



Chapter 4

Present Perfect and Past Perfect

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students will learn to use the present perfect and past perfect, though there is much more focus on mastery of the present perfect. Students learn to associate the present perfect with actions that began in the past and are still continuing in the present. They will begin to understand the past perfect as useful to show that two events began and finished in the past. Using past perfect, the speaker can show that one action occurred before the more recent past action.

This 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.

APPROACH: The primary emphasis in the chapter is on the present perfect, which is a frequently used verb tense. 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.

Because the grammar in this chapter can prove difficult for many students at this level, you may want to delay introduction of some of the more challenging details, or even delay until later in the term. It is here because many teachers and grammar curricula present Chapters 1–4 as a complete review of tenses, but the chapters do not need to be taught in the order they are presented in the book. Less advanced students may benefit from skipping to Chapter 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 those tenses prior to doing Chapter 5 does not present a pedagogical problem. It is beneficial for students to gain exposure to structures prior to concentrated study of them.

TERMINOLOGY: The terms “aspect” and “tense” are not used here. The text simply refers to “present perfect” and “past perfect.”

CHART 4-1. Past Participle. Page 81
Time: 5–10 minutes

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

Remind students frequently that they do know the grammar terms that come up in practice as they have used the simple form and the simple past extensively. It is useful for them to become familiar with terms they will later need access to, but the emphasis should always be on actual use as opposed to grammar terminology.

- Write the following terms the board:

| <i>Simple Form</i> | <i>Simple Past</i> | <i>Past Participle</i> |
|--------------------|--------------------|------------------------|
|--------------------|--------------------|------------------------|
- Explain to students that they know the forms from everyday use, but that they will benefit by also learning the names for these forms as they move ahead.
- Ask a student to tell you what he / she did last night and instruct the student to give you an answer in a completed sentence.
- Write the student's answer on the board. For example:
Ahmed watched TV last night.
- Ask another student to go to the board and underline the verb, and then, using the underlined verb, to write the simple form, simple past, and past participle forms beneath the appropriate headings. For example:

| <i>Simple Form</i> | <i>Simple Past</i> | <i>Past Participle</i> |
|--------------------|--------------------|------------------------|
| <i>watch</i> | <i>watched</i> | <i>watched</i> |
- Ask several more students to write sentences on the board about what they did last night.
- Invite others students to underline the verb in the sentences and write the forms beneath each verb form heading.
- If a student gives you an irregular verb sentence, simply point out that the verb is irregular and provide help with writing the verb forms appropriately. For example:
Anika ate dinner at home last night.

| <i>Simple Form</i> | <i>Simple Past</i> | <i>Past Participle</i> |
|--------------------|--------------------|------------------------|
| <i>eat</i> | <i>ate</i> | <i>eaten</i> |
- Read through the chart as a class and respond to any questions.

□ EXERCISE 4. Warm-up. Page 82

Time: 5 minutes

Students tend to have a better passive comprehension of grammar forms than they realize. Because of this, they should be able to understand that these sentences describe actions or states that have not yet ended, although they may not be able to explain how or why.

- Ask a student to read each sentence aloud before telling you which description is correct, a or b.
- Once the student has told you which is correct, ask how the grammar of the original sentence would need to change in order to make the other description equally accurate. For example:

Correct, Ahn-Soo. How would you need to change the original sentence if the bus picked her up?

CHART 4-2. Present Perfect with *Since* and *For*. Page 83

Time: 20–30 minutes

This is the first time in the text where students have been presented with a verb form that uses *have* as an auxiliary in a verb tense. Using *have/had* as an auxiliary in a verb form defines a perfect verb and you may want to explain this to students. Explain that the past participle is the main verb in present perfect.

The chart introduces present perfect with *since* and *for* because students have probably seen present perfect used most often with these terms and are likely to recognize them. Understanding the meaning and use of *since* helps students understand the meaning and use of the present perfect. Illustrating with a time line will make it much easier for students to “see” that present perfect describes actions begun in the past and continuing now, in the present.

Students will see *since* used as a preposition, which is placed before the name of a time or event in the past. Later in the chapter students will also see that *since* can also introduce a time clause with simple past. The corresponding main clause would be in present perfect. It is not necessary to teach the more sophisticated uses of *since* at this point, but be ready to discuss them superficially if they arise.

