

# PART 1

# Tense Review

## INTRODUCTION TO PART 1 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

There are times in speaking and writing when one tense is used predominantly; however, when speaking or writing, a person usually uses several different tenses and moves from one tense to the other correctly and quickly. As you review the tenses in this chapter, remember the following.

1. Grammar rules do not tell you what to say. Grammar rules tell you how to say something correctly. Real-life events and your feelings about these events will determine what you will communicate.
2. Certain verbs cannot be used in certain tenses because of the meaning of the verbs. You must think about the meaning of a particular verb as well as the meaning of the whole sentence before you use the verb in a particular tense. At all times *meaning* and *form* must fit. Look at the following sentence from a student composition.

**Incorrect:** *My parents have sent me to Stanford University after my graduation from high school.*

The form of the present perfect tense is correct—*have* + past participle—but the meaning of the word *sent* in this sentence refers to an activity that usually happens only one time and is then finished. How many times can you graduate from high school? After graduation, how many times can your parents send you to the same university for the first time?

**Correct:** *My parents sent me to Stanford University after my graduation from high school.*

As you review the tenses in Part 1, remember that the listener or reader does not know what you are going to say or write or how you feel about something until you say it or write it. Your choice of tense must correctly express the activities of a situation as well as your feelings about the situation. Your choice of tense must express what you wish to communicate.

## Lesson One

### 1-1 PRESENT TIME

#### ■ Simple Present ■

1. The simple present is used to make factual statements.

*Martina plays tennis very well.*

*Colombia produces good coffee.*

*Roberto is from Colombia. His father owns a coffee plantation.*

2. The simple present is also used to express customs and habitual activity.

*Many office workers take a fifteen-minute coffee break every day.*

*I drink three cups of coffee every morning.*

3. The simple present is also used to express future time with a future time word or phrase.

A. *What time does the flight to Bogota leave tomorrow?*

B. *It leaves at noon.*

#### ■ Present Continuous ■

1. The present continuous is used to express a single activity or a series of activities happening at the moment of speaking.

*Martina is playing tennis well these days.*

*It's noon, and I am sitting in the park.*

*It's a beautiful day, so many office workers are eating their lunches outside.*

*A few people are standing in line in front of a park vendor. They are waiting for hot dogs. A little boy is enjoying a huge ice cream cone.*

2. The present continuous is also used to express a single activity or a series of activities happening over a given period of time, but not necessarily at the moment of speaking.

*This quarter my roommate is working in the dorm cafeteria. He serves breakfast from 6:30 to 8:30 every morning. He is taking only two night courses this quarter, so his father agreed to let him work. His mother, however, is trying to convince him to quit the job.*

3. The present continuous is also used to express future time. A future time word or phrase is necessary to distinguish between a present and future time reference. Sometimes an earlier statement makes the future time clear, and a future time word is not necessary.

*Jim's plane is arriving at Denver at 6:00 tonight.*

*He and his wife are meeting with their lawyer tomorrow.*

*They're leaving Denver next week.*

*They're flying to Texas.*

4. The simple present is also used to express opinions, sense perceptions, emotions, and possession.

*My landlady makes excellent coffee. (opinion)*

*This coffee tastes bitter. (sense perception)*

*I hate bitter coffee. (emotion)*

*This cup belongs to the secretary. (possession)*

### Exercise 1

Find the ten tense mistakes in the letter from Carlo to his girlfriend, Marta. Then correct the mistakes.

Dear Marta,

I'm missing you so much. I have no idea what I do here without you. Every day is so empty, and I dream of you every night. I wonder if you suffer as much without me.

What do you do these days? Do you study hard, or do you spend a lot of time with your friends? I hope you study hard. I want you to pass your exams so that you can come as soon as possible to be with me.

Right now I'm lying in my bed and writing to you. I try to concentrate, but it's difficult because my roommate takes a nap. He always takes a nap in the middle of the day and then stays up all night. He loves to party.

As for me, I love nothing or no one but you. I hope you are loving me too.

All my love,  
Carlo

## 1-2 NON-CONTINUOUS VERBS

### Verbs Expressing Sense Perceptions

feel	hear	see	smell	taste
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1. These verbs do not usually occur in the continuous tenses (present continuous, present perfect continuous, past continuous, past perfect continuous, future continuous).
2. These verbs usually refer to involuntary actions of the senses; we do these actions without consciously thinking about them.
3. Some of these verbs, however, can also express a voluntary use of the senses. When these verbs are used to express voluntary actions, they *can* be used in the continuous form. Compare:

#### Involuntary Actions

*I feel cold. Close the window.*

*I smell something burning.*

*Your soup tastes great.*

*Do you see my keys anywhere?*

*I hear voices. Someone is downstairs.*

#### Voluntary Actions

*Alicia is feeling the material to see if it's real silk.*

*I'm smelling the meat to see if it's spoiled.*

*Al is tasting the soup to see if it needs salt.*

4. *Feel* can also be used in the continuous form when it is used in a medical sense.  
*I'm not feeling well today. I have a cold.*
5. *See* can be used in the continuous form when it has the following meanings:
 

meet by appointment:	<i>Ali is seeing the director today.</i>
visit places of interest:	<i>Maria is out seeing the sights of Washington today.</i>
date on a regular basis:	<i>Sonia is seeing Alvaro these days.</i>

### Verbs of Thinking, Attitudes, or Opinion

appear	doubt	guess	need	remember	think
believe	feel	know	prefer	seem	understand
consider	forget	mean	realize	sound	

1. These verbs seldom occur in the continuous tenses.
2. When *feel* indicates *opinion*, it cannot be used in the continuous form.

