

Chapter 4: THE PRESENT PERFECT AND THE PAST PERFECT

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
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The present perfect	4-2 → 4-4	Ex. 3 → 9	Pr. 1 → 2, 4, 5, 7
<i>Verb tense review</i>		Ex. 10 → 17	Pr. 3, 6, 8
Using <i>since</i> and <i>for</i>	4-5	Ex. 18 → 22	Pr. 9 → 12
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Past perfect	4-9	Ex. 35 → 38	Pr. 18 → 20
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General Notes on Chapter 4

- The perfective aspect of verb tenses is not unique to English, but it is not easy for learners to understand and control. It is a useful feature of the language because it gives us important information about the sequence of events, their completion or continuation, their duration, and their relationship to the present time or to another time in the past.
- The primary emphasis in the chapter is on the present perfect, which is a frequently used verb form and useful to students. The text actively encourages its use in the students' creative language production. The section on the past perfect, which is an infrequently used verb form, comes at the end of the chapter and is intended only as a minimal introduction.
- The grammar in this chapter on perfect verbs is difficult for many students at this proficiency level. You may choose to delay this chapter until later in the term. It is included here because many teachers prefer to present Chapters 1 through 4 as a single unit on verb tenses, but the chapters do not need to be taught in the order they are presented in the text. Less advanced classes might benefit from skipping to Chapters 5 and 6 at this point and then returning to Chapter 4 later. Chapter 5 (Asking Questions) does contain some exercise items with the present perfect and present perfect progressive; however, the fact that students have not studied these tenses prior to doing Chapter 5 does not present a pedagogical problem. It is beneficial for students to get exposure to structures prior to concentrated study of them.
- **TERMINOLOGY:** The terms “aspect” and “tense” are not used here, only “present perfect” and “past perfect.”

□ **EXERCISE 1, p 83. Review and preview: present and past verbs. (Charts 3-1 → 3-6)**

Compare the various tenses in the passage. Name the present perfect and past perfect when they occur in the blanks and explain that they are the focus of this chapter. Give an introductory overview of the two tenses. Some students may not be familiar with the use of *have* as an auxiliary verb. Most students at this level find these two verb tenses difficult to understand and use.

ANSWERS: 2. am 3. am studying 4. have been 5. arrived 6. began
7. came 8. have done [If students ask about using the present perfect progressive here, tell them it is grammatically possible but not needed nor typical, and to wait until Chart 4-6 for a discussion of that verb form.] 9. have met 10. went 11. met 12. spoke 13. didn't practice
14. were 15. came 16. have met 17. have met 18. had never met (*also possible: never met*) 19. know 20. have become (or: are becoming)

CHART 4-1: PAST PARTICIPLE

- Chapter 4 is the first time in the text that the students are asked to use the past participle. The principal purpose of this chart is to define the term “past participle.”

□ **EXERCISE 2, p. 84. Past participle. (Chart 4-1)**

The verbs in this list are the ones used in the initial form-and-meaning exercises in this chapter. It is helpful for students to know these past participles while they are working on the form and meaning of the present perfect. Concentrated work on other irregular past participles begins in Exercise 10.

ANSWERS:

3. gone	8. done	13. stayed	18. cut
4. had	9. known	14. begun	19. read [pronounced “red”]
5. met	10. flown	15. started	20. been
6. called	11. come	16. written	
7. fallen	12. studied	17. eaten	

CHART 4-2: FORMS OF THE PRESENT PERFECT

- This is the first juncture in the text where the students are presented with *have* as an auxiliary in a verb tense. Point out that the past participle is the main verb.
- This chart keeps the focus on the forms of the present perfect, but it's helpful for you to explain the meanings of the examples, too, to prepare the students for the information in the following chart. Emphasize that the tense conveys the idea of “before now,” i.e., “at an unspecified time in the past.” The students don't need to wait until they read Chart 4-3 to be told that information. (A teacher can present a variety of interrelated information that a text needs to present step by step.)
- In (e), compare the two possible meanings of the contractions *she's* and *he's*:
COMPARE: *She's/He's (She is/He is) eating lunch.* vs. *She's/He's (She has/He has) eaten lunch.*
In (f), compare the two meanings of *it's*:
COMPARE: *It's (It is) cold today.* vs. *It's (It has) been cold for the last three days.*

□ **EXERCISE 3, p. 85. Forms of the present perfect. (Chart 4-2)**

This is a straightforward exercise on form but also intended for teacher presentation of the meaning of the present perfect. Keep emphasizing that the tense conveys the idea of “before now,” i.e., “at an unspecified time in the past.” The items in this exercise all convey the idea “in one’s entire lifetime up to now.”

