

# CHAPTER 1

## Overview of Verb Tenses

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Note: Chapter 1 presents an overview of English verb tenses. The tenses will be studied in more detail in Chapters 2, 3, 4, and 5.

### □ EXERCISE 1. Introductions and interviews.

*Directions:* Do one or more of the following activities.

**ACTIVITY A.** Interview another student in your class. Take notes during the interview, and then introduce this student to the rest of the class or to a small group of classmates. Possible topics for the interview follow. What questions might you ask to elicit this information?

- |                                                                            |                                                     |
|----------------------------------------------------------------------------|-----------------------------------------------------|
| 1. name                                                                    | 6. reason for coming here                           |
| 2. spelling of name                                                        | 7. field of study or work                           |
| 3. country of origin                                                       | 8. activities in free time                          |
| 4. present residence                                                       | 9. general well-being and adjustment to living here |
| 5. length of time in ( <i>this city or country</i> ), both past and future | 10. comments on living here                         |

**ACTIVITY B.** Write a brief autobiographical paragraph telling who you are, what you have done in the past two years, and what your plans are for the next two years. Then exchange your paper with a classmate. Ask each other questions to clarify your understanding and elicit further information.

Next, join two other students to form a group of four. Tell the others in the group about the classmate whose paragraph you read.

**ACTIVITY C.** Interview a classmate outside of class and write a biography of his/her life.

**ACTIVITY D.** Interview a native speaker of English and write a biography of his/her life.

**ACTIVITY E.** With a classmate, take a trip to a particular place, such as a museum, a theater, or a restaurant. Write a report of your excursion, or give an oral report to your classmates.

## □ EXERCISE 2. Overview of verb tenses. (Chapters 1 → 5)

*Directions:* Pair up with a classmate.

Speaker A: Your book is open. Ask a classmate a question using **what** + a form of **do** (e.g., *What are you doing?* *What did you do?* *What have you done?*). Use the given time expressions.

Speaker B: Your book is closed. Answer Speaker A's questions in complete sentences.

*Example:* every morning

SPEAKER A (*book open*): What do you do every morning?

SPEAKER B (*book closed*): I (go to classes / eat breakfast / etc.) every morning.

*Switch roles.*

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. every day before you leave home | 6. for the past five minutes          |
| 2. last night                      | 7. tomorrow                           |
| 3. at (this exact time) yesterday  | 8. at (this exact time) tomorrow      |
| 4. right now                       | 9. by the time you got here today     |
| 5. since you got up this morning   | 10. by the time you go to bed tonight |

The diagram shown below will be used in the tense descriptions:



## 1-1 THE SIMPLE TENSES

TENSE	EXAMPLES	MEANING
<b>SIMPLE PRESENT</b> 	(a) It <i>snows</i> in Alaska. (b) Tom <i>watches</i> television every day.	In general, the simple present expresses events or situations that exist <i>always, usually, habitually</i> ; they exist now, have existed in the past, and probably will exist in the future.
<b>SIMPLE PAST</b> 	(c) It <i>snowed</i> yesterday. (d) Tom <i>watched</i> television last night.	At one particular time in the past, this happened. It began and ended in the past.
<b>SIMPLE FUTURE</b> 	(e) It <i>will snow</i> tomorrow. It <i>is going to snow</i> tomorrow. (f) Tom <i>will watch</i> television tonight. Tom <i>is going to watch</i> television tonight.	At one particular time in the future, this will happen.

### □ EXERCISE 3. The simple tenses. (Chart 1-1)

Directions: Answer the questions.

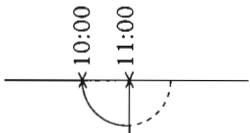
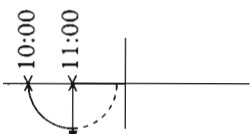
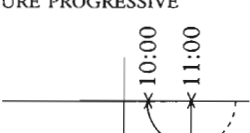
1. Can you think of a "general truth"? What are some other general truths?
2. What are some of the things you do every day or almost every day? Name three activities.
3. What did you do yesterday? Name three separate activities.
4. What are you going to do tomorrow?