**Correct:** *I feel we should stay home tonight.*

**Incorrect:** *I am feeling we should stay home tonight.*

3. *Consider* and *think* can be used in the continuous form if the speaker is *not* giving an opinion.

#### Not Giving an Opinion

*I'm thinking about my vacation plans.*  
*Linda is considering buying my old car.*

#### Giving an Opinion

*I think Disney World is a tourist trap.*  
*She considers it a good buy.*

### ■ Verbs Expressing Possession ■

belong

have

own

possess

- These verbs also do not usually occur in the continuous tenses.
- Have* can be used in the continuous form when it does *not* express possession. Compare:

#### Non-Possession

*We're having a test today.*  
*Ted and Pam are having a party tomorrow.*  
*The Smiths are having a good time in Paris.*  
*My sister is having a baby in June.*

#### Possession

*The teacher has the tests upstairs.*  
*They have a beautiful apartment.*  
*They have a lot of money.*  
*She already has five children.*

### ■ Verbs Expressing Emotion ■

care

hate

refuse

desire

like

want

forgive

love

wish

- These verbs also do not usually occur in the continuous tenses.
- Wish* can be used in the continuous form when the speaker expresses a desire silently to himself or herself.

*Mother: Why do you have your eyes closed and your fingers crossed?*

*Little girl: I'm wishing for a baby brother to play with.*

#### Exercise 2

A mother is speaking to her sixteen-year-old son. Complete each sentence with a verb of emotion. Use *not* where necessary.

- Your father and I \_\_\_\_\_ about you. You are our only child.
- We don't want to make you miserable. We only \_\_\_\_\_ the best in life for you.

3. Don't worry. Your father \_\_\_\_\_ you for wrecking the family car.
4. Remember, however, that he \_\_\_\_\_ careless drivers.
5. You realize, of course, that I \_\_\_\_\_ reckless drivers either.
6. We know teenagers \_\_\_\_\_ speed; nevertheless, we \_\_\_\_\_ to let you use the car again until you slow down.
7. We \_\_\_\_\_ to see you in the hospital.
8. I \_\_\_\_\_ you would think about this conversation carefully.

**Exercise 3** ■ ■ ■ Complete the dialog, using the simple present or the present continuous form of the verb taste.

**Yuko:** This international party was a great idea.

**Ana:** It certainly was. Look at all the food!

**Yuko:** That dish from Libya \_\_\_\_\_<sup>1</sup> great. What are you doing?

**Ana:** I \_\_\_\_\_<sup>2</sup> the Mexican dish I cooked.

**Yuko:** What's the matter with it? Does it \_\_\_\_\_<sup>3</sup> all right?

**Ana:** No, it doesn't. It \_\_\_\_\_<sup>4</sup> terrible. I didn't put enough salt in it.

**Yuko:** Don't worry about it. Nobody will notice it.

**Ana:** Look at our teacher. He's walking from table to table.

He \_\_\_\_\_<sup>5</sup> every dish.

**Yuko:** Yes. Except the one he brought.

**Ana:** Isn't it good?

**Yuko:** I didn't like it. American food \_\_\_\_\_<sup>6</sup> bland to me because Americans don't use enough spices.

**Ana:** Look. He \_\_\_\_\_<sup>7</sup> my dish now. Don't tell him I cooked it. I don't want to fail reading this quarter.

## 1-3 PAST TIME TO PRESENT TIME

### ■ Present Perfect ■

### ■ Present Perfect Continuous ■

1. The present perfect is used to express an action or emotion that started in the past and has continued into the present.

*I have read that book. It's very good.*

*Dr. Jones has lived in New York for many years.*

2. The present perfect is used more than the present perfect continuous for actions that are more long-term in nature.

*Tom has made a lot of money since 1980.*

3. The present perfect is used to indicate a single action that is complete.

*Mary has washed the dishes. (The job is finished.)*

4. The present perfect is used to indicate the number of times an action has been done or the number of things that have been done.

*I have read this statistics problem five times.*

*Zoe has already completed six problems.*

1. The present perfect continuous is used to emphasize the continuous nature of an activity that started in the past and has continued into the present.

*I have been reading that book for weeks; I wonder if I'll ever finish it.*

*Manuel has been living in New York for one year.*

2. The present perfect continuous is used more than the present perfect for actions that are more recent in nature.

*Tom has been making a lot of money since he began his new job seven months ago.*

3. The present perfect continuous is often used to indicate a single action that is incomplete.

*Mary has been washing the dishes. (The job probably isn't finished.)*

4. The present perfect continuous is used to emphasize the duration of an action, *not* the number of times an action has been done.