In item 1: *Have you ever eaten seaweed* = *In your entire lifetime, at any unspecified point, have you ever eaten seaweed?* The questioner is not interested in exactly when such a thing might have happened. The present perfect does not concern itself with exact points of time in the past; that’s the job of the simple past.

ANSWERS: 2. Have you ever stayed . . . have . . . have stayed 3. Have you ever met . . . haven’t . . . have never met 4. Has Tom ever visited . . . has . . . has visited 5. Has Ann ever been . . . hasn’t . . . has never been . . . has not been

CHART 4-3: MEANINGS OF THE PRESENT PERFECT

- The present perfect relates past events to present time; it basically communicates the information that something occurred before the present time.
- Use the illustration of Jim and Ann to discuss the present perfect: question form, short answer, affirmative, negative. For example: *Has Jim (already) eaten lunch? Yes, he has. He’s eaten lunch. Has Ann eaten lunch? No, she hasn’t. She hasn’t eaten lunch.* Continue to convey the meaning of “before now,” i.e., “at an unspecified time in the past.”
- The present perfect is a difficult tense for many students. The text moves slowly. Students need time to digest meanings and uses of the present perfect. They also need practice with the past participles of irregular verbs, which begins with Exercise 10.
- Note: Meaning #2 is the same meaning conveyed by the present perfect progressive: something began in the past and continues to the present. The difference is that the present perfect is used to express a situation (not an action) that began in the past and continues to the present when stative (non-action) verbs are used. (*I’ve known him for 20 years.*) The present perfect progressive is used to convey the same meaning for activities, but uses non-stative verbs. (*I’ve been waiting for Bob since 2 o’clock.*) Students don’t need to be apprised of this at this point; they are given that information in a simplified form in Chart 4-6, p. 98, in the student book.

□ **EXERCISE 4, p. 87. Present perfect. (Chart 4-3)**

The purpose of this exercise is to discuss the meaning of the sentences while acquainting the learners with the usual spoken contractions.

ANSWERS:

1. “Bob’s been”
2. “Jane’s been”
3. “The weather’s been”
4. “My parents’ve been”
5. “Mike’s already”
6. “My friends’ve moved”
7. “My roommate’s traveled”
8. “My aunt and uncle’ve lived”

CHART 4-4: SIMPLE PAST vs. PRESENT PERFECT

• The problem for the teacher in presenting this chart is the fact that the simple past and present perfect are sometimes interchangeable in informal spoken English, especially in sentences containing *already*, as in example sentence (b). The use of the simple past in a sentence such as “I already finished my work” is common and acceptable, especially in American English. The text’s intent is to draw clear distinctions between the two tenses for teaching purposes; students can blur and blend the two later as they gain experience with the language. Trying to explain to the students the ways in which the simple past and the present perfect can express the same meaning is more confusing than enlightening at this point, at least in the author’s experience. Note that the simple past and present perfect are not interchangeable in examples (a), (c), and (d).

□ EXERCISE 5, p. 87. Simple past vs. present perfect. (Chart 4-4)

So far you, the teacher, have been providing repeated explications of the meanings of the present perfect. Now the text assumes that the students have sufficient understandings of differences in meanings between the simple past and the present perfect that they can explain these themselves.

In discussion-of-meaning exercises, students find their own inventive ways of expressing meanings. Their explanations won’t necessarily sound like yours or the text’s, but once you discern the meaning, you can restate it slightly if necessary.

ANSWERS:

- (a) uses the present perfect because no specific past time is mentioned. The others all mention specific times in the past, so the simple past is used.
- (e) uses the simple past because there is a specific mention of time.
(f) uses the present perfect because it conveys the idea “in my lifetime before now.”
- In (g), Ann no longer has her bike; the simple past conveys that something began and ended in the past. For example, Ann had a red bike from 1999 to 2001.
In (h) Sue still has her bike; she acquired it two years ago from the present date.
- Uncle Alex is dead. Grandpa is still alive.

□ EXERCISE 6, p. 88. Simple past vs. present perfect. (Chart 4-4)

By this point, this exercise should be a piece of cake for the students, who should do the explaining during the discussion of this exercise. The text is trying to emphasize repeatedly that the present perfect and the simple past both express past occurrences, with the difference being unspecified vs. specified times.