Since has other uses. It can be used as an adverb indicating continuity since a time in the past. For example: *He got a job in a factory in 1993 and has worked there ever since.*

It can also be used with the meaning of *because* in an adverb clause. In this case, the verb does not need to be in a particular tense. For example: *Since Paulo had a bad experience his first time, he does not want to join us for skiing this coming weekend.* This use is not presented in this text, but it is covered in detail in *Understanding and Using English Grammar*. Since the question may arise, it is important to be able to explain this use.

For is used to express duration and is used with countable periods of time. For example:

for ten minutes

for six months

for 18 years

- Ask students if they play any instruments or sports.
- When you receive answers, ask a second question: *When did you start . . . ?*
- Using student-generated information, write a simple present sentence on the board and then write a simple past sentence on the board. For example:

Misha plays soccer.

Misha started soccer in 2004.

- Now explain that you can use present perfect to combine these two ideas.
- Tell students that the present perfect is formed with the auxiliary *has/have* and the main verb, which is the past participle.
- Draw a time line on the board and use Misha’s information to create a meaningful sentence illustrated by the time line. For example:

_____X_____

2004 present year

Misha has played soccer since 2004.

- Ask students whether Misha still plays soccer now and emphasize that he started soccer in 2004 and continues soccer now.
- Now, ask students how many years have passed since 2004.
- Explain that we can also express present perfect with countable periods of time, such as seconds, days, minutes, hours, years, decades, centuries, etc.
- Ask students to form the same sentence but to use **for + countable periods of time**.
- Invite a student to write the correct sentence on the board:
Misha has played soccer for 7 years.
- Ask other students to make sentences about themselves with *since* and *for*.
- Read through the chart together, asking students to read the example sentences aloud.
- Go through the chart as slowly as needed and stop to write examples and notes on the board frequently to support student comprehension.

□ EXERCISE 5. Looking at grammar.

Page 84

Time: 5–10 minutes

One purpose of this exercise is for students to arrive at their own conclusions about the forms and meanings of grammatical structures. A second purpose is for students to become aware of what information they will need to pay attention to when discerning *since* and *for*. This exercise also provides teachers with a variety of examples to use in introducing grammar points.

- Before beginning the exercise, ask a student to explain what *since* precedes (dates, events, and specific times in the past).
- Ask another student to explain what *for* precedes (countable periods of time).
- Write both reminders on the board. For example:
since + *date / event / specific time in past*
for + *countable periods of time*
- Give students turns completing the sentences with *since* and *for* on sight.

Optional Vocabulary

term

substitute

engagement

□ EXERCISE 6. Looking at grammar.

Page 84

Time: 5–10 minutes

Students should complete the sentences with accurate information about themselves. Ask students to give accurate answers for item 1 as well. Remember that students may need a few extra minutes to formulate real answers using information from their own lives.

□ EXERCISE 8. Let's talk. Page 85

Time: 10–15 minutes

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 this is teacher-led, it can progress very quickly. Group work could take longer, but of course would involve more students in oral practice.

CHART 4-3. Negative, Question, and Short-Answer Forms. Page 87

Time: 10–15 minutes

The negative, question, and short answer forms of the present perfect can pose some problems for students in terms of word order. There are simply a greater

number of words for students to rearrange and this can cause confusion. Remind students that the word order for making negatives and questions is the same as it is with other tenses. Illustrate these forms clearly and slowly on the board.

Students sometimes struggle with *ever* and *never*. Explain that both of these adverbs are used to indicate and emphasize that a person's entire history is being reviewed. For example:

Have you ever eaten eel?

This question asks if this action has happened at any time in the person's life.

I have never eaten eel.

This response explains that the person has not done this even once, again during the whole course of the speaker's life.

Explain to students that *ever/never* are placed between the auxiliary and the past participle.

Provide immediate and definitive correction as students first begin to use the forms. By doing so, you can help students gain control and confidence.

- Explain the formula for present perfect negative and write it on the board. For example:
subject + has / have + not + past participle
- Ask a student if he/she has ever visited Botswana, Tibet, Lichtenstein, Utah, the Galapagos, or any other somewhat uncommon world destination.
- Using this information, ask students to create a sentence according to the formula on the board. Write the sentence beneath it. For example:

subject + has / have + not + past participle

Manuela has not visited Botswana.