*I've been reading it for the past hour.*

*I've been trying to understand the same problem all night.*

5. The present perfect is used to indicate an action that happened at an indefinite time in the past. The time of the action is not given.

*Ana has finished her composition.*

*The teacher has corrected it.*

*I have received my college acceptance letter.*

When the time is given, the simple past is used.

*Ana finished her composition two days ago.*

*The teacher corrected it last night.*

*I received the letter the day before yesterday.*

6. When used with *just* and *already*, the present perfect expresses an action that started in the past but finished recently or very close to the moment of speaking.

**A:** *Don't forget to mail the package.*

**B:** *I've already mailed it. I went to the post office this morning. OR It's on the way.*

*I've just returned home from the post office.*

**Note:** The present perfect and present perfect continuous are sometimes interchangeable.

*I have flown to Toronto a great deal this month.*

*I have been flying to Toronto a great deal this month.*

Native speakers of English choose between the present perfect and the present perfect continuous depending on their desire to make the listener or reader *feel* the uninterrupted nature of an activity or to make the listener or reader *feel* the speaker's attitude or emotion toward the activity.

*I have been waiting for you for one hour.*

*I have waited for you for one hour.*

While both sentences are grammatically correct, a native speaker would probably say the first, which is more effective than the second if the speaker wants to express his or her annoyance at waiting so long. Which of the following sentences seems to indicate that the speaker is tired?

*I have been reviewing this chapter for three hours.*

*I have reviewed this chapter for three hours.*

**Note:** The present perfect continuous is not used to express an action that is not continuous in nature. The present perfect is used.

**Correct:** *I have finally returned the book to the library.*

**Incorrect:** *I have finally been returning the book to the library.*

Also, because of their meaning, many verbs cannot be used in the present perfect continuous.

**Correct:** *The plane has arrived. It's over there. (A plane arrives only once.)*

**Incorrect:** *The plane has been arriving. It's over there.*



### Exercise 4

Complete the account, using the correct form of the verbs in parentheses. Use the simple present, present continuous, or present perfect. In some sentences more than one tense may be correct.

Ali and Roberto \_\_\_\_\_<sup>1</sup> (be) graduate students in the department of physics at Harvard University. They \_\_\_\_\_<sup>2</sup> (be) students at Harvard for one year. This institution of higher learning \_\_\_\_\_<sup>3</sup> (be) the oldest university in the United States, and it \_\_\_\_\_<sup>4</sup> (have) the distinction of being a very prestigious school. This quarter, Roberto \_\_\_\_\_<sup>5</sup> (work) in the library on Friday and Saturday nights. He \_\_\_\_\_<sup>6</sup> (take) only two courses this quarter, so he \_\_\_\_\_<sup>7</sup> (have, not) many assignments. His girlfriend \_\_\_\_\_<sup>8</sup> (try) to convince him to quit his job so that they can go out on the weekends.

It's noon now, so they \_\_\_\_\_<sup>9</sup> (eat) lunch in the student union. Many students \_\_\_\_\_<sup>10</sup> (stand) in line and \_\_\_\_\_<sup>11</sup> (wait) for someone to take their orders. Ali and Roberto \_\_\_\_\_<sup>12</sup> (be) in line for nearly twenty minutes, and they \_\_\_\_\_<sup>13</sup> (get) a little impatient. Although they \_\_\_\_\_<sup>14</sup> (have) lunch in the union a few times a week, Roberto \_\_\_\_\_<sup>15</sup> (prefer) to eat in the dorm cafeteria because the service \_\_\_\_\_<sup>16</sup> (be) faster.

Their spring break \_\_\_\_\_<sup>17</sup> (begin) next week, and Ali \_\_\_\_\_<sup>18</sup> (fly) to his country by airplane to visit his family. He \_\_\_\_\_<sup>19</sup> (receive, already) a big check from his father, so he \_\_\_\_\_<sup>20</sup> (plan) to fly first class. His flight \_\_\_\_\_<sup>21</sup> (depart) at seven o'clock in the morning. Both Ali and Roberto \_\_\_\_\_<sup>22</sup> (register) for a course in aerodynamics next quarter because the phenomenon of flying \_\_\_\_\_<sup>23</sup> (fascinate) them since they were children.

### Exercise 5

Complete the sentences, using the present perfect or the present perfect continuous form of the verbs in parentheses. If both tenses are correct, write both tenses in the blanks.