## 1-2 THE PROGRESSIVE TENSES

Form: **be + -ing** (present participle)

Meaning: The progressive tenses\* give the idea that an action is in progress during a particular time.

The tenses say that an action *begins before*, *is in progress during*, and *continues after* another time or action.

<p>PRESENT PROGRESSIVE</p> 	<p>(a) Tom <b>is sleeping</b> right now.</p>	<p>It is now 11:00. Tom went to sleep at 10:00 tonight, and he is still asleep. His sleep began in the past, <i>is in progress at the present time</i>, and probably will continue.</p>
<p>PAST PROGRESSIVE</p> 	<p>(b) Tom <b>was sleeping</b> when I arrived.</p>	<p>Tom went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and <i>was in progress at a particular time in the past</i>. It continued after I arrived.</p>
<p>FUTURE PROGRESSIVE</p> 	<p>(c) Tom <b>will be sleeping</b> when we arrive.</p>	<p>Tom will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive, and it <i>will be in progress at a particular time in the future</i>. Probably his sleep will continue.</p>

\*The progressive tenses are also called the "continuous" tenses: present continuous, past continuous, and future continuous.

### □ EXERCISE 4. The progressive tenses. (Chart 1-2)

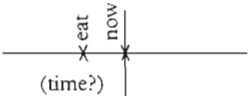


Directions: Answer the questions.

1. What are you doing right now? What are your classmates doing right now? What is happening outside the classroom right now?
2. Where were you at two o'clock this morning? What were you doing?
3. Where will you be at two o'clock tomorrow morning? What will you be doing?

## 1-3 THE PERFECT TENSES

Form: **have** + *past participle*

Meaning: The perfect tenses all give the idea that one thing *happens before* another time or event.

<p>PRESENT PERFECT</p> 	<p>(a) Tom <b>has</b> already <i>eaten</i>.</p>	<p>Tom <i>finished</i> eating <i>sometime before now</i>. The exact time is not important.</p>
<p>PAST PERFECT</p> 	<p>(b) Tom <b>had</b> already <i>eaten</i> when his friend arrived.</p>	<p>First Tom finished eating. Later his friend arrived. Tom's eating was <i>completely finished before another time in the past</i>.</p>
<p>FUTURE PERFECT</p> 	<p>(c) Tom <b>will</b> already <i>have eaten</i> when his friend arrives.</p>	<p>First Tom will finish eating. Later his friend will arrive. Tom's eating will be <i>completely finished before another time in the future</i>.</p>



Tom has already eaten.

### □ EXERCISE 5. The perfect tenses. (Chart 1-3)

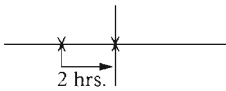

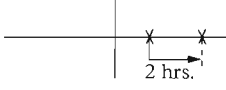
Directions: Answer the questions.

1. Have you eaten today? When did you eat?
2. Had you eaten before you went to bed last night?
3. Will you have eaten by the time you go to bed tonight?

## 1-4 THE PERFECT PROGRESSIVE TENSES

Form: **have + been + -ing** (present participle)

Meaning: The perfect progressive tenses give the idea that one event is *in progress immediately before, up to, until another time or event*. The tenses are used to express the *duration* of the first event.

<p>PRESENT PERFECT PROGRESSIVE</p> 	<p>(a) Tom <b>has been studying</b> for two hours.</p>	<p>Event in progress: studying. When? <i>Before now, up to now.</i> How long? For two hours.</p>
<p>PAST PERFECT PROGRESSIVE</p> 	<p>(b) Tom <b>had been studying</b> for two hours before his friend came.</p>	<p>Event in progress: studying. When? <i>Before another event in the past.</i> How long? For two hours.</p>
<p>FUTURE PERFECT PROGRESSIVE</p> 	<p>(c) Tom <b>will have been studying</b> for two hours by the time his friend arrives.</p>	<p>Event in progress: studying. When? <i>Before another event in the future.</i> How long? For two hours.</p>

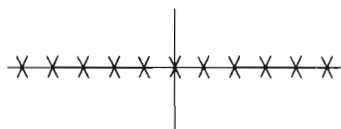
### □ EXERCISE 6. The perfect progressive tenses. (Chart 1-4)

Directions: Answer the questions.