- Ask students to restate the sentence with a contraction of *has + not*. Write the resulting sentence on the board.

Manuela hasn't visited Botswana.

- Now, ask students what two parts of speech need to change places in order to create a question. They should respond *subject* and *verb*.
- Tell students that when working with sentences whose verbs contain an auxiliary (i.e., *has / have* with present perfect), the parts of speech that are inverted are the subject and the auxiliary. The main verb (in this case, the past participle) does not change its position.
- Write the formula for present perfect questions on the board:

has / have + subject + past participle

- Now, ask students to make a question based on the negative sentence above. Tell them not to include the negative.
- Write the newly formulated question on the board. For example:

Has Manuela visited Botswana?

- Now, using this question, write the formula for present perfect short answers on the board. For example:

Yes / No + subject + has(n't) / have(n't)

- Ask students to make a short answer to the above question, according to the formula. Write this on the board.

No, *she hasn't*.

- Ask students a few more questions to give them practice with *ever* and *never*.
- Write some questions and responses on the board. For example:

Have you ever slept through an important exam or event?

No, I have never slept through an important exam. But, I did once sleep through an important meeting at work!

Have you ever gone skiing?

No, I have never gone skiing.

- With students taking turns reading the example sentences (a)–(h), go through the chart.
- Explain to students that the grammar itself is not difficult and follows patterns they are already familiar with.
- Remind students that the main challenge is mastering word order when there are several auxiliaries. Remind students to refer back to this chart as often as is helpful for them as they gain control of the forms.

□ EXERCISE 11. Looking at grammar.

Page 87

Time: 10 minutes

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” or “at an unspecified time in the past.” The items in this exercise all convey the idea of “in one’s entire lifetime up to now.”

In item 1, *Have you ever eaten an insect?* = *In your entire lifetime, at any unspecified point, have you ever eaten an insect?* 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 is the job of the simple past.

Because these forms can challenge students, allow sufficient time to slowly review the answers. You might want to put students in pairs so that they complete the conversations aloud with a partner.

□ EXERCISES 12–14. Pages 88 and 89

These exercises are designed to provide students practice with the present perfect, using real information from students’ lives. The grammar emphasis here is on adverbial expressions frequently used with the present perfect in both questions and statements.

□ EXERCISE 12. Listening. Page 88

Time: 5–10 minutes

- Play the audio through once without stopping. Then play it again, stopping after each item.
- Give students ample time to answer the questions.
- Discuss the answers as a class.
- Reiterate that the above use of present perfect is only concerned with whether the action ever occurred at any time before the present.

Optional Vocabulary

limousine

scary

volunteer work

embarrassed

□ EXERCISE 13. Let’s talk: interview.

Page 88

Time: 10 minutes

This exercise provides further practice with information from students’ lives. The present perfect is often used to make small talk and learn more about others’ experiences. Make sure that students know that they are trying to find out whether the other person has ever (at any time before the present) had a certain experience. Explain that once they have received a *yes/no + short answer* to their questions, it is common to ask for details about the event. These detail questions are in simple past. This exercise can be done in pairs or small groups.

- Give students ample time to form the questions from the cues in the text on their own.
- If they wish, they can write the complete questions out on a card or piece of paper to refer to as they interview their classmates.
- Encourage students to get up and walk around the room while interviewing each other.
- Join pairs and groups of students to model both asking the original present perfect questions and then asking natural, follow-up questions (which will be in simple past as they now refer to one definite event in time).
- When students have had a chance to ask all the questions, have them return to their seats.
- Direct students to read the correct question aloud and respond with an answer in present perfect. You can also write the questions and answers on the board.
- Encourage students to elaborate on the answers they received and share additional information they heard from their partners. For example:

Have you ever cut your own hair?

Yes, Guillermo has cut his own hair. He did this when he was in the army. He used clippers to trim his hair.

- Give example sentences similar to those in the book and exaggerate the pronunciation of the participle following the contraction (present or past). Additional example sentence pairs:

My sister's going to North Carolina.

My sister's gone to North Carolina.

He's eating all the ice cream.

He's eaten all the ice cream.