- Jay \_\_\_\_\_ (fail) his driving test three times because he doesn't know how to park. However, he \_\_\_\_\_ (practice) three hours every day for the past week, and I think he \_\_\_\_\_ (make) a lot of improvement.
- My brother \_\_\_\_\_ (not pass) his driving test either.
- He \_\_\_\_\_ (worry) about this for two months.
- I \_\_\_\_\_ (study) the driver's manual for hours every day, but I \_\_\_\_\_ (take) my test yet.
- My father \_\_\_\_\_ (help) me to review the questions.
- My roommate \_\_\_\_\_ (just buy) a new CD player.
- She \_\_\_\_\_ (play) CDs since six o'clock this morning, and she is driving me crazy.
- The other students on our floor \_\_\_\_\_ (complain) to our resident assistant, but she \_\_\_\_\_ (not say) anything to my roommate yet.
- Everyone is especially annoyed because we are taking final exams this week. My roommate \_\_\_\_\_ (take) two exams already, and she \_\_\_\_\_ (fail) both of them because she \_\_\_\_\_ (not study).
- I \_\_\_\_\_ (think) about moving out of the dorm, but I \_\_\_\_\_ (not make) a definite decision yet.
- Donna \_\_\_\_\_ (not receive) a check from her parents in two months.
- She \_\_\_\_\_ (look) for the mail carrier every day.
- Her friends \_\_\_\_\_ (lend) her money so that she can buy food and other necessities.
- Donna \_\_\_\_\_ (just begin) a part-time job in the library, but she \_\_\_\_\_ (not get) her first paycheck yet.
- She \_\_\_\_\_ (work) in the library for only one week.

**Exercise 6**

With another student, decide how your teacher would answer the questions. Then check your answers by asking your teacher the questions. Use the present perfect or present perfect continuous.

1. How long/teach?
2. How long/work at this school?
3. How many different schools/work at?
4. Which foreign countries/teach in?
5. How many hours/work today?
6. How often/attend department meetings?
7. How many students/teach this term?
8. How long/live in (town where you live)?
9. How many times/move in the past five years?

**1-4 PAST TIME****■ Simple Past ■****■ Past Continuous ■**

1. The simple past is used to describe actions of short duration in the past.

*Alan talked to his boss about the problem.*

*I met Dr. Dance yesterday, and we talked for a few minutes.*

2. The simple past is also used to describe actions that took place over a period of time in the past.

*Dr. Dance taught at Michigan State for ten years.*

1. With a point in time, the past continuous expresses an action that began before the time given and probably continued after it. The exact beginning and end of the action are unknown.

*Alan was talking to his boss when I walked in.*

*At 12:30 we were eating lunch in the park.*

2. With a period of time, the past continuous is used to express an action that continued for a rather long period. Again, we do not know exactly when the action began or ended.

*Yesterday morning I was jogging through the park.*

3. The simple past is also used to describe past habitual actions.

*When Dr. Dance was at Michigan State, he rode his bike to classes.*

3. During a period of time, the past continuous is used to express the beginning and ending of an action.

*From eight to ten yesterday morning, we were playing soccer*

4. The past continuous is also used to express two actions that were happening at the same time in the past.

*The children were playing while their mothers were watching them.*

5. The past continuous is also used to express an action that began before another action in the past and probably continued after it.

*As I was jogging, a man stopped me and asked for the time.*

**Note:** In some sentences either the simple past or past continuous is possible. The speaker will choose the simple past to indicate that the action started and finished. If the action started and continued for a period of time, the speaker will use the past continuous. With the past continuous, the speaker wants to emphasize the duration of an action. The speaker wants the listener to feel the continuing nature of an action in progress.

**Note:** The choice between the simple past and the past continuous depends on the meaning of a sentence. Compare:

*When I got up this morning, my roommate prepared breakfast. (He waited for me to get up.)*

*When I got up this morning, my roommate was preparing breakfast. (He started before I got up.)*

### Exercise 7

Change the simple past to the past continuous where possible. Keep in mind the meaning of the verbs.

**Examples:** I filled in the immigration form completely while I was on the plane.  
no change

We waited for half an hour before we could get off the plane.

We were waiting for half an hour before we could get off the plane.

1. When the plane landed at the airport, everybody got off the plane and walked to Immigration.

2. I stood in a long line for more than three-quarters of an hour.  
\_\_\_\_\_
3. Some of the passengers were very tired.  
\_\_\_\_\_
4. Other passengers stood around and talked to each other until it was their turn.  
\_\_\_\_\_
5. The immigration officer asked me a lot of questions.  
\_\_\_\_\_
6. When I began to answer the questions, she entered the information into her computer.  
\_\_\_\_\_
7. She asked me one question over and over again, but I couldn't understand her.  
\_\_\_\_\_
8. Finally, she asked if anyone in the line could translate for me.  
\_\_\_\_\_
9. When a teenager came up to help me, I felt very embarrassed.  
\_\_\_\_\_
10. Finally, the immigration officer stamped my passport and told me I could go.  
\_\_\_\_\_
11. The suitcases came out very slowly in the baggage pick-up area.  
\_\_\_\_\_
12. Some young children ran around the area and made a lot of noise.  
\_\_\_\_\_
13. Their parents didn't pay any attention to them.  
\_\_\_\_\_
14. The children gave me a headache.  
\_\_\_\_\_
15. At 5:30, an hour and a half after the plane arrived, my suitcases finally appeared.  
\_\_\_\_\_

**Exercise 8**

Describe to another student a funny, unusual, or frightening experience you have had. As you listen to your partner's story, ask questions to clarify anything you do not understand. Be ready to give a summary of your partner's story to the rest of the class if your teacher asks you to.

