

VERB TENSE REVIEW

OBJECTIVES

You will understand:

1. The form and use of each of the twelve verb tenses;
2. Common student errors with each tense;
3. Effective activities for teaching some of the verb tenses;
4. Resources for teaching verb tenses.

You will be able to:

1. Correct student errors with each verb tense using form and use explanations;
2. Teach the verb tenses clearly and effectively;
3. Use fun and motivating activities to teach the verb tenses.

1. VERB TENSE REVIEW

Recall the twelve verb tenses in English as captured in the chart below.

Simple Present	Simple Past	Simple Future
I <u>study</u> English everyday.	Two years ago, I <u>studied</u> English in England.	If you are having problems, I <u>will help</u> you study English. I <u>am going</u> to study English next year.
Present Continuous	Past Continuous	Future Continuous
I <u>am studying</u> English now.	I <u>was studying</u> English when you called yesterday.	I <u>will be studying</u> English when you arrive tonight. I <u>am going to be studying</u> English when you arrive tonight.
Present Perfect	Past Perfect	Future Perfect
I <u>have studied</u> English in several different countries.	I <u>had studied</u> a little English before I moved to the U.S.	I <u>will have studied</u> every tense by the time I finish this course. I <u>am going to have studied</u> every tense by the time I finish this course.

Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I <u>have been studying</u> English for five years.	I <u>had been studying</u> English for five years before I moved to the U.S.	I <u>will have been studying</u> English for over two hours by the time you arrive. I <u>am going to have been studying</u> English for over two hours by the time you arrive.

2. TENSE, ASPECT AND TIME

We can analyze the twelve verb tenses in terms of three characteristics: tense, aspect and time.

2.1 TENSE

Tense refers to the location of an event of action in time, in past or in present. Tense is marked by an inflection of the verb. For example, *Mark walks to the park* (present tense) and *Mark walked to the park* (past tense).

Actions which occur at other times, for example in the future, are made in a number of ways. The future can be expressed by using the modal auxiliary *will* or the semi-auxiliary *be going to*. For example, *Mark will walk to the park tomorrow* and *Mark is going to walk to the park tomorrow*. The expression of future time does not involve an inflection of the verb so we should not refer to the future tense. Strictly speaking there is no future tense in English, only present and past. However, it is much simpler to avoid such details in your teaching practice.

2.2 ASPECT

Aspect refers to how an event or action is to be perceived with respect to time, rather than to its actual location in time. Aspect shows the relationship between tenses. Consider the following examples:

1. *Mark fell in love on his twentieth birthday.*
2. *Mark has fallen in love. (perfective aspect)*
3. *Mark is falling in love. (progressive aspect)*

The first example indicates that Mark fell in love in the past, specifically on his twentieth birthday. This is a simple past sentence. The second example also refers to the past, but it implies that the action occurred recently and is still relevant. The third example indicates that the act of falling in love is still in progress.

	Perfective Aspect	Progressive Aspect
Present Tense	has fallen	is falling
Past Tense	had fallen	was falling

2.3 TIME

We can place events in time with tense. English verb forms officially have two times, present (*he walks*) and past (*he walked*). There is no verb form for the future; the future gets built using a combination of auxiliary verbs and other forms of the verb (*he will walk, he is going to walk*).

There are other ways, however, that English uses to situate events in time. For example, the Present Tense can be used to place events at various times with the help of aspect (perfective or progressive). Consider these examples: *the package arrives tomorrow* and *the package is arriving tomorrow*. A form of the present tense is used in both of these examples (*present, and present participle*) and they both express a future event, but these two sentences express the future event differently because of the use of aspect. In the first example, we get the impression that a

package regularly arrives on this day of the week. In the second example, we understand that the arrival of packages is not a regular event.

Let's look at all of the verb tenses from our chart in turn.

3. SIMPLE PRESENT

Here is the **form** of the Simple Present, using the verb 'to jump'.

- *I jump*
- *You jump*
- *He jumps*
- *She jumps*
- *It jumps*
- *We jump*
- *They jump*

There are three main **uses** of the Simple Present.