ANSWERS:

SPECIFIED	UNSPECIFIED	
	<input checked="" type="checkbox"/>	3. present perfect
<input checked="" type="checkbox"/>		4. simple past
<input checked="" type="checkbox"/>		5. simple past
	<input checked="" type="checkbox"/>	6. present perfect
	<input checked="" type="checkbox"/>	7. present perfect
<input checked="" type="checkbox"/>		8. simple past
	<input checked="" type="checkbox"/>	9. present perfect
<input checked="" type="checkbox"/>		10. simple past

□ **EXERCISE 7, p. 88. Simple past vs. present perfect. (Chart 4-4)**

Compare and discuss the two tenses in each item. (By now the students should be so familiar with the main points made in the chapter so far that they will be saying “ho-hum” when you talk about specified vs. unspecified times in the past.)

ANSWERS: 3. have . . . have eaten . . . ate 4. have already seen . . . saw 5. have already written . . . wrote 6. Has Antonio ever had . . . has . . . has had . . . had 7. have already read . . . read 8. have you visited . . . have visited . . . visited . . . was

□ **EXERCISE 8, p. 89. Simple past vs. present perfect. (Chart 4-4)**

The purpose of this exercise is practice with the present perfect involving real information from the students’ lives.

Ask a question that elicits the present perfect, then follow up with one that elicits the simple past as shown in the example. Pursue interesting responses; encourage spontaneous conversation.

Students’ books should be closed. There is no need for them to read the questions. It’s good for them to rely on their ears for understanding.

□ **EXERCISE 9, p. 90. Present perfect. (Charts 4-2 → 4-4)**

Again this exercise provides practice with the present perfect involving real information from the students’ lives. The grammar emphasis here is on adverbial expressions frequently used with the present perfect in both questions and statements. You might mention that *lots of times* is informal spoken language.

ANSWERS:

1.–3. have you ever been 13.–15. have you ever played
5.–6. have you ever eaten 16. have you ever walked to
7.–9. have you ever ridden 17. have you ever stayed up
10.–12. have you ever been in 18. have you ever bought

□ **EXERCISE 10, p. 91. Irregular verbs. (Chart 2-5)**

Exercises 10 through 17 come in pairs. First the students produce—from memory, by guess, or by looking at Chart 2-7 (the reference list of irregular verbs)—the forms of the irregular verbs, and second they practice these verbs in questions and answers. These exercises can be done in pairs or groups. Not all of them need to be done on the same day; you might spread them over two to four days, conducting frequent oral reviews and quizzes as you go along. The text anticipates that the students will memorize the irregular verbs, which are more or less grouped according to similarity of form as a possible aid to memorization.

ANSWERS:

2. ate, eaten 6. shook, shaken 10. bit, bitten
3. gave, given 7. drove, driven 11. hid, hidden
4. fell, fallen 8. rode, ridden
5. took, taken 9. wrote, written

□ **EXERCISE 11, p. 91. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)**

ANSWERS:

1. Have you ever taken 5. Have you ever shaken 9. Have you ever hidden
2. Have you ever ridden 6. Have you ever bitten 10. Have you ever fallen
3. Have you ever written 7. Have you ever driven 11. Have you ever seen
4. Have you ever given 8. Have you ever eaten

□ **EXERCISE 12, p. 92. Irregular verbs. (Chart 2-5)**

ANSWERS:

- | | | |
|----------------------|------------------|------------------|
| 1. broke, broken | 6. drew, drawn | 11. drank, drunk |
| 2. spoke, spoken | 7. grew, grown | 12. sang, sung |
| 3. stole, stolen | 8. threw, thrown | 13. swam, swum |
| 4. got, gotten (got) | 9. blew, blown | 14. went, gone |
| 5. wore, worn | 10. flew, flown | |

□ **EXERCISE 13, p. 92. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)**

ANSWERS:

- | | | |
|-----------|-----------------|------------|
| 1. flown | 6. worn | 11. sung |
| 2. broken | 7. gone | 12. drunk |
| 3. drawn | 8. gotten (got) | 13. thrown |
| 4. swum | 9. stolen | 14. blown |
| 5. spoken | 10. grown | |

□ **EXERCISE 14, p. 92. Irregular verbs. (Chart 2-5)**

ANSWERS:

- | | | |
|-----------------|-----------------|----------------|
| 1. had, had | 6. spent, spent | 11. met, met |
| 2. made, made | 7. left, left | 12. sat, sat |
| 3. built, built | 8. lost, lost | 13. won, won |
| 4. lent, lent | 9. slept, slept | 14. hung, hung |
| 5. sent, sent | 10. felt, felt | |

□ **EXERCISE 15, p. 93. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)**

ANSWERS:

- | | | |
|---------|-----------|-----------|
| 1. lost | 6. left | 11. made |
| 2. met | 7. sat | 12. built |
| 3. had | 8. spent | 13. won |
| 4. felt | 9. lent | 14. hung |
| 5. sent | 10. slept | |

□ **EXERCISE 16, p. 93. Irregular verbs. (Chart 2-5)**

ANSWERS:

- | | | |
|-----------------|---------------------|--------------------|
| 1. sold, sold | 6. read, read | 11. caught, caught |
| 2. told, told | 7. found, found | 12. cut, cut |
| 3. heard, heard | 8. bought, bought | 13. hit, hit |
| 4. held, held | 9. thought, thought | 14. quit, quit |
| 5. fed, fed | 10. taught, taught | 15. put, put |

□ **EXERCISE 17, p. 94. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-4)**

ANSWERS:

- | | | |
|------------|-------------------------|------------|
| 1. taught | 6. heard | 11. bought |
| 2. held | 7. read | 12. sold |
| 3. found | 8. fed | 13. hit |
| 4. cut | 9. told | 14. put |
| 5. thought | 10. quit [BrE: quitted] | 15. caught |

□ **EXERCISE 18, p. 94. Preview: SINCE vs. FOR. (Chart 4-5)**

Tell the students to cover Chart 4-5 with a sheet of paper and to do this exercise quickly as seatwork.

The purposes of a preview are (1) for students to arrive at their own conclusions about the forms and meanings of grammatical structures; (2) for students to become aware of what information they need to pay attention to in the following chart; and (3) for teachers to have a bevy of examples to use in introducing grammar points.

ANSWERS:

- | | | |
|----------|-----------|-----------|
| 3. since | 8. for | 13. for |
| 4. since | 9. since | 14. for |
| 5. for | 10. for | 15. since |
| 6. since | 11. since | 16. for |
| 7. since | 12. since | |

CHART 4-5: USING SINCE AND FOR

- Understanding the meaning and use of *since* helps students to understand the meaning and use of the present perfect.
- *Ever* is frequently used as an intensifier in front of *since*. The use of *ever* has little, if any, effect on the meaning of *since*. *I've lived here ever since May.*
- In example (a), *since* is used as a preposition, and in examples (f) and (g) as a subordinating conjunction. Subordinating conjunctions are generally called “time clause words” in this text or “words that introduce adverb clauses.” *Since*-clauses can be related to the “time clauses” presented in Chart 2-10; a *since*-clause is an adverb clause of time.
- *Since* has another use not mentioned in this chart. It is also an adverb: *He got a job at the factory in 1975 and has worked there ever since.* The question may or may not arise.
- *Since* has another meaning: *because*. In this case, any tense can be used in the main clause. *Since* meaning *because* is presented not in this text but in *Understanding and Using English Grammar, Third Edition*, Chart 17-2. Example: *Bob's last name is Black. Since it's a common name, he never has to spell it for people. My last name is Bryzewski. Since it's an unusual name, I often have to spell it for people.*
- Try to keep the focus on the use of the present perfect with sentences containing *since*. It is true, however, that sometimes the simple present is used in the main clause rather than the present perfect. In this case, the simple present is usually used to express a general truth. For example, *Fewer people travel by train since the development of the automobile and airplane.* The text chooses not to teach this, as the instances in which the simple present is used are relatively infrequent. The past perfect can also be used in sentences with *since*: *I hadn't seen George since we were children.* It is possible that your more alert students may find and ask about such sentences. Explain, if necessary, that their grammar book is a guide to useful information about English for second language learners, not a compendium of all there is to know about English grammar. They truly don't want to know all there is to know about English grammar.
- In (h), it might help to explain that *for*, not *since*, is used with “countable periods of time” (e.g., *ten minutes, two hours, etc.*).

□ **EXERCISE 19, p. 95. SINCE vs. FOR. (Chart 4-5)**

Students should complete the sentences with accurate information about themselves. Ask them to give accurate answers for item 1 also.

SAMPLE ANSWERS: 2. since ten o'clock this morning . . . for an hour 3. since August . . . for two months 4. since I was eighteen years old . . . for three years 5. since the beginning of this term . . . for four weeks.

□ **EXERCISE 20, p. 96. SINCE vs. FOR. (Chart 4-5)**

Make it clear that Speaker A is to use *since* and that Speaker B is to use *for* to paraphrase Speaker A's response. If teacher-led, the exercise can go quickly. Group work would take longer, but of course involve more students in oral practice.