**Exercise 9**

Your teacher is going to read the following questions. Close your books. Write the numbers 1 to 24 on a piece of paper, and write down the name of the tense you hear in each question. When your teacher finishes, open your books and check to see if you wrote down the correct tense names.

**Personal Information**

1. Which subject did you enjoy in high school?
2. Were you studying or working before you came here?
3. What are you planning to study in the United States?
4. Have you always been interested in this field?
5. Have you been enjoying your English classes so far?

**Marriage**

6. At what age do people generally marry in your country?
7. Has this always been the custom?
8. Are people marrying young nowadays?
9. Did your parents marry when they were young?
10. Who in your family or among your friends has been thinking about getting married?

**Sports**

11. What is the most popular sport in your country?
12. Has this always been the favorite sport in your country?
13. Are people still attending the games enthusiastically?
14. Did the national team have a successful year last year?
15. Does your country usually send a team to the Olympic games?

**Universities**

16. Are universities crowded in your country?
17. Have they always been crowded?
18. Are many students still trying to enter a university?
19. Did you attend a university before you came here?
20. How long have you been studying in the United States?

**Religion**

21. What is the predominant religion in your country?
22. Has it always had the largest number of followers?
23. Are most people attending religious services regularly?
24. Have you been attending services since you have been here?

## Exercise 10 ■■

In a group of three or four, discuss the topics *Personal Information, Marriage, Sports, Universities, and Religion*. Use the questions in Exercise 9 as a guide for your discussion, but do not limit your discussion to merely answering these questions. Find out as much information as you can about the people in your group and life in their home countries.

## 1-5 FUTURE TIME

### ■ *Be Going to* + Verb ■

### ■ *Will* + Verb ■

1. *Be going to* is used to make predictions.

*The class is going to be fun.  
We're going to eat well tonight.  
Robert's a great cook.*

2. *Be going to* is used to express a feeling of certainty about the future because of present conditions.

*Look! There's not a cloud in the sky. It's going to be a beautiful day.*

3. *Be going to* is used to express a future action that has been deliberately planned. The speaker has given the action previous thought and planning.

*Ahmed bought a lot of food this morning and borrowed my CD player. He's going to have a party tonight.*

4. *Will* is used to express expected future actions, actions that usually or normally happen.

*I'll see you tomorrow in class.*

1. *Will* is also used to make predictions.

*The class will be fun.  
We'll eat well tonight. Robert's a great cook.*

2. *Will* is used with *sure, certain,* and *know* to express certainty about the future.

*Look! There's not a cloud in the sky. I'm sure it will be a beautiful day.*

3. *Will* is used to express willingness to do a future action. The decision is made at the moment of speaking. There is no previous thought or planning. Therefore, *will* is used to make promises and offers of help.

*A: I haven't finished this work yet, and I have to pick the children up in ten minutes.*

*B: Don't worry. I'll pick them up.*

5. *Will* is also used for future habitual actions that we assume will happen.  
*Mr. Ray will give us a test on Friday. (He always does.)*
6. *Will* is also used with verbs of the senses, emotion, thinking, and possession to express the future.  
*I'll see you tomorrow.*  
*She'll forgive you. I'm sure of it.*

**Note:** Sometimes it is not clear whether the speaker has given the action previous thought or planning. The speaker may only be reporting a future event or asking a question about a future event.

*My parents are going to arrive at 8:00 tonight.*  
*My parents will arrive at 8:00 tonight.*

*Our conversation teacher is absent today. Who is going to teach the class?*  
*Our conversation teacher is absent today. Who will teach the class?*

*Is the president going to be in Denver tomorrow?*  
*Will the president be in Denver tomorrow?*

**Note:** When you are communicating an idea, you will not necessarily give all the background information on an action you want to express. The previous plans and thoughts will stay in your mind. But when you use *be going to*, the listener will understand that you have given this action previous thought and/or planning.

**Note:** When the verb in the main clause is in a future tense, the verb in the dependent time clause is in the present tense, not in the future tense.

Correct: *I will come home after I finish shopping.*  
 Incorrect: *I will come home after I will finish shopping.*

### Exercise 11

Complete the following dialogs, using *be going to* or *will* and the correct form of the verbs in parentheses.

1. A: I left the food in the car.  
 B: I \_\_\_\_\_ (get) it for you.
2. A: What are you doing with the soap and water?  
 B: I \_\_\_\_\_ (wash) the car.



3. **A:** Daddy, look at me!  
**B:** Pat, come down from that tree. You \_\_\_\_\_ (fall).
4. **A:** Why \_\_\_\_\_ (we/have) pasta for dinner?  
**B:** Because there's nothing else in the house.
5. **A:** The phone's ringing.  
**B:** Don't get up. I \_\_\_\_\_ (answer) it.
6. **A:** That guy in the red car is crazy. Look how he's cutting in front of everyone.  
**B:** You're right. He \_\_\_\_\_ (cause) an accident.
7. **A:** Why are you putting on your raincoat?  
**B:** It \_\_\_\_\_ (rain). Look outside and see for yourself.
8. **A:** I'm having a lot of trouble in my writing course.  
**B:** Stop worrying. I \_\_\_\_\_ (help) you.