3.1 REPEATED ACTIONS

The Simple Present is used to express repeated or usual actions. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

3.2 FACTS OR GENERALIZATIONS

The Simple Present is used to indicate that the speaker believes that a fact was true before, is true now, and will be true in the future. It is also used to make generalizations about people or things. For example, *cats like milk*.

3.3 NOW (NON-CONTINUOUS VERBS)

Sometimes speakers use the Simple Present to express an action that is happening or is not happening now. This is done with Non-continuous Verbs and certain Mixed Verbs. For example, *I am here now* and *he has a car*.

When students are learning Simple Present tense, they often forget to include the final position 's' on the main verbs for third person singular nouns and pronouns. They may also have difficulty forming questions. Once students grasp the idea that they must include the 's', many students inappropriately transfer this rule to the interrogative form. *Does he like chocolate?* may occur as *Does he likes chocolate?* We can point out to our students that the auxiliary verb *do/does* indicates the person in the interrogative form and it is not necessary to indicate it again with the main verb.

4. PRESENT CONTINUOUS

Here is the **form** of the Present Continuous.

[AM / IS / ARE] + [VERB+ing]

The Present Continuous tense is used in three main ways.

4.1 Now

The Present Continuous, also known as the Present Progressive, is used to express something that is happening now, at this very moment. For example, *I am sitting* and *you are not swimming now*.

4.2 LONGER ACTIONS IN PROGRESS NOW

In English, *now* can mean 'this second,' 'today,' 'this month,' 'this year,' and so on. Sometimes we use the Present Continuous to express that we are in the process of doing a longer action.

All of these sentences can be said while having coffee with friends.

- *I am studying to become a doctor.*
- *I am reading the book *Tom Sawyer*.*
- *Aren't you teaching at the University now?*

4.3 NEAR FUTURE

Speakers can also use the Present Continuous to indicate that something will or will not happen in the near future. For example, *I am meeting Joe after work*.

A common challenge students have with the Present Continuous tense is remembering to use both the verb 'to be' and the present participle. A student may say, *He going to the mall* and forget to include the verb 'to be'. Students have also been known to use the base form of the verb 'to be' instead of conjugating it, for example, *I be coming at 3:00*. A further complication is the spelling of the present participle. Teachers can help their students by explaining to them when to double the final consonant as in the word *hitting*, and when not to as in the word *eating*.

5. PRESENT PERFECT

Here is the **form** of the Present Perfect.

[HAS / HAVE] + [past participle]

There are a number of **uses** of the Present Perfect, but they all relate to unspecified time in the past.

5.1 UNSPECIFIED TIME BEFORE NOW

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You cannot use the Present Perfect with time expressions such as 'yesterday,' 'one year ago,' 'last week,' or 'when I was a child.' We can use the Present Perfect with expressions like 'ever,' 'never,' 'once,' 'many times,' 'several times,' 'before,' 'so far,' 'already' and 'yet.' For example:

- *I have seen that movie many times and I think I have met him once before.*

The concept of "unspecified time" can be confusing for English language learners. It may be helpful to associate Present Perfect with the following topics:

1. Experience

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is not used to describe a specific event. For example:

- *I have been to France*
- *I have been to France three times.*
(You can add the number of times at the end of the sentence.)

2. Change Over Time

We often use the Present Perfect to talk about change that has happened over a period of time. For example:

- You have grown since the last time I saw you.
- My English has really improved since I moved to Australia.

3. Accomplishments

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time. For example:

- Man has walked on the moon.
- Our son has learned how to read.
- Doctors have cured many deadly diseases.

4. An Uncompleted Action You Are Expecting

We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action. For example:

- James has not finished his homework yet.
- Susan hasn't mastered Japanese, but she can communicate.

5. Multiple Actions at Different Times

We also use the Present Perfect to talk about several different actions which occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible. For example:

- The army has attacked that city five times.
- She has talked to several specialists about her problem, but nobody knows why she is sick.

It is important to note that when we use the Present Perfect it means that something happened at some point in our lives before now. Remember, the exact time the action happened is not important.

Sometimes we want to limit the time we are looking in for an experience. Expressions such as "in the last week," "in the last year," "this week," "this month," "so far" and "up to now" can be used to narrow the time we are looking in for an experience.