□ **EXERCISE 21, p. 96. Sentences with SINCE-clauses. (Chart 4-5)**

ANSWERS: 2. has changed . . . [since he **started** school] 3. [Ever since I **was** a child], I have been afraid 4. haven't slept . . . [since I **left** home three days ago] 5. [Ever since Danny **met** Nicole], he hasn't been 6. has had . . . [ever since he **bought** it] 7. have you eaten [since you **got** up this morning] . . . have eaten 8. had . . . was . . . [Ever since I **left** home at the age of fifteen], I have taken . . . have had . . . have learned

□ **EXERCISE 22, p. 97. SINCE vs. FOR. (Chart 4-5)**

This can be a quick oral review or written homework.

Items 8 and 9 have stative passive verbs, so there are two past participles: *I have never been married*. Some students may wonder about that. In the passive, the auxiliary *be* carries the tense form (e.g., *have been* for the present perfect) and is followed by a past participle (e.g., *married*). You can refer students to Chart 10-7.

CHART 4-6: PRESENT PERFECT PROGRESSIVE

- As a way of introducing this chart, ask a student with a watch to time you when you begin to draw something on the board (something simple like a tree and flowers). As you are drawing, ask the students what you are doing (e.g., *You are drawing on the board*). Continue drawing for 30 seconds or a minute and then, without stopping, ask the student with the watch how long you have been drawing. Point out that he/she can say "You are drawing on the board" but can't say "You are drawing on the board for 30 seconds." The tense has to shift to the present perfect progressive when duration is added to the description of the activity. Keep drawing and then ask, "Now how long have I been drawing?" and "What am I drawing now?" (as you switch from a tree to a bird perhaps) to continue to elicit the two tenses. If you prefer, ask a student to be the artist so that you can concentrate on leading the discussion.
- Try to avoid getting into differences between the present perfect and the present perfect progressive at this point, but remind students that some verbs (stative or non-action verbs) are not used in any progressive tenses, as is pointed out in examples (g) through (j).

□ **EXERCISE 23, p. 99. Present progressive vs. present perfect progressive. (Chart 4-6)**

This exercise reinforces Chart 4-6 by emphasizing the relationship between the two tenses in order to demonstrate when and how the present perfect progressive is used.

ANSWERS: 2. is waiting . . . has been waiting 3. are talking . . . have been talking
4. are doing . . . have been doing 5. A: are you doing B: am working A: have you been working B: have been working

□ **EXERCISE 24, p. 99. Present perfect progressive. (Chart 4-6)**

The questions are intended to spur the teacher's mind to come up with ways to elicit the present perfect progressive in teacher-student conversation. The questions do not need to be read verbatim. For example, in item 1, set up the situation verbally to lead up to the present perfect progressive questions: "What time is it now? What time did you get to class this morning? Does it seem like you've been here for a long time? How long *have you been sitting* here?"

CHART 4-7: PRESENT PERFECT PROGRESSIVE vs. PRESENT PERFECT

- The text seeks to make the distinction between these two tenses by comparing repeated action to duration.
- In examples (f) through (i), the text points out that in certain situations, there is little or no difference in meaning between the present perfect and the present perfect progressive. (It can be posited that the progressive emphasizes the continuous nature of the activity, while the present perfect is more concerned with a simple factual statement that something has existed for a certain length of time; however, the nuances of difference don't seem significant and are very difficult to pinpoint.)
- The fly in the ointment is often that the present perfect and the present perfect progressive have exactly the same meaning when they express the duration of an occurrence from the past to the present time, with the difference being that the present perfect progressive expresses the duration of "activities" and uses a fairly wide range of verbs, while the present perfect uses only stative verbs with *since* and *for* and expresses duration of "states" rather than "activities." This information can prove very confusing to many students. The chart presentation is fairly complicated for this proficiency level; it anticipates questions students might have, but the point doesn't need to be belabored.
- Not presented in this text is the information that the present perfect progressive can express an activity in progress recently, with no mention of duration. (E.g., A: *Hi, John. How's it going?* B: *Okay. I've been studying a lot, but finals are almost over.* See *Understanding and Using English Grammar, Third Edition*, Chart 3-2.)

□ **EXERCISE 25, p. 100. Present perfect vs. present perfect progressive. (Chart 4-7)**

Notes on the example items follow. This information is intended as background in case students have questions. It seems more complicated in explication than is necessary and beneficial for students. (The teaching of grammar lays the foundation for growth as learners gain experience with the language. In the case of the grammar in question, an introduction to the form and meaning of the present perfect progressive encourages student awareness and usage, but no amount of explanation of grammar ensures mastery. That is not the intent of teaching grammar. It is important for both text and teacher to perceive the boundary between just enough information and too much information.)