## ■ Simple Present ■

## ■ Present Continuous ■

1. The simple present is usually used with verbs of arriving and departing (*come, go, leave, arrive, depart, return*) to express a scheduled or planned event in the future.

*I leave for Texas tomorrow.*

*My flight leaves Denver at 3:00 tomorrow.*

*It arrives in Houston at around 5:00.*

1. The present continuous is also used with verbs of arriving, departing, starting, and finishing for a scheduled or planned event in the future.

*I'm leaving for Texas tomorrow.*

*I'm sorry. This store is closing in ten minutes.*

*My flight is arriving in Texas at 3:00 tomorrow.*

2. The simple present is also used with verbs of starting and finishing: *begin, commence, start, finish, end, close, conclude.*

*Final exams begin next week.*

*The semester ends in two weeks.*

3. The simple present may also be used with other verbs to express a scheduled event in the future. A future time word or phrase is used to make the time clear.

*I have a doctor's appointment next Monday.*

3. If an earlier statement makes the future time clear, a future time word may not be necessary.

*I won't be in class next Wednesday. Our soccer team plays in Michigan.*

2. Verbs of the senses, emotion, thinking, and possession cannot be used in the present continuous to express future actions. Exceptions to this rule are *see* when it means *have an appointment with* and *have* when it does not mean possession.

*My doctor is seeing me tomorrow at 9:00.*

*I'm having an eye examination.*

3. To avoid confusion and make the time clear, a future time word accompanies the present continuous, unless the future time is already clear because of an earlier statement, in this case, the first sentence.

*My parents are arriving this weekend, and I'm very excited because I haven't seen them in six months. I'm picking them up at the airport in my new car.*

## Exercise 12

Complete the paragraphs, using the correct form of the verbs in parentheses. You will need to use a variety of future forms. When you finish, be ready to discuss the use of various forms and to explain why more than one form is correct for some sentences.

This semester \_\_\_\_\_<sup>1</sup> (end) one month from now. My roommate and I \_\_\_\_\_<sup>2</sup> (go) to the Bahamas for our summer vacation. I \_\_\_\_\_<sup>3</sup> (be) happy to get away from grammar tests for a while. At the moment, we're studying for a grammar test that we \_\_\_\_\_<sup>4</sup> (have) tomorrow.

After the test, everyone \_\_\_\_\_<sup>5</sup> (meet) at Pedro's apartment for a party. The party \_\_\_\_\_<sup>6</sup> (start) at 5:00. Tomorrow is Pedro's birthday; he \_\_\_\_\_<sup>7</sup> (be) twenty-one. All our classmates \_\_\_\_\_<sup>8</sup> (help) him to celebrate this happy occasion. He told us not to bring birthday presents, but everyone \_\_\_\_\_<sup>9</sup> (buy) him something. I don't know what I \_\_\_\_\_<sup>10</sup> (give) him yet, but I \_\_\_\_\_<sup>11</sup> (get) something before I go to the party.

At the party, I \_\_\_\_\_<sup>12</sup> (not worry) about my grammar test. It \_\_\_\_\_<sup>13</sup> (begin) at 3:00 tomorrow and \_\_\_\_\_<sup>14</sup> (end) at 4:00. I \_\_\_\_\_<sup>15</sup> (not think) about it after 4:00.

## 1-6 ADVERBIAL TIME EXPRESSIONS

### ■ Present Time ■

*I work (or am working) in a bank now.*  
*I'm helping a customer right now.*  
*The bank president is meeting with the tellers at the moment.*

### ■ Past Time ■

*Maria decided to quit her job the day before yesterday.*  
*She found a new job yesterday.*  
*She was working (or worked) in the bank with me last week.*

### ■ Future Time ■

*I leave for New York tomorrow.*  
*Will you be in class the day after tomorrow?*  
*We're having the test two days from now.*

1. It is important to pay attention to the time words and expressions that usually accompany the various tenses. In sentences expressing only one action, a time word or expression helps to make the time of the action clear. An incorrect time expression makes the sentence confusing.

**Incorrect:** *I have not completed my assignment yesterday.*

*I did not complete my assignment already.*

2. In writing, it is important to use the tenses consistently. If you begin writing in one tense, do not change to another tense unnecessarily or suddenly. When you change to a different tense, you must have a specific and clear reason for changing, *and* you must signal to the reader that you are going to change so that the reader will not become confused. The use of time words and expressions will help you to tell the reader that you are going to change the time of events.
3. Time words are very important because they signal the use of a particular tense. It is not necessary to use a time word in every sentence, however. The meaning of what you are talking about will make the time clear, and you will use a time word only when you change the time of the events.
4. Some words do not clearly indicate a specific time period, but they are used regularly with certain tenses.

#### Simple Past

*I finished my report two days ago.*

#### Past Continuous

*While I was working, you were out dancing at a disco.*

#### Present Perfect

*Ali has been sick for two weeks.*

*He has been sick since last week.*

*Deb has already completed her reading assignment.*

*She hasn't finished the grammar assignment yet.*

*We've written only two compositions so far.*

*We've taken only one test up to now.*

*Have you ever failed a test?*

#### Present Perfect Continuous

*I've been working on this composition for two weeks.*

*We've been reviewing the tenses since the course began.*

5. Adverbs of frequency tell *how often* an activity takes place. Most of these adverbs of frequency can be used with several tenses. With the simple present tense, the meaning of the adverbs of frequency is habitual, repeated action.

