

**TEACHING TENSES TO INDONESIAN STUDENTS**

A Thesis

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In Partial Fulfilment

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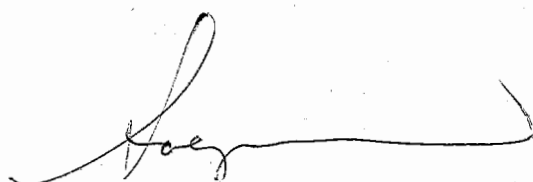
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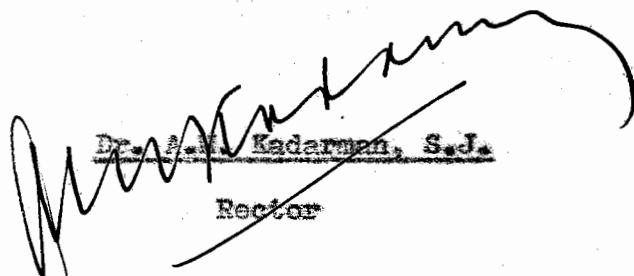
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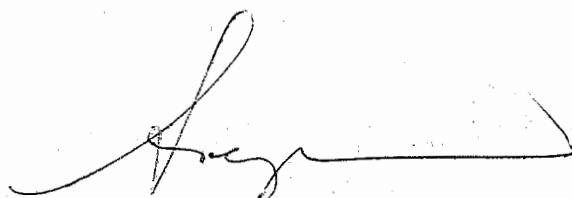
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## INTRODUCTION

Tenses are a very important feature in teaching English. But often, teaching tenses is one of the most difficult tasks in the process of teaching English to Indonesian students. Since there is a great difference between the system of the English tenses and that of the Indonesian tenses, many problems usually arise in learning them. The English tenses are completely new and unfamiliar to Indonesian students as well as being much more complicated; therefore it usually requires a great amount of effort to really understand and use them.

An English teacher must have not only a complete knowledge of English tenses, but he must also know how to use them. He must be able to help the students to understand the tenses and use them in speaking. Very often students know the patterns but they cannot use them in communication. They are often confused as to how to use the correct tense when they want to express something. In order to get used to the new tenses, the students have to practice a lot. The correct use of tenses is a matter of habit and not a matter of knowledge or information. Actually well formed habits in the proper use of English tenses are more important than just the knowledge of them. It is not enough just knowing the patterns by heart, but the students must also know how to use them correctly in communicating with people.

In terms of the problems arising in teaching tenses to Indonesian students, this thesis deals with the various techniques used in teaching tenses in English. Teaching tenses consists of teaching forms and content. Forms include: the positive,

negative, interrogative and the negative-interrogative form, whereas content deals with the meaning.

Some teaching techniques are suggested in this thesis, namely: giving examples, demonstration (when it is possible), using pictures (when it is possible), contrast and comparison, presenting dialogues and short passages and question-answer activities (oral activities).

This thesis also includes some examples of exercises that can be used to help the students to understand and use the various patterns.

After observing the teaching of tenses in some English classes, the writer has come to various conclusions. In this thesis she would like to discuss several principles that are important in teaching tenses; namely:

1. Attractive presentation.
2. Limited materials.
3. Teaching both the form and the content.
4. Including written as well as oral exercises.
5. Grading and spacing out of teaching tenses.

1. Attractive presentation

Attractive presentations are very important in teaching. It helps to make the students more interested in the subject and more enthusiastic in learning it. In other words, their motivation to learn English is often strengthened. The teacher must be able to create a lively and warm atmosphere in his class, otherwise the class will be dull and boring. He must be creative

in giving examples, using teaching techniques and presenting the materials. He should know his students personally (their ability, interests, backgrounds, handicaps, etc.) and be able to communicate with them, so that each member of the class will feel involved in the activities. He should also pay special attention to those who are slow in understanding and constantly encourage them. He should be able to vary the learning activities, and make them as interesting as possible.