- Instruct students to listen for an *-ing* on the end of a participle. Explain that *has + _____-ing* is not a possible combination.
- Remind students that by listening carefully to the form that follows the contraction of either *is* or *has*, they can best understand which contraction preceded it.

□ EXERCISE 20. Listening. Page 93

Time: 10–15 minutes

Before listening to the audio, you may want to spend some time building on the context of this exercise. Some additional questions to discuss before listening include:

What is a job interview?

How do you prepare for one?

What kind of questions are you asked?

Do you know anyone who is a nurse?

If so, what does he or she like about the job?

Is being a nurse considered a high-paid position in your country?

What do you think the pros and cons of such a job would be?

Optional Vocabulary

| | |
|-----------|------------|
| manager | challenges |
| résumé | provides |
| general | training |
| community | staff |

CHART 4-5. Simple Past vs. Present Perfect.

Page 94

Time: 15–20 minutes

Because there are times (particularly in spoken English) when both simple past and present perfect can be used interchangeably, it can be challenging to teach this difference. For example:

I already finished my work.

I've already finished my work.

Both these sentences are common and acceptable, especially in informal, spoken American English. However, the intent of the chart is to draw clear distinctions between the two tenses so that students

can learn when present perfect can or cannot be used. Students can blur and blend the two tenses later, as they gain experience with the language. Trying to explain the ways in which the two tenses can express the same meaning can create more confusion than enlightenment at this point. Note that the simple past and present perfect are not interchangeable in examples (a), (c), and (d).

It often helps students to learn clear and simple rules at this stage. Thus, you can explain that if they see *ago* or a specific date or time in the past (without *since*), they need to use simple past. If they see no mention of time whatsoever, they should use present perfect.

- Ask students a question (*ever / never*) using present perfect about their experiences in life to date. Write this question on the board. For example:
Have you ever tried skiing / waterskiing / bungee jumping, etc.,?
- Remind students that by using present perfect, you are asking about any time before now, but no specific time.
- The goal is to have students naturally move from present perfect (*I have tried skiing*) to simple past. To do so, you will change from asking a general question to a specific one.
- With the help of the whole class, create a present perfect sentence that gives a student or students' answer to your question, and write this on the board. For example:
Have you ever flown in a small plane?
(at some unspecified time in the past)
Mika has. Mika has flown in a small plane.
- Illustrate the shift from present perfect in the original questions to simple past questions when asking for specifics by asking follow-up questions in the simple past. For example:
Did you enjoy it? (at one specific time in the past)
Were you very scared?
- Explain that these questions are in present perfect and in contrast to questions we can ask Mika about this specific event, which are in simple past.
- Explain that you switched from present perfect to simple past in your question because you knew you were now asking about a specific time in the past.
- Using this pattern, you can ask more students:
 - *whether they have ever had certain experiences, at any time in the past (present perfect)*
 - *what the details of a specific event were (simple past)*
- Write as many examples as needed on the board until you sense students understand the pattern.
- Turn to the chart and ask students to take turns reading examples (a)–(f).
- Spend ample time on the explanatory notes.

□ **EXERCISE 22.** Looking at grammar.

Page 94

Time: 10–15 minutes

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.

This exercise is an ideal opportunity for you to see how much of Chart 4-5 students have already absorbed, and what they still need to work on.

- Instruct one student to read the question aloud and other students to read the sentences that follow aloud.
- Work through each set of sentences, comparing and discussing the differences.
- Help students by framing specific questions that will lead them to discover and articulate the differences. For example, with the second set of sentences (e) and (f), it will help students if you ask, *In e, does the speaker still have the bicycle? How do you know?*

□ **EXERCISE 23.** Looking at grammar.

Page 95

Time: 5 minutes

This exercise should now be easy for students, who should be able to offer explanations while discussing this exercise. The text repeatedly emphasizes that the present perfect and simple past both express past occurrences, with the difference being unspecified vs. specified times.

□ **EXERCISE 25.** Let's talk: pairwork.

Page 96

Time: 10 minutes

The purpose of this exercise is to practice the present perfect while using real information taken from students' lives.

You can ask a question that elicits present perfect, and then follow up with a related question that elicits the simple past. Pursue interesting responses, but connect to as many student ideas as possible. Lead and encourage spontaneous conversation among as many participants as you can engage.