Item 1: The present perfect is not possible. The sentence does not deal with the duration of an habitual activity (an activity that occurs every day or regularly), but rather with a present activity in progress. This item can be compared to an example of *walk* used to describe an habitual activity: *Mr. Lee has walked/has been walking his dog in the park every day since it was a puppy.*

Item 2: The present progressive is not possible because that tense (aspect) is not used to express repeated activities at unspecified times in the past. A “repeated activity” is not the same as an “habitual activity.” A “repeated activity” occurs twice, several times, many times, but not on a regular or everyday basis.

Item 3: Usual or habitual activities can be expressed with either tense.

ANSWERS: 4. have read 5. have been reading 6. have stayed 7. has been crying 8. has been teaching / has taught 9. has been playing / has played . . . have been playing/have played 10. has been working / has worked . . . has worked [This last blank is tricky for students; it uses the present perfect to describe completed actions at unspecified times in the past, so the present perfect progressive is not possible.]

CHART 4-8: USING *ALREADY*, *YET*, *STILL*, AND *ANYMORE*

- These words are hard to explain. In broad terms, *already* talks about events or situations that have occurred “before now” and may imply that they occurred sooner than expected. *Yet* also conveys the idea of “before now or up to now” and talks about events or situations that are expected to happen: *Jack hasn’t come yet* indicates that the speaker expects Jack to come. *Still* indicates that an event or situation hasn’t changed status; it continues to occur. *Anymore* indicates that an event or situation has changed status; it ceases to occur.

- The adverb *anymore* can also be spelled as two words: *any more*. For example, *He doesn’t live there any more*. [NOTE: *Any more* is always spelled as two words when *any* is a pronoun or determiner. *Don’t give me those books. I can’t carry any more (books).*]

□ EXERCISE 26, p. 102. ALREADY, YET, STILL, ANYMORE. (Chart 4-8)

Discuss the meanings of the sentences.

ANSWERS:

- | | |
|------------|-------------------------|
| 2. already | 8. yet |
| 3. still | 9. still |
| 4. anymore | 10. yet . . . still |
| 5. already | 11. already |
| 6. yet | 12. still . . . anymore |
| 7. still | |

□ EXERCISE 27, p. 103. ALREADY, YET, STILL, ANYMORE. (Chart 4-8)

If you ask students to create sentences orally, ask for several completions for each. If you choose to have the students write, the assignment can be done relatively quickly in class, then sentences can be written on the board, read aloud, or handed in for correction.

SAMPLE RESPONSES: 1. talk in my sleep . . . I don’t 2. take the test . . . studied
3. you . . . living in town 4. Don’t water the flowers . . . watered them 5. swim in the ocean . . . I . . . sunbathe on the beach

□ **EXERCISE 28, p. 103. Verb tense review. (Chapters 1, 2, and 4)**

Encourage students to explain the meanings in their own words. See the *Introduction*, p. ix, for ways of handling discussion-of-meaning exercises.

SAMPLE ANSWERS: 1. Rachel and Nadia are both taking English classes at present. We don't know how long Rachel has been taking the classes. Only the sentence about Nadia expresses duration (which is why the present perfect progressive is used). 2. Ann is still in Jerusalem, but Sue is not. Sentence a. expresses duration, using a stative verb. Sentence b. discusses a situation that occurred at unspecified times in the past. 3. Jack's visits occurred in the past. Matt is visiting his relatives at present. Sentence b. expresses duration. 4. a. in progress right now b. habitually c. in progress from a time in the past to the present (duration) d. actions that occurred at unspecified times in the past 5. habitually b. actions that occurred at unspecified times in the past c. actions that began and ended at a specific time in the past (last week) d. in progress right now e. in progress from a time in the past to the present (duration)

□ **EXERCISE 29, p. 104. Verb tenses. (Charts 4-2 → 4-8)**

This exercise focuses on the relation between time expressions and verb tenses to reinforce the concept that verb tenses express time relationships.

Ask students to give real information about their actual lives. This exercise can be done orally or in writing.

□ **EXERCISE 30, p. 105. Review of verb tenses. (Chapters 1 → 4)**

Students need time to work through this exercise. They could do it as seatwork in pairs prior to class discussion or simply as homework.