## 2. Limited materials

Since we know that teaching tenses is difficult, we should try to simplify the procedure, and in doing so, greatly reduce the learning difficulties. One of the factor that cause teaching tense to be difficult is the use of certain materials. In English the field of tenses is very broad, it includes many uses. One tense may have more than one meaning. Tenses are also flexible, one tense sometimes overlaps with another tense in its use. This, of course, will confuse the students as to which tense should be used.

In teaching tenses, especially for beginners, the materials should be limited and simplified. Remember that a good beginning is an easy beginning, so that the students will not have the impression that tenses are difficult. A difficult beginning will weaken their desire to learn English.

Materials that have been carefully planned and selected will be very helpful to both the teacher and the students. In teaching tenses, it is important to limit the meanings of the tenses. For example, the simple present tense has several meanings. It is not necessary to teach all the meanings at once to beginners, but it is better to select the most important and the most common meanings of the tense to be taught first.

### 3. Teaching both the form and the content

In teaching tenses, some teachers put more emphasis on the form rather than on the meaning, especially when they teach the negative and interrogative forms. For example, in giving exercises, they usually ask the students to change the form of the positive into the negative or interrogative, without considering the change in meaning. When the form is changed, the meaning is usually changed, too. But some teachers do not pay enough attention to this. The students are asked to add NOT after TO BE or HAVE or to change the position of BE or HAVE to the beginning of the sentence, but the teacher does not point out the change in meaning.

They usually give the exercises in the following way:

#### Change these sentences into negative sentences

- a. They work in the rice-field.
- b. She plays the piano in the afternoon.
- c. ....

#### Change these sentences into interrogative sentences

- a. It rained hard yesterday.
- b. We went home early.
- c. ....

If the teacher gives this kind of exercises, the students will just practice the changing of the form, but they do not pay attention to the changing of the meaning. In order to assist the students in learning both the form and the meaning, the students can be given exercises in which they must make new sentences with new form and meaning.

The teacher can give the exercises in the following way:



Give a negative response to each of the following sentences

Example: They work in the rice-field.

Response: They don't work at home.

- a. She plays the piano in the afternoon.
- b. I usually spend the vacation in Bali.
- c. ....

Give an interrogative response to each of the following sentences

using TO BE GOING TO

Example: Mary is visiting the museum.

Response: Is she going to visit her grandma tomorrow?

- a. John is playing football.
- b. Father is repairing his car now.
- c. ....

4. Including written as well as oral exercises

Some English classes are passive and dull, because the exercises are all written and the students do not have a chance to practice speaking English. Oral activities are very important in teaching and can be quite advantageous too, namely:

- a. The students have an opportunity to use the tenses orally, they are forced to use the tenses actively. Fluency of any given language is measured by one's ability to speak it. The students should improve their ability to ask and answer questions as well as to make statements. If they do not try to speak it and just do the written exercises, they will understand the language passively. That is why question-answer activities are really needed from the beginning.
- b. As we know, because of the linguistic differences, Indonesian students tend to omit several sounds in English. For example, the sound s after the third person singular in the simple

present tense. For the students, HE WALK is not any different from HE WALKS, although they use s in the written exercises. However, in English the phrase HE WALK has no meaning. The sound s is very important. They must be able to pronounce s after the verb when the subject is in the third person singular. With frequent use of oral activities, the students will become more used to the English sound that do not exist in their mother tongue.

- c. If all exercises are written, the class will be monotonous. But if oral activities are done, the class will become more lively because everyone feels involved in the activities. The students will pay more attention to the lesson and try harder to use the proper tenses. In addition, it will be easier for the teacher to correct both their grammatical and pronunciation mistakes.

Oral activities are most successfully done when the class is not very big. The ideal group consists about eight to ten people. When the class is too big (like most classes in Indonesian schools) oral activities are difficult to handle.

##### 5. Grading and spacing out of teaching tenses

English tenses can be taught as soon as the students begin to learn English. The teacher should start with the simplest and the easiest tense. The materials should be graded from the simplest to the most difficult. Beside grading, the teacher should also keep a reasonable distance of time between one tense and the next, to give the students time to get used to a given tense before they continue with a new one.