*I always complete my homework assignments on time.*

*Rolando's homework is sometimes late.*

*Hans never finishes his assignments on time.*

*His are usually more than two days late.*

*I often give my compositions to the instructor early.*

*The instructor occasionally returns our compositions the next day.*

With the simple past tense, the meaning of the adverbs of frequency is habitual, repeated action for a definite time in the past. In the following sentences, the definite time in the past is *last semester*.

*I always completed my homework assignments on time last semester.*

*Rolando's homework was sometimes late.*

*Hans never finished his assignments on time.*

*His were usually more than two days late.*

*I often gave my compositions to the instructor early.*

*The instructor occasionally returned our compositions the next day.*

With the present perfect tense, the meaning of the adverbs of frequency is to describe action from a point of time in the past to the moment of speaking.

*I have always completed my homework assignments on time.*

*Rolando's homework has sometimes been late.*

*Hans has never finished his assignments on time.*

*His have usually been more than two days late.*

*I have often given my compositions to the instructor early.*

*The instructor has occasionally returned our compositions the next day.*

Additional adverbs of frequency that may accompany these tenses are *scarcely, rarely, seldom, hardly ever*.

6. The expression *once in a while* may also be used with several tenses to indicate *how often*.

*I see my old high school friends once in a while.*

*When I was home last year, I saw my chemistry teacher once in a while.*

*Next summer I will help my father in his store once in a while, not every day.*

In France, He

(agree) to let me go on in June of 1991.

(fly) to Paris, France.

7. The word *still* is also used with several different tenses in affirmative, negative, and interrogative statements. With the simple present, it indicates an activity that has not changed over a period of time.

*My 1985 Toyota still runs well.*

With the present continuous, *still* indicates an activity that is happening at the moment of speaking.

*I'll be ready in a few minutes; I'm still combing my hair.*

With the simple past, *still* indicates an activity that did not change over a period of time.

*The teacher patiently explained my mistakes to me, but I still didn't understand.*

With the past continuous, *still* indicates an activity that is in progress at a given point in time in the past.

*At four o'clock, the teacher was still trying to help me.*

With the present perfect, *still* indicates an activity that started in the past but is not yet completed at the moment of speaking.

*I still haven't completed last week's assignment.*

With the future, *still* indicates a situation that will not change.

*I will still love you after we're old and gray.*

### Exercise 13

First, underline the time expressions in the sentences. Then write the correct tense of the verb *talk* to fit the time expressions.

- I \_\_\_\_\_ to my parents every week.
- I \_\_\_\_\_ to my parent every week last quarter.
- I \_\_\_\_\_ to my parents yet.
- I \_\_\_\_\_ to my parents for two straight hours.
- I \_\_\_\_\_ to my parents from eight to ten yesterday evening.
- I \_\_\_\_\_ to my parents two days from now.
- I \_\_\_\_\_ to my parents at the moment.
- I \_\_\_\_\_ to my parents occasionally.

9. I \_\_\_\_\_ to my parents five times since the quarter began.  
 10. I \_\_\_\_\_ to my parents three days ago.

**Exercise 14**

First, underline the time expressions in the sentences. Then write the correct tense of the verb protest to fit the time expressions.

- Some students \_\_\_\_\_ front of the dean's office now.
- They \_\_\_\_\_ again this coming Thursday.
- They \_\_\_\_\_ in front of his office since eight o'clock this morning.
- They \_\_\_\_\_ while we were in class.
- They \_\_\_\_\_ two weeks from today.
- They \_\_\_\_\_ for the past two hours.
- They seldom \_\_\_\_\_ in front of the dean's office last year.
- They \_\_\_\_\_ to the president yet.
- They \_\_\_\_\_ in a few minutes.
- They \_\_\_\_\_ ever since this morning.
- They \_\_\_\_\_ last Friday.
- They \_\_\_\_\_ still \_\_\_\_\_ in front of the dean's office.
- They \_\_\_\_\_ in two weeks.

**Exercise 15**

First, read the account and underline the time expressions. Then complete the account, using the correct form of the verbs in parentheses.

I \_\_\_\_\_<sub>1</sub> (visit) quite a few cities since 1993. In June of 1993, I \_\_\_\_\_<sub>2</sub> (finish) high school in Michigan. After my graduation, my parents \_\_\_\_\_<sub>3</sub> (send) me to Stanford University in California. After one year at Stanford, I \_\_\_\_\_<sub>4</sub> (ask) my father if I could go to the Sorbonne in France. He \_\_\_\_\_<sub>5</sub> (agree) to let me go, so in June of 1994, I \_\_\_\_\_<sub>6</sub> (fly) to Paris, France.