ANSWERS:

1. A: Do you have B: am planning A: Have you ever been B: was . . . lives / is living . . . go
2. B: is studying A: will she get / is she going to get / is she getting A: has she been studying A: Does she study
3. A: is talking B: is she talking A: have been talking
4. A: Do you know B: have . . . get . . . will call . . . (will) give B: will do
5. A: has been . . . Has anyone seen B: saw . . . has been . . . will probably be / is probably going to be
6. A: have you worn / have you been wearing B: was A: Are you
7. A: Do you like B: have never eaten B: love A: is . . . have gone B: have never been . . . will be / is going to be . . . get
8. A: Do you smoke A: have you been smoking / have you smoked B: I have been smoking / have smoked . . . was . . . have been smoking / have smoked A: did you start B: was A: Do you want B: plan / am planning . . . have decided . . . intend / am intending A: will feel / are going to feel . . . stop / have stopped B: Have you ever smoked A: have never smoked . . . was . . . smoked . . . stole . . . went . . . got . . . have not had

□ **EXERCISE 31, p. 107. Error analysis. (Charts 4-1 → 4-8)**

It is important for students to have adequate preparation time for error-analysis exercises (so that they have to scrutinize the sentences on their own, not just copy down what their classmates report).

ANSWERS:

2. I **have wanted** to learn English since I **was** a child.
3. Our class has **had** three tests since the **beginning** of the term.

4. I ~~have~~ started the English classes ~~since~~ three weeks ago, and I **have learned** some English since that time.
5. . . . , but I still **haven't found** a good way.
6. All of us **have learned** many **things** since we were children.
7. . . . Since then I **haven't talked** to her. (OR: **After that**, I didn't talk to her for three days.)
8. Since I was very young, I **have liked** animals.
9. I have been **studying English for** three and a half **months**.
10. I like **English very much**. **When** I was young, my father . . . but when I **moved** to another city, my father **didn't** find one for five years.
11. I almost **died** in an automobile accident five **years** ago. Since that day my life **has** changed completely.
12. In my country, women **have been** soldiers in the army since the 1970s.
13. I **met** Abdul in my first English class last June . . . We **have been** friends since that day.
14. . . . I **lived** (OR: **have lived**) there for twenty years.
15. My wife and I **were** in Italy two weeks ago.
16. . . . A lot of our friends **have visited** her since she **broke** her leg.
17. I **have been** busy every day since I arrived **in** this city.
18. I haven't to eaten any kind of **Chinese** food for a week.

□ **EXERCISE 32, p. 108. Verb tense review. (Chapters 1 → 4)**

A long exercise such as this gives students the opportunity to experience how verb tenses are used in extended contexts, but it needs to be handled expeditiously in class. For you to write the answers on the board as the passage is being read aloud is helpful, for it allows students to check what they have heard when they are uncertain and allows you to comment during the reading of a paragraph when an incorrect completion is made by the reader and to answer any questions.

Another possibility is for you to photocopy the exercise with the answers written in and hand it out to the class. The most expeditious way is for the students to correct their own answers out of class and bring any questions to you the next day. A less expeditious way, but one that maximizes student speaking and listening practice, is to have the students work in small groups where only the leader has the photocopy with the correct answers and refers to it as the other members read the passage aloud.

NOTE: One of the purposes of the students' working with the long context in this exercise is to prepare them for their own creative writing assignment in the following exercise.

ANSWERS:

- | | |
|----------------------|---|
| 2. haven't been | 18. told |
| 3. haven't heard | 19. started |
| 4. have been | 20. have been working / have worked |
| 5. have been working | 21. isn't/hasn't been |
| 6. (have been) going | 22. isn't/hasn't been |
| 7. wrote | 23. fetch [<i>fetch</i> = leave one place to get something in another place and bring it back] |
| 8. was going | 24. have met |
| 9. (was) studying | 25. started |
| 10. have happened | 26. came |
| 11. were | 27. wanted |
| 12. lost | 28. brought |
| 13. messed | 29. put |
| 14. got | 30. was walking |
| 15. showed | 31. pulled |
| 16. refused | 32. started |
| 17. felt | |

- | | |
|--|---|
| 33. looked | 52. will prepare / is going to prepare |
| 34. said | 53. have decided |
| 35. do you like | 54. am working |
| 36. twitched [<i>twitch</i> = make quick
little jerky movements, as a mouse's nose
does when it is investigating something] | 55. (am) going |
| 37. said | 56. have always wanted |
| 38. turned | 57. am |
| 39. said | 58. have |
| 40. are | 59. lost |
| 41. know | 60. made |
| 42. enter | 61. have been |
| 43. come | 62. are |
| 44. point | 63. am really enjoying |
| 45. tell | 64. will continue / am going to continue |
| 46. try | 65. will study / am going to study |
| 47. buy | 66. will pursue / am going to pursue |
| 48. don't agonize | 67. have told |
| 49. have learned | 68. have grown |
| 50. don't want | 69. understand |
| 51. need | 70. made (<i>also possible</i> : has made) |
| | 71. believe |
| | 72. am finally taking OR have finally taken |

EXERCISE 33, p. 112. Writing: verb tense review. (Chapters 1 → 4)

This is an expansion activity: students can model their letters on the one in Exercise 32. This topic should encourage the use of a variety of verb tenses.