### The writer's conclusion

Another problem arises in deciding the sequence or order of teaching tense, which tense should be taught first, and which tense to follow. Different grammarians hold different theories about this, some prefer the simple present tense to start with and some prefer the present continuous tense. A.S. Hornby, for example, in his book The Teaching of Structural Words and Sentence Patterns starts with the present continuous tense. He suggests to keep back the simple present tense until after the past and future tenses have been presented. He says: "This tense (the simple present tense) covers the past, present and future time". When we say, 'Mr Jones writes books' this statement is not limited to the present. Mr Jones has already written books and will presumably continue to write books in the future. By presenting the past and the future tenses before the simple present tense, the procedure of teaching the simple present tense will be easier. The Indonesian Ministry of Education and Culture's publication for SMA entitled Students' Book starts teaching tenses with the past tense and then progresses on to the present and the future tenses.

In conclusion, the writer would like to put forward for consideration the following sequence in the teaching tenses:

1. The present continuous tense.
2. The simple future tense using TO BE GOING TO.
3. The simple present tense.
4. The simple past tense.
5. The present perfect tense.
6. The simple future tense using SHALL/WILL
7. The past continuous tense.
8. The present perfect continuous tense.

9. The past perfect tense.
10. The future continuous tense.
11. The past perfect continuous tense.
12. The future perfect tense.
13. The future perfect continuous tense.

The sequence was chosen after considering the following items: 1. the frequency of the tense.

2. the complexity of each tense.

3. the relationship of one tense with another.

Based on the writer's experience and study in teaching tenses in some English classes, it has been proved that the above sequence is more efficient and has more successful results. The writer is sure that it offers a viable alternative and promises new possibilities in the field of teaching tenses. The writer also hopes her proposal will open a new avenue for academic discussion in English teaching as a foreign language.

## CHAPTER I TENSES FOR BEGINNERS

### A. THE PRESENT CONTINUOUS TENSE

It is sometimes confusing which should be taught first, the simple present tense or the present continuous tense. There is no uniformity in SMP and SMA which one to be taught first. Some teachers prefer to teach the simple present tense first for some reasons, others prefer the present continuous tense for some other reasons.

The writer tends to choose the present continuous tense to be the first tense for the students to know for these reasons:

1. The pattern Subject + to be + verb-ing is not difficult for the students to learn. First, because they must be already familiar with TO BE: IS, AM, ARE for these finite verbs are usually presented at the beginning when they start learning English. They are able to use IS, AM, ARE correctly. Secondly, the -ING form of the verb is regular, except that in writing the g must drop when the word ends with g (make-making, type - typing).
2. The present continuous tense is simpler than the simple present tense, both the form and the meaning.

The form: In the present continuous tense, in order to form the negative, NOT is added after TO BE. The interrogative form is formed with the inversion of TO BE and the subject. It won't be difficult for the students to form these forms since they know already how to use TO BE. Whereas to form the negative and interrogative form of the simple present tense the students are required to learn the complicated DO/

DOES, to omit the g and use the infinitive, which should be done automatically.

The content: the content of the simple present tense is larger and more complicated than that of the present continuous tense because it includes habitual actions, general truth, conditions, etc., while the present continuous only includes actions done at the moment and definite future arrangement.

- B. The present continuous tense is easier and more practical to present through activities and demonstrations, so that it can be linked directly with its use.

In teaching the first tense the teacher must be careful to select the verbs used in introducing the tense, because some verbs may cause troubles for the students to understand the new tense.

Some verbs are not normally used in the continuous form, they are:

1. verbs of senses: see, hear, smell, recognize, notice, etc.
2. verbs of emotion: want, like, care, hate, etc.
3. verbs of thinking: understand, know, suppose, believe, forget, remember, etc.
4. verbs of possessing: own, belong, possess.

However, there are some exceptions to the rules above:

Verbs implying deliberate use of the tense can be used in the continuous, for example LISTEN, LOOK, WATCH are deliberate actions; SMELL can be deliberate, though it is usually involuntary.

Compare: Don't make a noise, he is listening to the radio.

I hear the bell.

LOOK is normally used with a stationary object.

WATCH is used when there is a movement, or when the movement is expected. It normally implies that the observation continues for some time.

