After some preliminary discussion, this chapter first teaches you how to label finite verbs and then teaches you how to label non-finite verbs. For our purposes, finite verbs are those verbs that we label past or present (or, “future”); non-finite verbs are those verbs that we do not label past or present (or, “future”).

The basic verb forms

The English verb may be a single word, or it may be a construction of several verb forms beginning with what are termed **helping** or **auxiliary** verbs and ending with a main verb. The verb construction in each of these sentences is italicized.

Geri *runs* marathons.
Geri *ran* a marathon last week.

Geri *will run* a marathon.
Geri *has been running* a marathon.
Geri *is already running* a marathon.

In the first two examples, the verb construction consists of a single word; in the last three examples, the verb construction consists of several words. Notice that in the last example the verb construction consists of *is running*; the adverb *already*, despite being in the middle, is not part of the verb.
The five basic forms. It is also traditional to talk about five basic forms of the English verb; each form has its own label:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
<th>Progressive Participle</th>
<th>Third Person Singular (Present Tense)</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
<td>going</td>
<td>goes</td>
</tr>
</tbody>
</table>

The first three are referred to as the principal parts of the verb.

The fourth form, the progressive participle, often occurs marking the progressive aspect, that is, ongoing action. It will also occur in various other constructions that we will encounter.

The last form, the third person singular present tense form, occurs, as the label implies, just in the present tense and then only after singular nouns and after the third person pronouns, that is, after the pronouns he, she, and it.

The principal parts of the verb

English verbs are described as having three principal parts: the present, the past, and the past participle. With the regular verbs (sometimes termed the weak verbs), the past and the past participle are identical in form. With the irregular verbs (sometimes termed the strong verbs), there are a number of patterns among the principal parts. There is also considerable regional variation in these patterns.
How many general patterns exist among the principal parts and what the general patterns are is only of marginal usefulness to the teacher or to the learner. What both the teacher and the learner really need to know is the forms for each specific verb and the contexts in which these forms occur. For the learner that already speaks English relatively well, the principal parts are already present in memory; the only problem is how to identify them: The present is the form that occurs after to... (or the form that occurs in sentences such as Every day, I...), the past is the form that occurs in sentences such as Yesterday, I..., and the past participle is the form that occurs after have..., for example,

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to go</td>
<td>Yesterday, I went.</td>
<td>have gone</td>
</tr>
<tr>
<td>to spend</td>
<td>Yesterday, I spent...</td>
<td>have spent</td>
</tr>
<tr>
<td>to break</td>
<td>Yesterday, I broke...</td>
<td>have broken</td>
</tr>
</tbody>
</table>

Of course, if the principal parts are taught (or memorized), these should be learned in connection with something like the to... (Everyday, I...), Yesterday, I..., and have... patterns.

EXERCISE 4.1: PRINCIPAL PARTS.

Find the principal parts of the following verbs:

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to walk</td>
<td>Yesterday, I walked</td>
<td>I have walked</td>
</tr>
<tr>
<td>find</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>string</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>speak</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>grow</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
Labelling tense-aspect constructions

Time and tense, although connected, are not the same thing. Time is a universal consideration, with three quite obvious distinctions: events that are occurring right now (the present), events that have already occurred (the past), and events that have not yet occurred (the future).

It would be nice if English tenses corresponded directly to the division of time into the past, the present, and the future, but they don't. Thus, although past time is more or less marked by the past tense and present time is more or less marked by the present tense, future time does not have a corresponding future tense. Instead of a separate tense, English indicates future time by various devices including the modal will (for example, will see) and the periphrastic be going to (for example, is going to see). These future indicators will be dealt with in the next chapter.

Aspect. In addition to one of the two tenses already mentioned, a verb phrase may also be marked with the perfect aspect or the progressive aspect. A verb is marked as perfect as part of the process of marking the earlier of two successive times (this is discussed in much further detail in Chapter 6). A verb is marked as progressive aspect to indicate that the

---

1. Periphrastic (related to periphrase) simply means that this construction is a collocation made up of several words.
2. Despite this being so, in the actual ESL classroom I treat these future indicators as a future tense—it saves time and trouble.
3. Here, ‘verb phrase’ means the main verb plus the accompanying auxiliary (or, helping) verbs. It does not mean, as it often does in certain formal treatments of grammar, the whole predicate.
4. The perfect is sometimes referred to in the literature as a ‘relative tense,’ that is, it marks tense relative to some other tense.
action overlaps at least in part with another action (or, with a time) (this, too, is discussed in much further detail in Chapter 6).