Students' books should be closed. There is no need for them to read the question, and relying on their ears for understanding is good practice for them. Remind students of this point.

□ **EXERCISE 28.** Warm-up. Page 97

Time: 5 minutes

Before students complete the Warm-up sentences, ask for volunteers to reiterate what kind of time markers follow *since* and what kind follow *for*.

CHART 4-6. Present Perfect Progressive.

Page 98

Time: 10–15 minutes

You can use the step-by-step demonstration described below to introduce the exact need for present perfect progressive. If you choose not to use the drawing presentation idea, you can perform or have a student perform any action and have another student time it.

Because students already know how to describe what is happening with the present progressive, you can make a clear transition to include addressing duration of the continuous action. Focus students' attention on the fact that because duration of the action is now being considered, the following changes are needed:

- the past needs to be considered because only through the past can the beginning of the action be represented grammatically
- the tense needs to be changed to present perfect progressive to reflect the reference to the past and duration

Try to avoid getting into differences between the present perfect and the present perfect progressive at this stage. Remind students that some verbs (stative or non-action verbs) are not used in any progressive tenses, as is pointed out in examples (g)–(j).

- 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 like a tree or some flowers).
- As you are drawing, ask the students what you are doing. (They should respond, *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.
- Explain that, *You are drawing on the board for 30 seconds* is not possible. The tense has to shift to the present perfect progressive when duration is added to the description of the activity.
- Keep drawing and ask, *Now how long have I been drawing?* and *What am I drawing?* as you switch from a tree to a bird, perhaps.
- If you prefer, ask a student to be the artist so that you can concentrate on leading the discussion.
- Ask students to tell you what form they can expect to see in a progressive verb, of any tense. They should be able to tell you that the participle ends in *-ing*.
- Ask students to help you write the formula for the present perfect progressive on the board. For example:

Present Perfect Progressive:

subject + has / have + been + _____-ing

- Now draw the time lines for present progressive and present perfect progressive on the board and label them.
- Explain the fact that because the action is still in progress at the moment of speaking, we use present progressive **if** no past / continued duration is referred to.
- Write a sentence that illustrates this clearly on the board. For example:
I am teaching grammar.
- Explain that, as demonstrated above, once duration is included, present perfect progressive must be used.
- Write a sentence that illustrates the action and its past / continued duration. For example:
I have been teaching grammar for 15 minutes.
- Have students read through the example sentences (a)–(j) included in the chart.
- Repeat the idea of past / continued duration as central to the use of present perfect progressive often.

□ **EXERCISE 29.** Looking at grammar.

Page 99

Time: 5–10 minutes

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.

- Give students time to complete the sentences before reviewing as a group.
- Ask students to justify answers by referring to time cues that refer to the present only or that refer to past / continued duration.

Optional Vocabulary

cafeteria
physics
experiment

□ **EXERCISE 30.** Let's talk. Page 99

Time: 10–20 minutes

The questions are intended to help you 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?*

Ask questions 2, 6, 7, and 8 to more than one student and compare responses in order to model the target tense.

Be ready to ask additional questions in order to promote an engaging discussion. Additional questions can be tailored to your class and your knowledge of them and could include:

When did you first begin using a computer?

How long have you been using a computer?

When did you first begin: practicing yoga ?

How long have you been: playing the piano?

playing basketball?

painting in watercolor?

studying law?

□ **EXERCISE 31.** Listening. Page 100

Time: 10 minutes

Students often have difficulties discerning *has* and *have* contractions. Tell students to listen carefully for the subject noun that precedes the auxiliary *has* or *have*. The subject noun provides clues about singular and plural.

Part I

- After students listen for the contractions, repeat the contracted form of each of the six sentences.
- Exaggerate the contraction in each sentence.
- Ask students to repeat the contractions and whole sentences after you.

□ **EXERCISE 32.** Warm-up. Page 100

Time: 5–10 minutes

As you lead the Warm-up, elicit observations and questions from your students about the three different tenses in bold. Put student-generated notes on the board regarding tense usage.

- Ask three students to take turns reading the situations aloud.
- Call on four more students to answer questions (a)–(c).

CHART 4-7. Present Perfect Progressive vs. Present Perfect. Page 101

Time: 15–20 minutes

The text seeks to make the distinction between these two tenses by comparing repeated action to duration.