For example:

- *Have you been to Mexico in the last year.*
- *She graduated from university less than three years ago.*
- *She has worked for three different companies so far.*
- *This week my car has broken down three times.*

With Non-continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks" and "since Tuesday" are all durations which can be used with the Present Perfect. For example:

- *I have had a cold for two weeks.*
- *She has been in England for six months.*
- *Mary has loved chocolate since she was a little girl.*

When students learn the Present Perfect tense, the usage rather than the form is usually of greater difficulty. However, some students have trouble remembering the past participles of the verbs. Teachers can provide students with puzzles, games, and activities which will help them commit the past participles to memory. Teachers can also use timelines, examples, exercises, and activities to help students understand how to use the Present Perfect tense correctly.

6. PRESENT PERFECT CONTINUOUS

Here is the **form** of the Present Perfect Continuous.

[HAS / HAVE] + [BEEN] + [VERB+ing]

The present perfect continuous tense is used in two ways.

6.1 DURATION FROM THE PAST UNTIL NOW

We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes", "for two weeks", and "since Tuesday" are all durations which can be used with the Present Perfect Continuous. For example:

- *They have been talking for the last hour.*
- *She has been working at that company for three years.*
- *James has been teaching at the University since June.*

6.2 RECENTLY, LATELY

You can use the Present Perfect Continuous without a duration. Without the durations, a general meaning of "lately" is applied. For example:

- *Recently, I have been feeling really tired.*
- *She has been watching too much television lately.*
- *Mary has been feeling a little depressed.*

If students understand when to use Present Perfect, then they don't usually have difficulty understanding when to use Present Perfect Continuous. The additional idea of an action in progress or duration is easy for most students to understand.

7. SIMPLE PAST

Here is the **form** of the Simple Past:

[VERB+ed]

Here are the **uses** of the Simple Past:

7.1 COMPLETED ACTION IN THE PAST

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes the speaker may not actually mention the specific time, but they do have one specific time in mind. For example:

- *I saw a movie yesterday.*
- *Last year, I didn't travel to Japan.*

7.2 A SERIES OF COMPLETED ACTIONS

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th... For example:

- *I finished work, walked to the beach, and found a nice place to swim.*
- *He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.*

7.3 SINGLE DURATION

The Simple Past can be used with a duration which starts and stops in the past. A duration is a long action often used with expressions like 'for two years,' 'for five minutes,' 'all day' or 'all year.' For example:

- *I lived in Brazil for two years.*
- *They sat at the beach all day.*
- *How long did you wait for them?*
- *We waited for one hour.*

7.4 HABIT IN THE PAST

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as 'used to'. To make it clear that we are talking about a habit we often use expressions such as "always," "often," "usually," "never," "...when I was a child" or "...when I was younger" in the sentence. For example:

- *I studied French when I was a child.*
- *They never went to school, they always skipped.*

The idea of a completed or finished action is easy for most students to understand. The regular verbs in English which require only the addition of 'ed' (or 'ied' if the verb ends with a 'y') is a simple rule which causes very few problems with students. The problem that most students face is with the irregular verbs, there are no rules for these verbs; students must memorize them. Teachers can use a variety of activities to help their students remember the irregular past tense forms. A further problem exists with the doubling of the final consonant in some regular past tense verbs. For example, we double the final consonant in the verb *rub>rubbed*, but not in *clean>cleaned*. Teachers can help their students identify which verbs use a double consonant by explaining the rule. We double the final consonant if the verb has one vowel followed by one consonant in the final position. Lastly, the pronunciation of the past tense verbs is also a challenge to many students. Sometimes the final 'ed' sound of the verb sounds like /id/, other times it sounds like /t/, and other times like /d/. Say *decided, liked, loved*. We pronounce the past tense verb endings like /id/ if the verb has a 'd' or a 't' as the final consonant sound. We pronounce the past tense verb endings like /t/ if the final consonant sound is unvoiced. And we pronounce the past tense verb endings like /d/ if the final consonant sound is voiced.

8. PAST CONTINUOUS

Here is the **form** of the Past Continuous:

[WAS / WERE] + [VERB+ing]

There are two main **uses** of the Past Continuous.