1. What are you doing right now? How long have you been (*doing that*)?
2. What were you doing last night at nine o'clock? What time did you stop (*doing that*)? Why did you stop (*doing that*)? How long had you been (*doing that*) before you stopped?
3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (*doing that*)? Why? How long will you have been (*doing that*) before you stop?

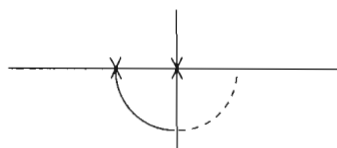
# 1-5 SUMMARY CHART OF VERB TENSES

## SIMPLE PRESENT



Tom *studies* every day.

## PRESENT PROGRESSIVE



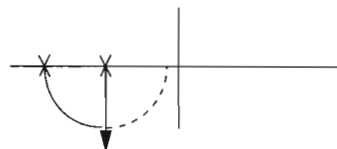
Tom *is studying* right now.

## SIMPLE PAST



Tom *studied* last night.

## PAST PROGRESSIVE



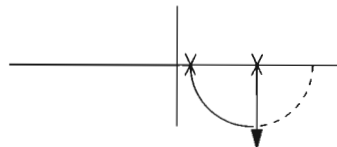
Tom *was studying* when they came.

## SIMPLE FUTURE



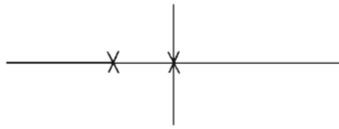
Tom *will study* tomorrow.

## FUTURE PROGRESSIVE



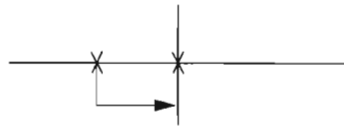
Tom *will be studying* when you come.

PRESENT PERFECT



Tom *has* already *studied* Chapter One.

PRESENT PERFECT PROGRESSIVE



Tom *has been studying* for two hours.

PAST PERFECT



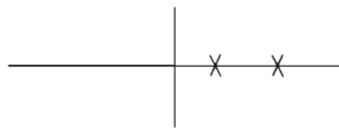
Tom *had* already *studied* Chapter One before he began studying Chapter Two.

PAST PERFECT PROGRESSIVE



Tom *had been studying* for two hours before his friends came.

FUTURE PERFECT



Tom *will* already *have studied* Chapter Four before he studies Chapter Five.

FUTURE PERFECT PROGRESSIVE



Tom *will have been studying* for two hours by the time his roommate gets home.

## □ EXERCISE 7. Overview of verb tenses. (Charts 1-1 → 1-5)

*Directions:* In the following dialogues, many of the verbs are in *italics*.\* In pairs, in small groups, or as a class, discuss the meanings of the *italicized* verbs. Name the tenses of these verbs. If you wish, draw diagrams like the ones in Chart 1-5.

1. A: What *do you do* every morning?

B: I *take* a bus to school.

→ *The speakers are talking about habitual activities. The name of the tense is the simple present.*

2. A: What *did you do* last night?

B: I *watched* a movie on television.

3. A: What *are you doing* right now?

B: I *am working* on English grammar.

4. A: What *were you doing* at this time yesterday?

B: At this exact time yesterday, I *was walking* from the bookstore to the classroom building.

5. A: *Have you ever seen* a comet?

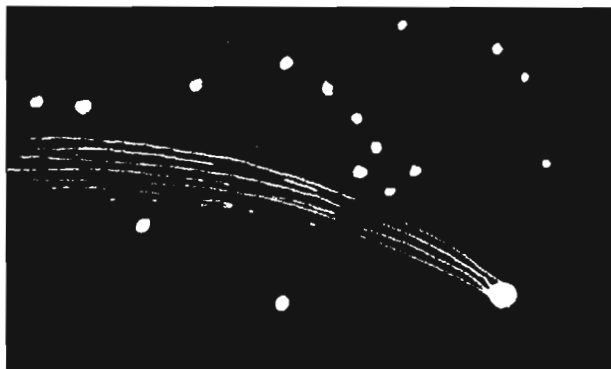
B: I've *seen* shooting stars, but I've never *seen* a comet.