**Labelling tense-aspect constructions: the “formula”**

As long as it is treated as a relatively mechanical task, the actual verb labelling is fairly simple. Most student difficulties come from trying to learn how to label the verbs not through following a standard formula, but by attempting to label the verbs through ‘understanding the true meaning’ of the labels. This last procedure is a little like trying to understand Bill through understanding the true meaning of the name Bill—it does not work.

The formulaic approach to verb labelling, as you undoubtedly have guessed, is followed here. The formula has three parts.

**Part I.** Is the first word in the verb labelled past or present?

Every English main verb is labelled either past or present. It is the very *first* word in the verb, which determines whether the verb is labelled past or present. (This classification usually, but not always, makes sense.)

**Part II.** Is the verb perfect or not?

Does the verb have some form of *have* (that is, *have*, *has*, *had*, or *having*) followed by a past participle (for example, (*have*) *gone*, (*has*) *broken*, (*had*) *eaten*)?

**Part III.** Is the verb progressive or not?

Does the verb have some form of *be* (that is, *is*, *are*,

\[ am, \]

\[ was, \]

\[ were, \]

\[ be, \]

\[ being, \]

\[ been \]

followed by the present participle (the *-ing* form of the verb).

This formula must be memorized—yes, memorized!

---

1. It should become clear why in the next chapter.
At this point, because the formula is all you really need, you might immediately go right on to the first practice exercise, or you might first want to examine the examples given next. It depends on how you learn best.

Tense-aspect labels: some examples

Each of the basic tenses of English will be illustrated, beginning with the distinction between present, past, and future. Although the formula is easier to use for most of you, for some of you an alternative to learning the formula and how to apply it might be memorizing the examples and learning how to determine which examples the verbs in question follow.

Present or past. Present or past is determined by looking at the first word of the verb phrase. In the first two examples, there is only one word in the verb phrase.

1. Marcel cooks spicy food quite well.
2. Marcel cooked the meal well.

If you had some difficulty labelling the verbs above, read this: Check the three steps of the formula. (1) It is obvious that, if one is present and the other is past, the question is which is which? (2) Now, are either of the verbs perfect? No, there is no *has*, *have*, or *had*; because there is no *has*, *have*, or *had*, it is already clear that the verb is not perfect, so there is no reason to look to see whether there is a past participle. (There isn't.) (3) Next, are either of the verbs progressive? No, there is no form of the verb *be*; there is also no present participle (that is, no *-ing* form of the verb).

The present and past perfect. The first question is whether the verbs in the examples are present or past. The *first* word in the verb of sentence 3 is *has*, a present tense verb, so the whole verb is ‘present’. The *first* word in the verb in sentence 4 is *had*, a past tense verb, so the whole verb is ‘past’. Note that neither *cooked* nor the *-ed on cooked* has anything to do with whether the whole verb is present or past.
3. Marcel has cooked curries for years.
4. Marcel had cooked curries for years, before he got one right.

The second question is whether the verb is perfect or not; that is, does it have some form of have followed by a past participle? The answer, of course, is yes. Thus, 3 is present perfect and 4 is past perfect. The third question is whether the verb is progressive; that is, does it have some form of the verb be followed by the -ing form of the verb? No.

Reinforcement note: It is only the first word in the verb that tells whether the verb is past tense or present tense. If you catch yourself looking at other than the first verb, cover up everything but the first verb.

The present and past progressive. The first question is whether the verbs in the examples are present or past. The first word in the verb of sentence 5 is is, a present tense verb, so the whole verb is ‘present’. The first word in the verb in sentence 6 is was, a past tense verb, so the whole verb is ‘past’.

5. Jake is taking notes.
6. Jake was taking notes, when I talked about the final.

The second question is whether the verb is perfect; that is, does it have some form of have followed by a past participle? The answer, of course, is no. The third question is whether the verb is progressive; that is, does it have some form of the verb be followed by the -ing form of the verb? The answer, of course, is yes. Thus, 5 is present progressive and 6 is past progressive. [Note: The progressive is also referred to as the ‘continuous’.]