In introducing the first tense for the first time, the teacher has to select verbs carefully. Some verbs like GIVE and SHOW are better to be postponed otherwise they will confuse the students because they include two patterns:

1. Subject + to be + verb-ing + direct object + to + pronoun

He is giving the book to his friend.

2. Subject + to be + verb-ing + indirect object (pron.) + direct o.

I am showing my friend my picture.

It is hard for beginners to know these patterns at once. Besides, they have to know objective pronouns first. So it is better not to use these two words at the beginning. Suitable verbs to be used are WALK, OPEN, CLOSE, TOUCH, LIFT, PUSH, WRITE and CLEAN. These words are easily demonstrated and by using them the teacher can introduce one simple pattern and then develop it into a larger one, for example:

Introduce the pattern: subject + to be + verb-ing.

The teacher is writing.

Develop the pattern into: subject + to be + verb-ing + direct object.

The teacher is writing a letter.

or: subject + to be + verb-ing + adverb phrase.

The teacher is writing on the blackboard.

or: subject + to be + verb-ing + direct object + adverb phrase.

The teacher is writing his name on the blackboard.

In terms of its content, the present continuous tense has two meanings, namely:

1. indicating an action happening now.
2. indicating a definite arrangement in the near future.

In terms of its form, the present continuous tense has positive, negative, interrogative and negative-interrogative form. The last one is not very often used, but the teacher can introduce it to the students.

#### TEACHING TECHNIQUES

##### Teaching the positive form and the common meaning

At first, the teacher presents several examples:

She is walking.

We are studying.

I am reading.

The teacher explains that the present continuous tense is used to indicate an action which is happening now. The examples above show that the actions are happening now. The actions of walking, studying and reading are happening now.

Now ask the students to observe the form of the examples above and challenge them to make the basic pattern: subject + to be + verb-ing.

In order to make the meaning and the form clear to the students, the teacher can use several techniques, like demonstration, using visual aids and giving a short passage, and at the same time he develops the pattern by using a direct object, indirect object or an adverb phrase.



## 1. Demonstration

a. First, the teacher tells what some people are doing in the classroom, for example: We are studying English.

You are listening to me.

I am standing in front of the class.

You are sitting at your desk.

Jack is looking at his book, etc.

b. The teacher performs an action and tells the action in the present continuous tense, for example he is doing the action of writing: "I am writing my name".

Then he does some other actions, like: I am opening the door.

I am pushing the chair, etc.

c. The teacher asks a student to come in front of the class and tells him to do something. While he is doing the action, the teacher says it in the present continuous, for example:

Teacher: John, look at the picture! While John is doing the action, the teacher says: John is looking at the picture.

Teacher: Lift the chair, please!

He is lifting the chair, etc.

d. The teacher performs some actions and asks the students to guess and say them in the new tense, or asks one student to perform an action and asks the others to guess.

## 2. Visual aids are preferable

Pictures and slides will make teaching more interesting.

If slides are not available, the teacher can make simple pictures, but they have to convey the meaning clearly. Ask the students to say something about the slides or pictures, for example:



John is crying.



Mary is wearing a hat.

### 3. Giving a short passage

It is a fine day. There are some clouds in the sky, but the sun is shining. Mr Jones is with his family. They are walking over the bridge. There are some boats on the river. Mr Jones and his wife are looking at them. Sally is looking at the big ship. The ship is going under the bridge. Tim is looking at the airplane. The aeroplane is flying over the bridge.

After reading the passage, discuss it together with the students. Ask them to recognize the use of the present continuous tense.

The teacher does not have to use all the techniques, but he may choose one or two of them which are suitable for the students. But he has to explain to them that although verb-ing is regular, there are still some exceptions in the written form:

a. When the verb ends in a single e, this e is dropped before -ing.

make - making

shine - shining

love - loving      but    see - seeing

b. When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before -ing.

run - running

hit - hitting

Verbs of two or more syllables whose last syllable contains

only one vowel and ends in a single consonant, double this consonant

if the stress falls on the last syllable.

Example: begin - beginning.

Exception of the oral form: climbing /klaɪmɪŋ/. The sound /b/ is silent (there are some other words included in this exception, but they are not needed by beginners).