You probably won't want to assign both Exercise 33 and Exercise 34 (perhaps delay one or the other). Exercise 33 prompts informal writing; Exercise 34 prompts more formal writing.

EXERCISE 34, p. 112. Writing: verb tenses. (Chapters 1 → 4)

These topics are intended to elicit a variety of verb tenses—including, it is hoped, correct and appropriate use of the present perfect.

Discuss paragraphing: form and purpose. A paragraph is indented from the left text margin. It contains one principal idea. When the writer moves on to a new idea, s/he begins a new paragraph. If your students are more advanced in their understanding of English rhetoric than these basics would assume, you could use these topics to assign a traditional five-part essay: introduction, three body paragraphs, conclusion.

CHART 4-9: PAST PERFECT

- Both the present perfect and the past perfect relate two points of time. The present perfect relates an event in the past to the present. The past perfect relates an event in the past to another event in the past that occurred at a different time.
- The past perfect is not an especially common and useful tense for language students at this level. The text's intention is a quick introduction to its form and meaning. A thorough understanding and usage mastery are neither sought nor expected. The students will come across the past perfect again in Chapter 14, where it is used in verb changes made from quoted to reported speech.

□ **EXERCISE 35, p. 114. Past perfect. (Chart 4-9)**

This exercise can be prepared in pairs to encourage students to explain to each other the sequence of events in each item.

To help students visualize which event ended before the other one happened, refer frequently during class discussion to a diagram of the past perfect drawn on the board.

ANSWERS:

- | | |
|-----------|-----------|
| 3. a. 1st | 6. a. 2nd |
| b. 2nd | b. 1st |
| 4. a. 2nd | 7. a. 1st |
| b. 1st | b. 2nd |
| 5. a. 1st | 8. a. 2nd |
| b. 2nd | b. 1st |

□ **EXERCISE 36, p. 115. Present perfect vs. past perfect. (Chart 4-9)**

Use tense diagrams on the chalkboard to demonstrate the similar time relationships expressed by these two tenses: one communicates “before now,” and the other communicates “before then.”

ANSWERS:

3. have already slept
4. had already slept
5. have already met
6. had already met
7. have already seen
8. had already seen
9. have made
10. had made

□ **EXERCISE 37, p. 116. Past progressive vs. past perfect. (Chart 4-9)**

ANSWERS:

- | | |
|------|------|
| 2. A | 6. A |
| 3. A | 7. B |
| 4. B | 8. B |
| 5. B | |

□ **EXERCISE 38, p. 117. Present perfect, past progressive, and past perfect. (Chart 4-9)**

ANSWERS:

2. have never been
3. had already heard
4. was still snowing
5. had passed
6. were making
7. Hasn't he come
8. had never been
9. was wearing . . . had never worn . . . hasn't worn

□ **EXERCISE 39, p. 117. Verb tense review. (Chapters 1 → 4)**

On a multiple-choice test of this type, thirty seconds is usually allowed per item. If you do this exercise in class as seatwork, time the students, allowing five minutes, so that they can understand how quickly they need to work if taking a standardized test. If five minutes proves to be insufficient (and it probably will for students at this proficiency level), allow extra time so that students can benefit from working through the entire exercise. If your students are unlikely to ever take a multiple-choice test such as this, treat the tests as simply another exercise variety, having the students work in pairs or groups.

Exercises 39 and 40 cover the same content. They are divided into two exercises so that students can become aware of any problems they're still having with these tenses (in Exercise 39) and try again (in Exercise 40).

These are difficult multiple-choice tests. Be sure to congratulate your students on their expertise with English verb tenses! Even though they don't have mastery of the tenses yet, they have a very good base for linguistic growth.

ANSWERS:

- | | |
|------|-------|
| 1. C | 6. C |
| 2. B | 7. A |
| 3. D | 8. D |
| 4. A | 9. B |
| 5. C | 10. B |

□ **EXERCISE 40, p. 118. Verb tense review. (Chapters 1 → 4)**

ANSWERS:

- | | |
|------|-------|
| 1. D | 6. C |
| 2. C | 7. C |
| 3. D | 8. A |
| 4. D | 9. D |
| 5. C | 10. B |