It's now 1996, and I \_\_\_\_\_<sup>7</sup> (be) in France for two years. At first, it was difficult for me to understand the French language, but I \_\_\_\_\_<sup>8</sup> (study) very hard, and little by little, I \_\_\_\_\_<sup>9</sup> (learn) to speak French very well. I \_\_\_\_\_<sup>10</sup> (like) the French language. In fact, I \_\_\_\_\_<sup>11</sup> (like) it since I was in junior high school.

Of course, my life \_\_\_\_\_<sup>12</sup> (be) very busy since I came to Europe. I \_\_\_\_\_<sup>13</sup> (work) hard, and I \_\_\_\_\_<sup>14</sup> (meet) many interesting people. Last month, I \_\_\_\_\_<sup>15</sup> (go) to Italy, and next month, I \_\_\_\_\_<sup>16</sup> (go) to Spain. While I \_\_\_\_\_<sup>17</sup> (stay) in Italy, I \_\_\_\_\_<sup>18</sup> (see) my friend Karl, whose parents live in Germany. He \_\_\_\_\_<sup>19</sup> (invite) me to meet them, so we \_\_\_\_\_<sup>20</sup> (hitchhike) to Berlin. He \_\_\_\_\_<sup>21</sup> (introduce) me to his mother and father, who \_\_\_\_\_<sup>22</sup> (make) me feel very comfortable in their home. I \_\_\_\_\_<sup>23</sup> (never, forget) their kindness.

I \_\_\_\_\_<sup>24</sup> (complete) my studies next year. Right now, I \_\_\_\_\_<sup>25</sup> (think about) my return to Michigan, but I realize that I \_\_\_\_\_<sup>26</sup> (miss) my friends in Europe.

### Exercise 16

First, read the account and underline the time expressions. Then complete the account, using the correct form of the verbs in parentheses. When you finish, be ready to discuss the use of various tenses and to explain why more than one tense is correct for some sentences.

Last week, on Wednesday, we \_\_\_\_\_<sup>1</sup> (have) our first grammar test. It \_\_\_\_\_<sup>2</sup> (be) a test on the tenses. The instructor \_\_\_\_\_<sup>3</sup> (not be) very happy with the results because not enough students \_\_\_\_\_<sup>4</sup> (receive) high grades. As a result, on Thursday, she \_\_\_\_\_<sup>5</sup> (review)



the test with the class. While we \_\_\_\_\_<sup>6</sup> (talk) about the test and the correct use of the tenses, I \_\_\_\_\_<sup>7</sup> (think) about how difficult it \_\_\_\_\_<sup>8</sup> (be) to learn to use the tenses spontaneously. I \_\_\_\_\_<sup>9</sup> (be) a little disappointed with my grade because this test \_\_\_\_\_<sup>10</sup> (be) the first grammar exam that we \_\_\_\_\_<sup>11</sup> (have) so far, and I really \_\_\_\_\_<sup>12</sup> (want) to get a good grade.

Since we \_\_\_\_\_<sup>13</sup> (be) in class, we \_\_\_\_\_<sup>14</sup> (discuss) how the tenses show meaning, but I have to say that I \_\_\_\_\_<sup>15</sup> (still, have) a little trouble with this. I \_\_\_\_\_<sup>16</sup> (have) trouble with meaning since I first \_\_\_\_\_<sup>17</sup> (begin) to study English.

At the moment, I \_\_\_\_\_<sup>18</sup> (see) that every student \_\_\_\_\_<sup>19</sup> (concentrate on) this exercise. Our instructor \_\_\_\_\_<sup>20</sup> (stand) in front of the class now, but a few minutes ago she \_\_\_\_\_<sup>21</sup> (walk) around the room looking at our papers. After our review, last Thursday, I \_\_\_\_\_<sup>22</sup> (feel) better about the tenses, so today I \_\_\_\_\_<sup>23</sup> (feel) confident, and I \_\_\_\_\_<sup>24</sup> (believe) that I \_\_\_\_\_<sup>25</sup> (do) well on this exercise. As I \_\_\_\_\_<sup>26</sup> (mention) earlier, changing from one tense to another \_\_\_\_\_<sup>27</sup> (be, never) easy for me; however, I \_\_\_\_\_<sup>28</sup> (know) I \_\_\_\_\_<sup>29</sup> (continue) to improve until the end of the quarter.

### Exercise 17 ■■

Write a composition, using the questions as a guide. Do not merely answer the questions; add additional information where appropriate. Use the simple present, simple past, present continuous, past continuous, present perfect, and present perfect continuous tenses. Your composition should be at least two and a half pages long.

By three o'clock Professor Larson's lecture had ended.

**Paragraph 1**

1. Where were you living when you received your acceptance letter to the intensive English program?
2. When did you arrive here?
3. How long have you been here?
4. In which level are you studying this quarter?

**Paragraph 2**

1. Generally speaking, do you enjoy traveling by plane?
2. How was your plane ride to the United States?
3. What were you thinking about when the plane took off?

**Paragraph 3**

1. What do you like about this city?
2. What do you not like about it?
3. What have you seen since you have been here?
4. Where have you gone since you have been here?
5. What have you been doing since classes started?

**Paragraph 4**

1. What are you planning to do during the next vacation period?
2. What do you plan to do after you finish studying English?