6. A: What *will you do* if you miss the bus tomorrow morning?

B: I *will walk* to school.

7. A: What *will you be doing* at this exact moment tomorrow?

B: At this exact time tomorrow, I *will be attending* my English class.



8. A: How long *have you been working* on this grammar exercise?

B: I *have been working* on this grammar exercise for ten minutes.

9. A: How long *will you have been working* on this exercise by the time you finish it?

B: By the time I finish this exercise, I *will have been working* on it for fifteen minutes.

10. A: What *had you done* by the time you got to class today?

B: I *had eaten* lunch.

11. A: What *will you have done* by the time you go to bed tonight?

B: I *will have finished* my homework.

12. A: Were you asleep when your friend called last night?

B: Yes. I was sleeping when he called. I *had been sleeping* for almost an hour when the phone rang.

\*Words that are "italicized" or "in italics" have a slanted print. Regular print looks like this. *Italic print looks like this.*



□ EXERCISE 8. Overview of verb tenses. (Charts 1-1 → 1-5)

*Directions:* Practice using tenses by answering the questions in complete sentences, either orally (in pairs, in groups, or as a class) or in writing.

1. What do you do every day?
2. What did you do yesterday?
3. What will you do tomorrow?
4. What are you doing right now?
5. What were you doing at this time yesterday?
6. What will you be doing at this time tomorrow?
7. What have you done since you got up this morning?
8. What had you done before you went to bed last night?
9. What will you have done by the time you go to bed tonight?
10. What are you doing? How long have you been doing that?
11. What were you doing before (*name of the teacher*) walked into the classroom today? How long had you been doing that?
12. What will you be doing before (*name of the teacher*) walks into the classroom tomorrow? How long will you have been doing that?

□ EXERCISE 9. Error analysis: questions and negative verb forms.  
(Appendix Charts B-1, B-2, and D-1)

*Directions:* This exercise covers question and negative verb forms you will be using in the following chapters. Check your understanding of these forms by finding and correcting the errors in the sentences below.\*

1. Does Pedro walks to work every morning?
2. What you are talking about? I'm not understand you.
3. Did you finished your work?
4. My friend doesn't liking her apartment.
5. Do you are working for this company?
6. What time your plane did it arrive?
7. How long have you are living in this city?
8. My brother don't have no job right now.
9. Ali wont to be in class tomorrow.
10. I hadn't never saw snow before I moved to Canada last year.

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\*For information about forming questions and negatives, see the Appendix, Units B-1 (Forms of Yes/No and Information Questions), B-2 (Question Words), and D-1 (Using *Not* and Other Negative Words).

## □ EXERCISE 10. Spelling pretest. (Chart 1-6)

**Directions:** You will be using many verbs in their **-ing** and **-ed** forms in the following chapters. Use this pretest to check yourself on spelling rules. Close your book. On another piece of paper, write the words that your teacher says.

**Example:** (cry + -ed)

**TEACHER:** Cried. I cried because I was sad. Cried.

**WRITTEN RESPONSE:** cried

- |                  |                    |                    |
|------------------|--------------------|--------------------|
| 1. (hope + -ed)  | 7. (listen + -ing) | 13. (enjoy + -ed)  |
| 2. (dine + -ing) | 8. (happen + -ed)  | 14. (play + -ing)  |
| 3. (stop + -ed)  | 9. (begin + -ing)  | 15. (study + -ing) |
| 4. (plan + -ing) | 10. (occur + -ed)  | 16. (worry + -ed)  |
| 5. (rain + -ed)  | 11. (start + -ing) | 17. (die + -ed)    |
| 6. (wait + -ing) | 12. (warn + -ed)   | 18. (lie + -ing)   |