#### Teaching the second meaning

The present continuous tense is also used to indicate a definite arrangement in the near future. The most usual way to express one's immediate plan, for example:

I am leaving for Jakarta tomorrow (it will be done tomorrow, but my plan is definite).

I am coming back this afternoon.

My father is coming home this afternoon.

Beside presenting loose sentences, the teacher can tell his plan by using this tense:

"I am very tired. Tonight I am just staying at home and maybe I am playing cards with my friends. My brother is leaving for Jakarta at 8 and my sister is doing her homework".

#### Teaching the negative and interrogative form

When the students already know the meaning of the positive form, it is not difficult to teach the negative and interrogative forms.

To teach the negative, the teacher can contrast it to the positive form, and combine them in one sentence so that it includes both meanings:

I am waiting for Mary, I am not waiting for you.

The children are eating hot-dogs, they are not eating sandwiches.

The boy is drinking milk, he is not drinking tea.

The students notice that NOT is added after TO BE. They can also see the negative meaning from the examples above.

To demonstrate this form, the teacher can perform an action and says something about it:

The teacher is sitting on a chair: I am not sitting on the table.  
 or I am not writing on the black-board.

He points at a student and says: Harry is not crying  
 or Harry is not sleeping.

To practice the negative form, the students are asked to give a response to the teacher's statement, for example:

Teacher: My brother is reading a book at the moment.

Student: He is not sleeping.

Teacher: My mother is cooking fish today.

Student: She is not cooking nasi goreng.

etc.

To teach the interrogative, the teacher can contrast it to the positive form, and combine them into a question-answer so that both meanings are clear.

Are you reading a newspaper? No, I am reading a novel.

Is she watching the children? No, she is telephoning her friend.

Are they studying? No, they are playing cards.

The students notice that in order to form the interrogative, TO BE is placed at the beginning of the sentence. They can also guess the meaning from the examples above.

To make the meaning clear, the teacher can demonstrate an

action and ask the students to give a response:

Am I touching the wall?

Am I sitting on the table?

Is John crying?

Are Jack and Betty eating peanuts?

The students may give a response in positive or negative:

Yes, you are touching the wall, or No, you are not touching the

wall, you are touching the desk.

Now since the students know the negative and interrogative form, they can try to perform a question-answer activity among themselves:

Student1: Are you studying English?

Student2: Yes, I am.

No, I am studying mathematics.

etc.

#### The negative-interrogative form

This form is not very often used. If the teacher thinks that it is necessary to introduce, he can do it, but if he this form is not very important, he does not have to teach it.

The teacher presents some examples:

Is he not working? or Isn't he working?

Are you not arguing with me? or Aren't you arguing with me?

This form is a combination of the negative and interrogative form. To explain the meaning, the teacher can use translation, for example: Bukankah dia sedang bekerja?

Bukankah kamu sedang mendebat saya?

### Giving exercises

Beside oral activities, written exercises are also important to make the pattern more established in the students' minds. These exercises below can be done orally or in writing.

#### 1. Multiple choice

The children (are, is, am) playing football.

The cat is (running, runing) after a mouse.

He is (swimming, swizing) in the river.

etc.

#### 2. TRUE or FALSE?

Peggy is bakeing a chicken pie.

He is putting on his coat.

etc.

#### 3. Substitution drills (oral)

They are waiting for John.

help ..... they are helping John.

Mary ..... Mary is helping John.

visit .....

etc.

#### 4. Give a response to the imperative sentences (oral + written)

Example: Open the window!

Response: She is opening the window.

Sweep the floor!

Make a sentence!

etc.

## B. THE SIMPLE FUTURE TENSE

### using TO BE GOING TO

Although there are two main ways of expressing futurity namely using SHALL/WILL and TO BE GOING TO, both of them do not have complicated patterns. Here the writer would like to suggest to present TO BE GOING TO form first, because after understanding the pattern subject + to be + verb-ing, it will not be difficult for the students to learn the new pattern subject + to be going to + verb infinitive. There will not be any serious problems in learning it.

### TEACHING TECHNIQUES

In teaching the simple future tense using TO BE GOING TO, the teacher can use all verbs, but he has to remember that it is not very usual to put the verbs GO and COME into this form.