The present and past perfect progressive. The first question is whether the verbs in the examples are present or past. The first word in the verb of sentence 7 is has, a present tense verb, so the whole verb is ‘present’. The first word in the verb in sentence 8 is had, a past tense verb, so the whole verb is ‘past’.

7. The company has been studying the problem.
8. The company had been studying the problem until recently.
The second question is whether the verb is perfect; that is, does it have some form of *have* followed by a past participle? The answer, of course, is yes. The third question is whether the verb is progressive; that is, does it have some form of the verb *be* followed by the *-ing* form of the verb? The answer, again, is yes. Thus, 7 is present perfect progressive and 8 is past perfect progressive.

**Note on the “future.”** Although this book does not treat English *has* having a separate future tense, verbs with *will* or with *be going to* certainly indicate future time, for example, *He will finish soon* and *He is going to finish soon* certainly talk about what will happen in the future. Thus, verbs with either of these will sometimes be labelled as “future,” not because they constitute a future tense but because they refer to future time.

In fact, this practice of distinguishing between tense and time will not be restricted to our dealings with the future. In dealing with both the past and the present, we will sometimes encounter past tense forms referring to present time and present tense forms referring to future time. Discuss of this, however, is best left to later.

**EXERCISE 4.2: TENSE-ASPECT LABELS.**

Provide the tense-aspect labels for the verbs in the following sentences.

1. *Are* you still *working* there?  _________________________
2. Marcel *has been staying* there.  _________________________
3. Bill *has n't been* happy, but...  _________________________
4. Sam *was sleeping* for a while.  _________________________
5. *Did* you *start* practicing yet?  _________________________
6. *Has* he *taken* care of it?  _________________________
7. *Are* you *studying*?  _________________________
Chapter 4: Tense-aspect labels: some examples

8. *Had* Sharon *been working* there? _______________________

9. Good food *is* always popular. _______________________

10. *Did* Graham *eat* all the ice cream? _______________________

**EXERCISE 4.3: TENSE-ASPECT LABELS.**

Provide the tense-aspect labels for the verbs in the following sentences.

1. *Do* you still *play* basketball? _______________________

2. Bill *plays* the piano but badly. _______________________

3. Horatio *is* n't home yet. _______________________

4. *Are* you *cooking* tonight? _______________________

5. Who *did* you *have* solving it? _______________________

6. Sharon *has been figuring out* a solution. _______________________

7. *Had* he *completed* the work yet? _______________________

8. *Is* Sharon *going to play* the tuba? _______________________

9. Food always *tastes* good to me. _______________________

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10. *Is* the cat or Marilyn *singing*? __________________________

**Exercise 4.4: Tense-aspect labels.**

Provide the tense-aspect labels for the verbs in the following passage. Answers to this exercise are found after Exercise 4.

**Part I.**

The strengthening of her intimacy with Miss Haddie (1) was the first of the many changes brought to Miriam by Julia Doyle. At the beginning of the spring term her two room mates (2)*were transferred* to Julia's care. The two back rooms (3)*became* a little hive of girls over which Julia (4)*seemed* to preside. She (5)*handled* them all easily. There (6)*was* rollicking and laughter in the back bedrooms, but never any sign that the girls were 'going too far,' and their escapades (7)*were* not *allowed* to reach across the landing. Her large front room (8)*was,* Miriam realized as the term went on, *being* secretly and fiercely *guarded* by Julia.¹

1. __________________________ 5. __________________________
2. __________________________ 6. __________________________
3. __________________________ 7. __________________________
4. __________________________ 8. __________________________

¹. The verb here is *was being guarded*.
The fabric of the days, too, (9) **had changed**. All day—during the midday constitutional when she often (10) **found** Julia at her side walking in her curious springy lounging way and took the walk in a comforting silence resting her weary throat, during the evenings of study and the unemployed intervals of the long Sundays—Julia (11) **seemed** to come between her and the girls. She (12) **mastered** them all with her speech and laughter. Miriam (13) **felt** that when they were altogether Julia (14) **was** always in some hidden way on the alert. She never (15) **jested** with Miriam but when they (16) **were** alone and rarely then. Usually she addressed her in a low tone and as if half beside herself with some over-powering emotion. It was owing, too, to Julia's presence in the school that an unexpected freedom came to Miriam every day during the hour between afternoon school and tea-time.