Note: Clauses are groups of words which have meaning but are not complete sentences. Some clauses begin with the word *when* such as "...when she called" or "...when it bit me." Clauses with the Past Continuous usually start with *while*. *While* expresses the idea "during the time." Study the examples below. They have the same meaning. For example:

- *I was studying when she called.*
- *While I was studying, she called.*

8.1 INTERRUPTED ACTION IN THE PAST

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually an action in the Simple Past. For example:

- *I was watching TV when she called.*
- *When the phone rang, she was writing a letter.*
- *While John was sleeping last night, someone stole his car.*

8.2 PARALLEL ACTIONS

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel. For example:

- *I was studying while he was making dinner.*
- *They were eating dinner, discussing their plans and having a good time.*

A common challenge students have with the Past Continuous tense is remembering to use both the past tense form of the verb ‘to be’ and the present participle. The past continuous tense is often used in a sentence with simple past. For example, *I was washing the dishes, when the phone rang.* In this example, two actions occurred. It may be helpful to point out which action began first and which action began second. Students may experience difficulty with the time expressions such as when, while, before etc. which are often used with Past Continuous tense. A further complication is the spelling of the present participle. Teachers can help their students by explaining to them when to double the final consonant as in the word *hitting*, and when not to as in the word *eating*.

Below is a lesson which contrasts the use of simple past and past continuous statements and questions.

Objectives: SWBAT ask and answer simple past tense and past continuous tense questions about actions in the past.

BB	Time	Procedure
WU	5 min.	The teacher asks students to guess what she/he (the teacher) did on the weekend. The teacher encourages all responses. The teacher tells a story about what she/he did on the weekend and allows students to ask questions. The teacher includes both target forms in the story.
LK	10 min.	The teacher and students recap the rules for forming and using simple past tense statements and questions. The teacher and students recap the rules for forming and using past continuous tense statements and questions.
CP	20 min.	The teacher throws a ball to one student and asks a question: <i>What did you do last night?</i> or <i>What were you doing last night at 7:00pm?</i> The student responds then passes the ball to another student and formulates a different question to be answered by the student who received the ball. The teacher corrects as necessary. It’s best if students know each other’s names before beginning this activity.
AP	15 min.	The teacher asks students to get into groups and ask and answer questions about what they did last weekend, last month, and last year and what they were doing last night and last week at a certain time and 2 years ago.

9. PAST PERFECT

Here is the **form** of the Past Perfect:

[HAD] + [PAST PARTICIPLE]

There are two main **uses** of the Past Perfect.

9.1 SOMETHING OCCURRED BEFORE ANOTHER ACTION IN THE PAST

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past. For example:

- *I had never seen such a beautiful beach before I went to Kauai.*
- *Had you ever visited the U.S. before your trip in 1992?*
- *Yes, I had been to the U.S. once before in 1988.*

9.2 SOMETHING STARTED IN THE PAST AND CONTINUED UNTIL ANOTHER ACTION IN THE PAST

With Non-progressive Verbs and some non-progressive uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past. For example:

- *We had had that car for ten years before it broke down.*
- *By the time Alex finished his studies, he had been in London for over eight years.*

Sometimes students experience confusion the Past Perfect because they find it difficult to understand that Past Perfect is used for actions which are further in the past than other past actions. Students also find it strange when we use have as the auxiliary verb and as the main verb; they think it looks odd. For example: *She had had her baby before she moved to Canada.*

10. PAST PERFECT CONTINUOUS

Here is the **form** of the Past Perfect Continuous:

[HAD BEEN] + [VERB+ing]

There are two main **uses** of the Past Perfect Continuous.