Examples: I am going to go....

I am going to come ...

These two sentences are not usual, instead we generally say in the present continuous tense: I am going or I am coming.

#### Teaching the positive form and the meaning

First, the teacher presents several examples:

We are going to paint the house.

The teacher is going to read us a story.

I am going to see him this afternoon.

It is going to rain.

The teacher explains that TO BE GOING TO is used when we want to express one's intention to perform an action in the near

future. The intention is usually premeditated and has already been prepared before. We can use a time expression or not.

In order to explain the meaning and the use of TO BE GOING TO, the teacher can use these ways:

### 1. Contrastive technique

The simple future tense using TO BE GOING TO can be contrasted to the previous pattern, the present continuous tense. Combine the two patterns into one sentence, so that the difference is clear:

I am writing a letter now, I am going to post it this afternoon.  
The children are waiting for the bus, they are going to visit the  
museum.

Mother is going shopping, we are going to have a picnic tomorrow.

The teacher explains the difference between the two tenses:

I am writing now (the action is done at the moment).

I am going to post it this afternoon (the speaker has the intention to post the letter, and it is premeditated because the speaker is making the preparation: "I am writing a letter").

The children are waiting for the bus (the action is done now).

They are going to visit the museum (they have the intention to visit the museum and now they are making the preparation).

Mother is going shopping (the action is done now).

We are going to have a picnic (the speaker has the intention to have a picnic and now his mother is preparing it)

### 2. Demonstration

The teacher tells the class his intention and then performs



it. For example, he says: "I am going to write my name". Then he goes to the blackboard and writes his name on it and says: "I am writing my name now".

The teacher tells a student to do something, for example:

Teacher: Peter, come here! Clean the blackboard!

(to the class): What is Peter going to do?

He is going to clean the blackboard.

(To Peter): What are you going to do, Peter?

Student: I am going to clean the blackboard.

etc.

### 3. Presenting a dialogue

Fred : What are you going to do, George?

George: I am going to paint the bookcase.

Fred : What color are you going to paint it?

George: I am going to paint it pink.

Fred : Pink!

George: This bookcase is not for me. It's for my daughter, Susan.

Her favorite color is pink.

The teacher discusses the dialogue together with the students and lets them recognize the use of TO BE GOING TO in it. Then he can try to make a situational dialogue with them, he asks them one by one: "What are you going to do this afternoon, Jack?"

"What are you going to do after class, Ani?"

"What are you going to buy, Rita?"

etc.

TO BE GOING TO is also used to express the speaker's feeling of certainty of what is going to happen by seeing the present

indications. It is used in this sense without a definite time, but usually refers to the near future.

In order to explain the meaning, the teacher can present several examples: That boy is going to be sick, he is pale.

It is going to rain, look at those clouds.

He is very ill, I'm afraid he is going to die.

The teacher explains the meanings:

- The speaker is certain that the boy is going to be sick because he is pale (present indication).
- The speaker is certain that it is going to rain because there are clouds in the sky (present indication).
- The speaker is certain that the person is going to die, because he is very sick. (present indication).

Presenting a dialogue may help the students to understand the meaning:

Miss Lane: My dog is very sick. It is weak and it cannot eat.

I am afraid it is going to die.

Veterinarian: Let me see.

Miss Lane: What's the matter with my dog?

Veterinarian: Nothing serious. I am going to give it an injection.

It is going to be better soon.

#### Teaching the negative and interrogative form

It is not difficult to teach the negative and interrogative form of TO BE GOING TO because in fact the procedure is the same as that of the present continuous tense.

To teach the negative, the teacher can contrast it to the positive form and combine them into one sentence so that the difference can be seen clearly.

She is going to telephone her father, she is not going to telephone  
her friend.

We are going to do our homework, we are not going to play cards.

I am going to see Mr Smith, I am not going to see the headmaster.

To practice this form, the students are asked to give a  
response to the teacher's statement:

Teacher: He is going to see the film tonight.

Student: He is not going to visit his friend.

etc.

The teacher may add some situational statement, for example:

The weather is clear and the sun is shining. It is not going to  
rain.