**EXERCISE 4.5: TENSE-ASPECT LABELS.**

Provide the tense-aspect labels for the verbs in the following passage.

Part II.

At first she (1) **went** into the park every day. It (2) **was** almost empty during the week at that hour. The cricket green (3) **was** sparsely **decked** with children and their maids. A few strollers (4) **were left** along the popular avenue and round the asphalt-circled lake; but away on the further slopes usually avoided in the midday walk because the girls found them oppressive, Miriam (5) **discovered** the solitary spring air. Day by day she went as if by appointment to meet it. It was the same wandering eloquent air she (6) **had known** from the beginning of things. Whilst she walked along the little gravel pathways winding about over the clear green slopes in the flood of afternoon light, **it stayed with her.** The day she (7) **had** just **passed** through (8) **was touched** by it; it added a warm promise to the hours that lay ahead—tea-
time, the evening’s reading, the possible visit of Miss Haddie, the quiet of her solitary room, the coming of sleep.

1. _____________________ 5. ____________________________
2. _____________________ 6. ____________________________
3. _____________________ 7. ____________________________
4. _____________________ 8. ____________________________

One day she (9) left the pathways and strayed amongst pools of shadow lying under the great trees. As she approached the giant trunks and detail of their shaped and colour grew clearer her breathing (10) quickened. She felt her prim bearing about her like a cloak. The reality she (11) had found (12) was leaving her again. Looking up uneasily into the forest of leaves about her head she found them strange. She walked quickly back into the sunlight, gazing reproachfully at the trees. There they were as she (13) had always known them; but between them and herself was her governess's veil, close drawn, holding them sternly away from her. The warm comforting communicative air (14) was round her, but she could not recover its secret. She (15) looked fearfully about her. To get away somewhere by herself every day would not be enough. If that was all she could have, there would come a time when there would be nothing anywhere. For a day or two she (16) came out and walked feverishly about in other parts of the park, resentfully questioning the empty vistas. One afternoon, far away, but coming towards her as if in answer to her question, was the figure of a man. If he would come straight on and, understanding, would walk into her life and she could face things knowing that he was there, the light would come back and would stay until the end—and there would be other lives, on and on. She stood transfixed, trembling. He grew more and more distinct and she saw a handbag and the outline of a bowler hat; a North London clerk hurrying home to tea. With bent head she turned away and dragged her shamed heavy limbs rapidly towards home.

9. _____________________ 13. ____________________________
10. _____________________ 14. ____________________________
Finite verbs, infinitives, and non-finite verb forms

Verbs with a tense. Most of the verbs we have looked at so far are finite verbs, that is, they have a tense. These verbs are termed finite because the first word of the verb can be labelled past, present, or future. Note that the word finite means ‘limited in time’, that is, finite means that the verb has a tense.

Verbs without a tense. There are two types of verb forms without a tense: infinitives and non-finite verb forms. Notice that both terms essentially mean ‘not tensed’. The in-infinitive means ‘not’, just as the non- in non-finite does. So the question is what is the difference between these two?

The infinitive is the easiest of the two to identify. Infinitives are composed of the word to plus a verb.

to work
to have worked
to be tricked

The word after the to in these infinitives does not have a tense, that is, it is not labelled past, present, or future. Infinitives can, however, be perfect or progressive (or, passive); for instance, the second example is perfect, while the third is passive.

The non-finite verb forms are those remaining verb-like forms that cannot be labelled past, present, or future.

Having gone to the party, Rachel…
Driven beyond endurance, the runner…
**Having gone** is a non-finite verb form, because **having** cannot be labelled past, present, or future. However, the whole form can be labelled perfect, because it has a form of **have** followed by a past participle. Like **having gone**, the word **driven** is a non-finite verb; it does not have a tense.