10.1 STARTING IN THE PAST, CONTINUING UP UNTIL ANOTHER TIME IN THE PAST

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now. For example:

- *They had been talking for over an hour before Jane arrived.*
- *She had been working at that company for three years when it went out of business.*
- *Michael had been teaching at the University for more than a year before he left for Asia.*

10.2 CAUSE OF SOMETHING IN THE PAST

Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect. For example:

- *Robert was tired because he had been jogging.*
- *Sam gained weight because he had been overeating.*

Note: If a duration such as 'for five minutes,' 'for two weeks' or 'since Friday' is not included, many English speakers would choose to use the Past Continuous. There is also a difference in meaning. Compare the examples below. For example:

- *I was reading when my roommate returned.*
Emphasizes the interruption of 'reading.'
- *I had been reading for an hour when my roommate returned.*
Emphasizes the amount of time 'for an hour.;

If students understand when to use Past Perfect, then they don't usually have difficulty understanding when to use Past Perfect Continuous. The additional idea of an action in progress or duration is easy for most students to understand.

11. SIMPLE FUTURE

The Simple Future has two **forms**. It is formed by using 'will' and 'be going to.' Although the two forms can sometimes be used interchangeably, they often express two very different meanings.

The form of *Will*:

[WILL] + [VERB]

The form of *be Going To*:

[AM / IS / ARE] + [GOING TO] + [VERB]

Note: Like all future forms, the Simple Future cannot be used in clauses beginning with 'when', 'while', 'before', 'after', 'by the time,' 'as soon as,' 'if' and 'unless.' For example:

- *When you arrive tonight, we will go out for dinner. **Correct***
- *When you will arrive tonight, we will go out for dinner. **Not Correct***
- *There are four ways to use the simple future.*

11.1 WILL' TO EXPRESS A VOLUNTARY ACTION

'Will' often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often we use 'will' to respond to someone else's complaint or request for help. For example:

- *A: I'm so tired. I'm about to fall asleep.*
- *B: I'll get you some coffee.*
- *A: The phone is ringing.*
- *B: I'll get it.*

11.2 'WILL' TO EXPRESS A PROMISE

For example:

- *I will call you when I arrive.*
- *I promise I will not tell him about the surprise party.*

11.3 'BE GOING TO' TO EXPRESS A PLAN

'Be going to' expresses that something is a plan. It expresses the idea that a person intends to do something in the future. For example:

- *He is going to spend his vacation in Hawaii.*

- *We are going to meet each other tonight at 6:00 PM.*
- *A: Who is going to make John's birthday cake.*
- *B: Sue is going to make John's birthday cake.*

11.4 'WILL' OR 'BE GOING TO' TO EXPRESS A PREDICTION

Both 'will' and 'be going to' can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In 'prediction' sentences, the subject usually has little control over the future. In the following examples there is no difference in meaning. For example:

- *The year 2220 will be a very interesting year.*
- *The year 2220 is going to be a very interesting year.*
- *John Smith will be the next President.*
- *John Smith is going to be the next President.*

The Simple Future forms are relatively easy however, students experience challenges in terms of usage. Many students find it difficult to decide when to use 'will' and when to use 'going to'. Teachers can explain the guidelines and rules to the students and provide examples and activities to help illustrate the differences in usage. However, sometimes 'will' and 'going to' are interchangeable which adds to the confusion.

12. FUTURE CONTINUOUS

The **forms** of the Future Continuous are below:

[WILL BE] + [VERB+ing]

[AM / IS / ARE] + [GOING TO BE] + [VERB+ing]

There are three main **uses** of the Future Continuous.

12.1 INTERRUPTED ACTION IN THE FUTURE

Use the Future Continuous to indicate that a longer action in the future will be interrupted. The interruption is usually an action in the Simple Future. For example:

- *I will be waiting for you when your bus arrives.*
- *While I am working, Steve will make dinner. (NOTICE 'am working' because of 'while.')*
- *He will be studying at the library tonight, so he will not see Jennifer when she arrives.*

12.2 SPECIFIC TIME AS AN INTERRUPTION

In the above example, the Future Continuous is interrupted by an action in the Simple Future. However, you can also use a specific time as an interruption. For example:

- *Tonight at 6 p.m., I am going to be eating dinner.*
- *At midnight tonight, we will still be driving through the desert.*

12.3 PARALLEL ACTIONS

When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. These are Parallel Actions. For example:

- *I am going to be studying while he is making dinner.*
- *While Ellen is reading, Tim will be watching television.*

The form of the Future Continuous can be challenging for students, but the idea of a future ongoing action is usually easy for students to understand.