In examples (f)–(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. (Any subtle difference can be attributed to

the idea that the progressive emphasizes the continuous nature of the activity, while the present perfect is concerned more with a simple factual statement of duration. However, the nuances of difference don't seem significant and are very difficult to pinpoint—even for native speakers.)

A challenge for students 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. The difference is that the present perfect progressive expresses the duration of “activities” and uses a fairly wide range of verbs. On the other hand, the present perfect uses only stative verbs with *since* and *for*. The present perfect expresses the duration of “states of being” (or conditions of existence) 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.

When presenting the chart, explain the difference as one between activity/action verbs and state/condition verbs. This may be an oversimplification, but it gives students a more concrete way to look at the two tenses. Thus, you can tell students:

If the speaker is actively doing something, present perfect progressive is preferable.

If the speaker is passively being, living, remaining, etc., present perfect is preferable.

One use that is not presented here is that present perfect progressive can express an activity in progress recently, with no mention of duration. For example:

A: *Hi John. How's it going?*

B: *Okay. I've been studying a lot, but finals are almost over.*

For further explanation, see the related chart in Chapter 3 of *Understanding and Using English Grammar*.

- Ask students what they have been doing since they arrived in class.
- You will receive a variety of answers. Pick the most “active” verbs, and then ask students to remind you how the present perfect progressive is formed.
- Put the formula on the board and then, with help from students, write an appropriate present perfect sentence beneath it, lining the parts of speech up with the formula.

Present Perfect Progressive

subject + has / have + been + _____-ing
Thalia has been writing notes since she arrived in class.

- Explain that because “writing notes” is an “activity” and involves action, present perfect progressive is used.
- Now ask students where they have been since class started. They will say, invariably, *in class*.

- Emphasize that the verb *be* is not used to describe an “activity” but shows a state of being, or condition.
- Explain that in this case, present perfect is used.
- Ask a student to remind you of the formula for present perfect and write this on the board. For example:

Present Perfect

Subject + has / have + past participle
The students have been in class since 9:00 A.M.

- Read through the chart with your students and ask students to take turns reading the example sentences (a)–(i) aloud.

□ **EXERCISE 33.** Looking at grammar.

Page 102

Time: 10–15 minutes

Optional Vocabulary

| | |
|-------------------|------------------|
| hike | kindergarten |
| chemistry | serve |
| dozen | unemployed |
| elementary school | accounting firms |

□ **EXERCISE 35.** Looking at grammar.

Page 103

Time: 10 minutes

Encourage students to explain the meaning in their own words. See the Teaching Suggestions at the front of this book for ways of handling discussion-of-meaning exercises.

Expansion: You can distribute index cards and in pairs, have students create three sentences involving more than one past tense. These sets of sentences should be modeled on the sets in items 1–5. Encourage students to be as creative as possible and to take time to create grammatically correct and interesting sentences. Walk around and assist students while they are creating their sentences. Finally, collect all the index cards and redistribute one to each pair, ensuring that no pair gets the set they have just developed. Ask each pair to read their sentences aloud, provide an explanation for each tense used, and then guess which pair authored the set of sentences.

□ **EXERCISE 37.** Listening and speaking.

Page 104

Time: 10–20 minutes

Expansion: You can use the topic to engage students in natural discussion that practices present perfect forms. Using the following questions, lead a discussion on symptoms, treatments, over-the-counter medicine, and going to the doctor.

The following questions are only suggestions to engage students in a lively discussion. Ask only those questions you feel comfortable asking.

- What are “symptoms” and what are “treatments”?
Are over-the-counter medicines widely used in your country?
- Do most people use Western drugs in your country, or do they use Eastern methods and alternative therapies? **Have you ever** used any alternative therapies yourself?
- What kind of alternative therapies are popular in your country? Do people use acupuncture? chiropractic? herbal remedies? homeopathy?
- How serious does a sickness or illness have to be before you would go see a doctor? **Have you ever** neglected to go to a doctor and become even sicker because of this decision?
- **Have you ever** missed work or school because you were sick?
- What do you know about the U.S. health-care system, and how does the U.S. system compare to that in your country?
- Can you describe some traditional remedies for common ailments in your country?
- What kind of childhood illnesses **have you had**?
Have you had:

| | |
|------------|---------------|
| mumps | colds |
| measles | scarlet fever |
| chickenpox | stomach bugs |
| flu | |
- What does “infection” mean? Do you know the difference between a bacterial and a viral infection?