### 1-6 SPELLING OF -ING AND -ED FORMS

(1) VERBS THAT END IN A CONSONANT AND -E	(a) hope date injure	hoping dating injuring	hoped dated injured	-ING FORM: If the word ends in -e, drop the -e and add -ing.* -ED FORM: If the word ends in a consonant and -e, just add -d.
(2) VERBS THAT END IN A VOWEL AND A CONSONANT	ONE-SYLLABLE VERBS			1 vowel → 2 consonants**  2 vowels → 1 consonant
	(b) stop rob beg	stopping robbing begging	stopped robbed begged	
	(c) rain fool dream	raining fooling dreaming	rained fooled dreamed	
	TWO-SYLLABLE VERBS			
	(d) listen offer open	listening offering opening	listened offered opened	1st syllable stressed → 1 consonant
	(e) begin prefer control	beginning preferring controlling	(began) preferred controlled	2nd syllable stressed → 2 consonants
(3) VERBS THAT END IN TWO CONSONANTS	(f) start fold demand	starting folding demanding	started folded demanded	If the word ends in two consonants, just add the ending.
(4) VERBS THAT END IN -Y	(g) enjoy pray buy	enjoying praying buying	enjoyed prayed (bought)	If -y is preceded by a vowel, keep the -y.  If -y is preceded by a consonant: -ING FORM: keep the -y, add -ing. -ED FORM: change -y to -i, add -ed.
(5) VERBS THAT END IN -IE	(i) die lie	dying lying	died lied	-ING FORM: Change -ie to -y, add -ing. -ED FORM: Add -d.

\*Exception: If a verb ends in -ee, the final -e is not dropped: *seeing, agreeing, freeing*.

\*\*Exception: -w and -x are not doubled: *plow → plowed; fix → fixed*.

□ EXERCISE 11. Spelling of -ING and -ED forms. (Chart 1-6)

**PART I.** Write the correct **-ing** form for the following.

- |                          |                  |
|--------------------------|------------------|
| 1. hold → <u>holding</u> | 9. act _____     |
| 2. hide _____            | 10. pat _____    |
| 3. run _____             | 11. open _____   |
| 4. ruin _____            | 12. begin _____  |
| 5. come _____            | 13. earn _____   |
| 6. write _____           | 14. fry _____    |
| 7. eat _____             | 15. die _____    |
| 8. sit _____             | 16. employ _____ |

**PART II.** Write the correct **-ing** and **-ed** forms for the following.

- |                                  |                 |
|----------------------------------|-----------------|
| 1. boil → <u>boiling, boiled</u> | 9. plan _____   |
| 2. try _____                     | 10. tie _____   |
| 3. stay _____                    | 11. help _____  |
| 4. tape _____                    | 12. study _____ |
| 5. tap _____                     | 13. admit _____ |
| 6. offer _____                   | 14. visit _____ |
| 7. prefer _____                  | 15. hug _____   |
| 8. gain _____                    | 16. rage _____  |

□ EXERCISE 12. Spelling of -ING and -ED forms. (Chart 1-6)

**PART I.** Write the correct **-ed** form.

- |                        |                    |
|------------------------|--------------------|
| 1. dare → <u>dared</u> | 7. exit _____      |
| 2. jar _____           | 8. permit _____    |
| 3. jeer _____          | 9. intensify _____ |
| 4. dot _____           | 10. destroy _____  |
| 5. loot _____          | 11. suffer _____   |
| 6. point _____         | 12. occur _____    |

**PART II.** Write the correct **-ing** form.

- |                           |                  |
|---------------------------|------------------|
| 13. raid → <u>raiding</u> | 19. tame _____   |
| 14. ride _____            | 20. teem _____   |
| 15. bid _____             | 21. trim _____   |
| 16. bury _____            | 22. harm _____   |
| 17. decay _____           | 23. ripen _____  |
| 18. tie _____             | 24. regret _____ |