13. FUTURE PERFECT

Here is the **form** of the Future Perfect:

[WILL HAVE] + [PAST PARTICIPLE]

[AM / IS / ARE] + [GOING TO HAVE] + [PAST PARTICIPLE]

There are two main **uses** of the Future Perfect.

13.1 AN IDEA THAT WILL OCCUR BEFORE ANOTHER ACTION

The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future. For example:

- *By next November, I will have received my promotion.*
- *By the time he gets home, she is going to have cleaned the entire house.*

13.2 SOMETHING THAT WILL CONTINUE UP TO ANOTHER EVENT

With Non-continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Future Perfect to show that something will continue up until another action in the future. For example:

- *I will have been in London for six months by the time I leave.*
- *By Monday, Susan is going to have had my book for a week.*

Future Perfect is a difficult tense to teach and therefore a difficult one to learn. Students often have difficulty visualizing an action that is not finished, but will be finished in the future. Teachers often use calendars and timelines to teach this tense.

14. FUTURE PERFECT CONTINUOUS

The **forms** of the Future Perfect Continuous are:

[WILL HAVE BEEN] + [VERB+ing]

[AM / IS / ARE] + [GOING TO HAVE BEEN] + [VERB+ing]

The Future Perfect Continuous is **used** in two ways.

14.1 EVENT CONTINUING UP TO A PARTICULAR EVENT OR TIME

We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks" and "since Friday" are all durations which can be used with the Future Perfect Continuous. Notice that this is related to the Present Perfect Continuous and the Past Perfect Continuous, however the duration stops in the future. For example:

- *They will have been talking for over an hour by the time Tony arrives.*
- *She is going to have been working at that company for three years when it finally closes.*
- *James will have been teaching at the University for more than a year by the time he leaves for Asia.*

14.2 CAUSE OF SOMETHING IN THE FUTURE

Using the Future Perfect Continuous before another action in the future is a good way to show cause and effect.

- *Jason will be tired when he gets home because he will have been jogging for over an hour.*
- *Claudia's English will be very good when she returns to Germany because she is going to have been studying English in the United States for over two years.*

Note: If a duration such as 'for five minutes,' 'for two weeks' or 'since Friday' is not used, many English speakers would choose to use the Future Continuous. There is also a difference in meaning. Compare the examples below. For example:

- *I will be reading when my roommate returns.*
- *The reading will be interrupted.*
- *I will have been reading for an hour when my roommate returns.*
- *The reading will stop just before my roommate returns.*

If students understand when to use Future Perfect, then they don't usually have difficulty understanding when to use Future Perfect Continuous. The additional idea of an action in progress or duration is easy for most students to understand.

REVIEW QUESTIONS

1. VERB TENSES

Go to the website www.englishpage.com/verbpage/verbtenseintro.html for more details and practice exercises for each verb tense. Do as many of the practice exercises as you like, then complete the Verb Tense Final Test until you achieve a score of 80% or more.

2. ERROR CORRECTION

Your student makes the errors below. Write down what you would explain to them so that they understand their error.

- | | |
|------------------------------------|--|
| A. Simple Present | He like coffee. |
| B. Present Continuous | I am go to the store. |
| C. Present Continuous | I going to the store. |
| D. Simple Past | I study last night. |
| E. Simple Past | He goed to the office. |
| F. Simple Past | Did you finished the project? |
| G. Past Continuous | The boys was going to the train station. |
| H. Past Continuous and Simple Past | They were walking in the park while they met some friends. |
| I. Present Perfect | I have went there before. |
| J. Present Perfect | She have seen that movie before. |
| K. Present Perfect | They have been to France last week. |
| L. Past Perfect | When I arrived at the party, Lucy already went home. |
| M. Past Perfect Continuous | I hadn't been knowing her for very long when we got married. |
| N. Simple Future | She is going to makes a cake this weekend. |
| O. Simple Future | I promise, I phone you this evening. |
| P. Future Progressive | Good luck on the test, we'll think of you. |
| Q. Future Perfect | By next March, we have been here for 5 years. |
| R. Future Perfect Progressive | I'll have teaching for 10 years this spring. |