Optional Vocabulary for Expansion

- | | |
|-----------|---------------------|
| illness | alternative therapy |
| sickness | acupuncture |
| treatment | herbs |
| cure | chiropractic |
| remedy | ailments |
| bugs | infection |
| bacterial | viral |
| disease | |

EXERCISE 39. Reading. Page 106
Time: 10–15 minutes

See the Teaching Suggestions at the front of this book for additional ideas for working with Reading exercises.

Optional Vocabulary

- | | |
|--------------|--------------------|
| disappearing | colony |
| crops | collapse |
| losses | hives |
| produce | growing conditions |
| depends | research |

EXERCISE 40. Grammar and writing. Page 107
Time: 15–25 minutes

The three paragraphs asked for in Part II should 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 in from the left text margin.
- It contains one principal idea, and the questions asked for each paragraph share one principal idea.
- When the writer moves on to a new idea, a new paragraph is started.

If your students are more advanced in their understanding of English rhetoric you could use Part II as an opportunity to assign a traditional five-paragraph essay with introduction, three body paragraphs, and conclusion.

See the Teaching Suggestions in the front of this book for additional idea for working with Writing exercises.

EXERCISE 41. Warm-up. Page 108
Time: 5 minutes

The past perfect is not an especially common and useful tense for language students at this level. The text’s intention is to quickly introduce the 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 when moving from quoted to reported speech.

CHART 4-8. Past Perfect. Page 108
Time: 15–20 minutes

Both the present perfect and the past perfect relate two points of time to one another. 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.

Tell students that many native speakers either neglect to use the past perfect when they should or use it incorrectly. It is not easy to hear the past perfect used correctly in native speech, but it will be helpful for students to have a basic understanding of it.

Because students at this level may have little or no experience with past perfect, you may want to diagram on the board which event happened first. It may also help students to hear the following questions:

Jane passed her driver's test. ⇒ Jane was happy. ⇒ Jane met me for lunch.

Why was Jane happy?

She passed her test.

When did Karen learn that Jane was happy?

At lunch.

Did the test take place before or after lunch?

Before. Otherwise how would Karen know that Jane was happy about it?

- Begin by asking various students for an action that they started and completed before arriving in class. Write students' answers on the board. Some answers might be:

Jose called his family in Spain.

Michelle completed her homework.

- Then, draw a time line on the board, mark an X on the far left, and write down one of the student's answers. For example:

_____X_____|
called his family NOW

- Now ask the same students to tell you an action they performed and completed after the action they described above. Some answers might be:

Jose arrived in class.

Michelle greeted her friends and teacher.

- Write these answers on the board and add to the time line. For example:

_____X_____X_____|
called his family arrived in class NOW

- Explain that past perfect is used when there are two events that began and finished in the past. Past perfect is used for the earlier of the two actions, and simple past is used for the more recent past event.
- Underline the earlier action on the time line. For example:

_____X_____X_____|
called his family arrived in class NOW

- Explain how the past perfect is formed and write the formula on the board.

Past Perfect = subject + had + past participle

- Then write a past perfect sentence under the first action on the time line. For example:

_____X_____X_____|
Called his family arrived in class NOW
Jose had called his family

- Ask the class, *Did Jose call his family before or after he arrived in class?* They should respond, *Before*. Write *before* on the time line and complete the sentence.

_____X_____X_____|
before
Called his family arrived in class NOW
Jose had called his family before he arrived in class.

- Next, ask students how *after* could be used with the same sentence. Help them create a sentence such as:

Jose arrived in class after he had called his family.

- Read through the chart with your students. Ask students to take turns reading the example sentences (a)–(h).
- Review the notes on the right-hand side of the chart as you proceed through the examples with your students.

□ EXERCISE 42. Looking at grammar.

Page 109

Time: 10 minutes

This exercise can be done 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 more recent event began, refer frequently to the diagram of the past perfect drawn on the board.

Optional Vocabulary

jump for joy poured
match noodles