's talk. Page 72.

Time: 10 minutes

- Have students work in pairs.
- Ask students to be imaginative in their stories and pay close attention to how they need to distinguish time frames in the back story from one another via tense use.

► **EXERCISE 6.** Editing. Page 72.

Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Review as a class.

► **EXERCISE 7.** Writing. Page 73.

Time: 10 minutes

- Begin by focusing on what Tom has been doing, by explaining that students should use present perfect progressive tense.
- Have students write four sentences, using what can be noted from the illustration as a guide.
- Change tenses and rewrite as directed in items 2–4, and encourage students to expand on the vocabulary in the picture to discuss additional tasks. For example:

|               |              |
|---------------|--------------|
| <i>dust</i>   | <i>clean</i> |
| <i>polish</i> | <i>scrub</i> |
| <i>sweep</i>  |              |

**Expansion**

Prepare a group of index cards beforehand. Provide the students with the index cards; each one should have the name of a well-known job or profession.

|                                |                      |
|--------------------------------|----------------------|
| <i>doctor</i>                  | <i>stock trader</i>  |
| <i>lawyer</i>                  | <i>teacher</i>       |
| <i>law enforcement officer</i> | <i>retail worker</i> |
| <i>gardener</i>                | <i>food server</i>   |
| <i>farmer</i>                  | <i>politician</i>    |
| <i>businessperson</i>          |                      |

As seatwork, have students write sentences in the first person that state what the person / professional / worker has been doing, will do, and so on. For example:

doctor  
*Tomorrow, I will see patients in my office.*  
*I will treat various conditions and probably prescribe some medication.*  
*Later in the day, I will go to the hospital to see patients.*  
*Before I go home, I will write notes in my patients' files.*

Once students have prepared their notes, have them take turns reading their sentences aloud while other students guess the profession. If you like, you can change the tenses needed.

► **EXERCISE 8.** Reading and writing. Page 73.

Time: 10–15 minutes

- Read the directions aloud and discuss how blogs have come to be popular.
- Have students read the blog as seatwork.
- Ask students to respond to the questions in the last paragraph of the blog.
- Discuss procrastination and the Pomodoro Technique as a class.

**Optional Vocabulary**

|                 |               |              |
|-----------------|---------------|--------------|
| challenges      | distractions  | overwhelming |
| face            | tendency      | daunting     |
| procrastination | developer     | reward       |
| putting off     | uninterrupted | doable       |
| delaying        |               |              |

► **EXERCISE 9.** Looking at grammar.

Page 74. Time: 10 minutes

This is a great exercise for students to work through on their own. Have students pay attention to the context and ask them about both vocabulary presented and related vocabulary.

- Have students complete as seatwork.
- Give students time to read their completions aloud.
- Have students refer to time cues that indicate which tenses must be used.
- Use the context to discuss vocabulary.

► **EXERCISE 10.** Let's talk. Page 74.

Time: 10–15 minutes

- Try this exercise in small groups, with students giving answers freely.
- Spend ample time on questions 5 and 6, using students' lives, experiences, and plans as well as what is going on in the world.

► **EXERCISE 11.** Listening. Page 74.

Time: 10 minutes

- Have the audio ready to go.
- Read the instructions aloud.
- Play the audio and ask students to choose the next, natural sentence.
- Review as a class.

► **EXERCISE 12.** Looking at grammar.

Page 74. Time: 10 minutes

- Give students time to choose the correct sentence in each group.
- Correct and review as a group.
- Ensure students can justify why their selection is the only correct sentence in the group.

► **EXERCISE 13.** Listening. Page 75.

Time: 10–15 minutes

**Part I**

- Have the audio ready to go.
- Explain that students need to write *T* or *F* for each item.
- Play the audio and have students complete each item.

**Part II**

- Play the audio again, having students complete each item as they hear it.
- Review all the completions at the end of the audio.
- Discuss any unclear sentences by referring to the listening script.

► **EXERCISE 14.** Looking at grammar.

Page 76. Time: 10–15 minutes

**Part I**

- Give this exercise to students as seatwork.
- Review the correct verbs as a class, discussing time references and why the verb chosen is correct.

**Part II**

- Ask students to use the example in Part I to write their own email.

**Part III**

- After having students underline all verbs, ask them to exchange papers with a peer and correct the verb tenses.

► **EXERCISE 15.** Speaking and writing.

Page 77. Time: 10–15 minutes

Decide on famous people for students to role-play beforehand. Doing so can help ensure all students “recognize” the famous person. Be prepared with enough famous living people that you can assign one name to each pair. Make sure that students know what a “nosy” reporter is, and help them get the most from this activity by preparing a list of nosy questions with students and keeping it on the board throughout the exercise.

**Part I**

- Put students in pairs and have them role-play each situation.

**Part II**

- Assign a brief article as homework.

**Expansion**

If there is time, have students read their articles aloud. Invite students to correct grammar and usage. After they read their articles, students can reveal the identity of the famous person interviewed.

► **EXERCISE 16.** Let’s talk. Page 77.

Time: 10–15 minutes

This exercise can be carried out over a number of days at the beginning of class. Have students bring to class articles on recent events that they can summarize in a few sentences, taking care to use the correct tenses. Only a few students will give summaries per day. Students who are not speaking should take notes in order to practice their 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 each summary is given.

As preparation for these summaries, you can bring newspaper articles to class or have students bring in items that they have read about on the Internet that day.