**EXERCISE 4.6: FINITE VERBS, INFINITIVES, AND NON-FINITE VERB FORMS.**

Label the italicized verb forms as finite, infinitive, or non-finite. You have dealt with some of these examples in earlier exercises.

a. Napoleon (1) **approved** of this poem and (2) **caused** it (3) **to be inscribed** on the wall of the big barn, at the opposite end from the Seven Commandments.
b. The animals' blood (4) **boiled** with rage when they heard of these things (5) **being done** to their comrades, and sometimes they (6) **clamoured** (7) **to be allowed** (8) **to go out** in a body and attack Pinchfield Farm, drive out the humans, and set the animals free.
c. So far from (9) **being decorated**, he had been censured for (10) **showing** cowardice in the battle.

1. _____________________ 6. ____________________________
2. _____________________ 7. ____________________________
3. _____________________ 8. ____________________________
4. _____________________ 9. ____________________________
5. _____________________ 10. ____________________________

**EXERCISE 4.7: FINITE VERBS, INFINITIVES, AND NON-FINITE VERB FORMS.**

Label the italicized verb forms as finite, infinitive, or non-finite. You have dealt with some of these examples in earlier exercises.
The old lawyer (1) **liked** the new contract and (2) **arranged** for a letter of dismissal (3) **to be sent** by mail to all the younger lawyers in the firm. The younger lawyers (4) **protested** at (5) **being told** by mail, rather than in person. They (6) **requested** (7) **to be allowed** (8) **to talk** to the firm's head in person. Rather than (9) **being** successful in their protest, they were only further criticized for (10) **doing** such poor work.

1. ___________________________ 6. ___________________________
2. ___________________________ 7. ___________________________
3. ___________________________ 8. ___________________________
4. ___________________________ 9. ___________________________
5. ___________________________ 10. ___________________________

**Tense labels vs. tense uses.** In this chapter we learned how to label English verbs, but a label or a name is not an explanation. There is a significant and important difference between the name of a tense and a description of what the tense is used for.

This chapter concerned itself with learning what the names of the tenses are; the next chapter deals with what the tenses are used for. That is, the following chapter deals with what the basic verb tenses are used to express.

**Terms**

To check yourself, see if you can briefly describe each of the following terms and illustrate it in a phrase or sentence (underlining the relevant part).

helping (or auxiliary) verb
principal parts

\[
\begin{array}{ll}
go & \text{present} \\
went & \text{past} \\
\text{gone} & \text{past participle}
\end{array}
\]

weak verbs (or, regular)
strong verbs (or, irregular)

progressive participle

aspect:

perfect
progressive

tenses:

\[
\begin{array}{lll}
\text{present} & \text{present perfect} & \text{present perfect progressive} \\
\text{past} & \text{past perfect} & \text{past perfect progressive}
\end{array}
\]

finite verbs
non-finite verbs
infinitives
Some Teaching Notes

Total Physical Response

The section on Total Physical Response [=TPR] is included here because of the way verbs can be taught using it. In using TPR, the teaching of tenses would usually be integrated into a broader series of lessons; for this reason, it is also presented here integrated into a larger series of lessons. However, if your only interest is in the use of TPR to teach tenses, you can go immediately on to that section.

Total Physical Response: Listening. Quite early in their experience, most teachers come in contact with Total Physical Response—the method in which teaching is done through means of commands. A possible sequence of such orders might involve the following:

“Washing Your Hands”

1. Stand up.
2. Go to the sink.
3. Turn on the water.
4. Pick up the soap.
5. Wash your hands. {Draw a bar of soap,}
6. Put down the soap. a towel, and a sink and faucet
7. Turn the water off. on the board
8. Pick the towel up.
9. Dry your hands.
10. Return to your seat.
11. Sit down.

[Adapted from Elizabeth Romijn and Contee Seely's delightful little book Live Action English for Foreign Students. ]
If the classroom has a sink, a bar of soap, and a towel, no further props are needed; if the classroom does not have these things, simply draw them on the board, and have the students do a little acting.

Note: If you draw very, very badly, try to draw them anyway, and then write the word soap next to your attempt at drawing a bar of soap, write the word towel next to your attempt at drawing a towel, and write the word sink next to your attempt at drawing a sink and faucet. Why not? Sooner or later, the students will realize that you aren't another Picasso, anyway. Your lack of artistic talent will only make you seem more human to them.

Typically, the sequence of actions is given orally and then individual students carry out the commands. The first couple of times the commands are given to a student, they probably should be given in order. It is also seldom necessary to correct the students for the rest of class usually does the correction. Once the sequence of commands has been carried out several times, a little humor can be injected by playing with the sequencing a little:

1. Stand up. [up]
   Sit down. [down]
   Stand up. [up]
   Sit down. [down]
   etc.
2. Go to the sink.
3. Turn on the water.
   Turn off the water.
   Sit down. (Presumably on the floor!)
   Stand up.
   Turn on the water.
4. Pick up the soap.

Playing with the commands accomplishes two things: first, and probably most important, it provides a little humor and entertainment, and, second, it makes it impossible for a student to just remember the sequence. It is impossible to follow this sort of chain of commands without understanding the meaning of the words. At the beginning levels, TPR is listening comprehension at its best.
Grammatical note: This particular series of commands involves a number of verbs that are followed by movable particles. That is, the two sentences *Turn on the water* and *Turn the water on* differ only slightly in emphasis, but in the first the word *on* occurs before *the water* and in the second the word *on* occurs after *the water*.

**Reading, and Speaking, and Listening: Playing Robot!** By choosing one student to be the robot—the one who obeys the commands, and another student to be the one who gives the orders, some speaking and some reading can be added to the listening. The student chosen to issue the commands is given a piece of paper with the commands written on it. One student gives (reads) the commands, the “robot” obeys the commands, and the rest of the students listen. “Robot” is only a minor variant, with the extra interest supplied by the fact that one student is being “commanded” by another. One variant popular with American school children is with the teacher being the robot; this variant is particularly fascinating for very young children.

**A Reading Variant:** A reading variant can be done with the commands either written on wide strips of paper or with the various commands written haphazardly on the board or placed in a substitution table. The commands are then pointed to, and the robot obeys.

<table>
<thead>
<tr>
<th>Sit</th>
<th>down.</th>
<th>Stand</th>
<th>up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn</td>
<td>the water</td>
<td>Put</td>
<td>on.</td>
</tr>
<tr>
<td>Put</td>
<td>the towel</td>
<td>Pick</td>
<td>down.</td>
</tr>
<tr>
<td>Pick</td>
<td>the soap</td>
<td></td>
<td>off.</td>
</tr>
<tr>
<td>Dry</td>
<td>your hands.</td>
<td>Wash</td>
<td>up.</td>
</tr>
<tr>
<td>Wash</td>
<td>to your seat.</td>
<td>Return</td>
<td></td>
</tr>
<tr>
<td>Return</td>
<td>to the sink.</td>
<td>Go</td>
<td></td>
</tr>
</tbody>
</table>
It is interesting that, assuming that the students are all paying attention, the students watching learn at least as much if not more than those actually carrying out the commands.

**Tenses with TPR:** Unfortunately, it is often concluded that the simple things we have done so far are essentially all that TPR is good for. TPR can be used to teach a variety of complex lessons. For instance, once the class is thoroughly familiar with the actions involved in one set of the basic commands, it is relatively easy to adapt the process to teaching tenses. The series of commands is written on a cue card. The cue card is handed first to one student, who silently reads and carries out the series of command, and then to another, and then to another. At this point, the class has seen three students in a row receive the same cue card and then perform the same series of actions. Now here, both the future and the past can be easily taught.

**For teaching the future:** Having quietly told the student not to do anything, pass the cue card to a fourth student. Everyone in class is now anticipating the upcoming series of actions, so questions like the following are quite natural:

**Teacher questions:**

**Student answers:**

1. What will she do?  1. She will...[stand up].
2. What will she do next?  2. She will ...[go to the sink].
3. etc.

Grammatical note: It is normal to pronounce the word *will* in this context as a contraction but to write it as a full word. If the teacher normally pronounces such forms as contracted, the simplest and most useful procedure is for the teacher to continue to pronounce it as *She'll...* but at the same time to spell it as *She will...*. Although teachers sometimes fear that this will cause the students difficulties, in actual practice it seldom does.

**For teaching the past:** For teaching the past, the set-up is much the same. Again three students in a row perform actions, and again the cue card is handed to a fourth student (with instructions not to do anything). Instead of asking what the fourth student will do, however, the teacher points at the first student to perform and asks:
Teacher questions: Student answers:

1. What did she do? 1. She [stood up].
2. What did she do next? 2. She [went to the sink].
3. etc.

For eliciting the imperative or command form: It is also possible to simply ask, “What does it say on the card?” This technique should elicit the commands from the students.

Whether a teacher does one of these, two of these, or all of these depends upon how much time is being devoted to the activity and on the level of ability of the class.

TPR as a Listening Comprehension Check: Obviously, TPR is not limited to teaching the comprehension just of commands. An artificial but nonetheless effective device is to combine commands with other more complex constructions, for example, When Abdul gets to the door, raise your left hand, If Disneyland is in Malaysia, touch your nose, and so on. There are several advantages to this type of activity: First, to respond correctly the student has to understand the sentence, so the students are motivated to try to understand. Second, the teacher gets instant feedback on whether the students understand. And, last but not least, it can be a fun activity with a nice pace.

Note: Until you have some experience, write out at least some of your examples ahead of time. Such examples are much more difficult to invent on the spot than they might appear.

Answers to Exercise 4.1:

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to _____</td>
<td>Yesterday, I ____</td>
<td>I have ____</td>
</tr>
<tr>
<td>walk</td>
<td>to walk</td>
<td>walked</td>
</tr>
<tr>
<td>find</td>
<td>to find</td>
<td>Yesterday, I found…</td>
</tr>
<tr>
<td>string</td>
<td>to string</td>
<td>Yesterday, I strung…</td>
</tr>
<tr>
<td>speak</td>
<td>to speak</td>
<td>Yesterday, I spoke…</td>
</tr>
<tr>
<td>grow</td>
<td>to grow</td>
<td>Yesterday, I grew…</td>
</tr>
</tbody>
</table>
see to see
run to run
let to let

Yesterday, I saw… I have seen…
Yesterday, I ran… I have run…
Yesterday, I let… I have let…

Answers to Exercise 4.2:

1. present progressive
2. present perfect progressive
3. present perfect
4. past progressive
5. past
6. present perfect
7. present progressive
8. past perfect progressive
9. present
10. past

Answers to Exercise 4.3:

1. present tense
2. present tense
3. present tense
4. present progressive
5. past tense
6. present perfect progressive tense
7. past perfect tense
8. present progressive tense
9. present tense
10. present progressive tense

Note that the *do* is the verb in the present tense.
The *-s* on the end of the verb is irrelevant to tense.
The negation (*-n’t*) is not relevant to tense.
Note that the *did* is the verb in the past tense.
For some reason, the *out* of the verb *figure out* bothers some students.
In this sentence, the present progressive of ‘go’ marks the future. Thus, alternatively, we might think of this as the future marked by ‘go’.
The fact that the two parts of the verb are separated sometimes bothers students.

Answers to Exercise 4.4:

1. past
2. past (passive)*
3. past
4. past
5. past
6. past
7. past
8. past
9. past perfect
10. past
11. past
12. past
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5. past
6. past
7. past (passive)*
8. past progressive (passive)*

*As you have not yet been introduced to the passive, you are not expected to have included (passive) in your own answers.

Answers to Exercise 4.5:

1. past tense
2. past tense
3. past tense (passive)
4. past tense (passive)
5. past tense
6. past perfect tense
7. past perfect tense
8. past tense (passive)
9. past tense
10. past tense
11. past perfect tense
12. past progressive tense
13. past perfect tense
14. past tense
15. past tense
16. past tense

Answers to Exercise 4.6:

1. finite
2. finite
3. infinitive (passive)*
4. finite
5. non-finite (passive)*
6. finite
7. infinitive (passive)*
8. infinitive
9. non-finite (passive)*
10. non-finite

*As you have not yet been introduced to the passive, you are not expected to have included (passive) in your own answers.

Answers to Exercise 4.7:

1. finite
2. finite
3. infinitive (passive)*
4. finite
5. infinitive (passive)*
6. finite
7. infinitive (passive)*
8. infinitive
4. finite
5. non-finite (passive)*
9. non-finite
10. non-finite

*As you have not yet been introduced to the passive, you are not expected to have included (passive) in your own answers.