It is not a good film. I am not going to see it.

etc.

To teach the interrogative, the teacher can also contrast  
it to the positive, combine them into a question-answer so that  
both meanings are clear:

Is she going to see the doctor? No, she is going to see the teacher.

Are they going to study tonight? No, they are going to see the film.

Are you going to work with Jim? No, I am going to work with my  
brother.

To practice this form, the teacher can make a question-answer  
activity, for example:

Teacher: Are you going to work after lunch?

Student: Yes/No, .....

Teacher: Is it going to snow this evening?

Student: Yes/No, .....

etc.

Now let them try to make a question-answer activity among themselves:

Student1: What are you going to do tonight?

Student2: I am going to.....

Where are you going to .....

Student3: I am going to .....

Are you going to .....

Student4: Yes/No, .....

etc.

### EXERCISES

#### 1. Substitution Drills

I am going to study tonight.

He ..... He is going to study tonight.

We ..... We are going to study tonight.

etc.

#### 2. Answer NO to the questions and add a statement using the word TOMORROW, for example: Is George studying?

No, he is going to study tomorrow.

Is Mr Miller playing tennis now?

Is Mary working in the garden now?

etc.

#### 3. There are three lists of words: the verb list, the noun list, and the time expression list. Ask the students to take one verb, one noun and one time expression and combine them into one sentence using TO BE GOING TO.

4. Make a response to each statement using the negative

Example: George is going to work tonight.

Response: He is not going to play cards.

We are going to fly to Jakarta.

The boy is going to take pictures.

etc.

5. Listen to the negative statement, and make a response with the interrogative.

Example: They are not going to see the film.

Response: Are they going to see the opera?

He is not going to be an engineer.

She is not going to attend the concert.

etc.

6. Substitution Table

A: When is he going to fly to Singapore?

B:

	first		January
	second		February
On the	third	of	March
	.....		.....





### TEACHING TECHNIQUES

In teaching the simple present tense, all verbs can be used, so the teacher does not need to select the verbs. The important thing is that the students must be able to distinguish the third person singular from the other persons and automatically add s after the verb. Time expression with every is necessary to use because it shows habitual meaning clearly.

#### Teaching habitual meaning and the positive form

At first, the teacher presents loose sentences of all persons.

I drink tea everyday.

He drinks tea everyday.

You drink tea everyday.

Tom drinks tea everyday.

My wife and I drink tea everyday.

Jane drinks tea everyday.

The children drink tea everyday.

The dog drinks milk everyday.

The teacher explains that the simple present tense is used to describe habitual activities. When we describe daily activities or what we usually do, we use this tense.

Let the students observe the form of the examples above.

The pattern is subject + verb-infinitive, but when the subject is the third person singular, the ending -s is added after the verb.

The teacher may give some more examples about the students' activities: We study English twice a week.

We go home at twelve o'clock.

Mary helps her mother on Sundays.

Mr Hardy rings the bell, etc.

Before the teacher goes further in using the verbs, he should teach the exceptions with the verbs ending in -s both in written

and oral form.

In written form, the ending -g has more allomorphs, namely:

1. It is written -es when the verb ending in ss, sh, ch, x, and z.

Examples: kiss - kisses            catch - catches  
               wash - washes            do - does

2. Verbs ending in y following a consonant, change y into i and add es.

Examples: carry - carries  
               hurry - hurries

Exceptions: play - plays  
               say - says

EXCEPTION: HAVE ( have + s = has)

I		he	
you		she	has
	have		
we		it	
they			

NOTE:

The morpheme s can be pronounced /s/, /iz/ or /z/ in oral form, but it is not necessary to teach them to beginners. The teacher should pronounce them correctly because he is a model.

To clarify the form and meaning of the simple present tense, the teacher can use several ways, namely presenting a short passage and using visual aids. Demonstration is not possible here.

#### Presenting a short passage

The Sawyers live at 87 King Street. In the morning, Mr Sawyer goes to work and the children go to school. Their father takes them to school everyday. Mrs Sawyer stays at home everyday. She



does the housework. She always eats her lunch at noon. In the afternoon, she usually sees her friends. They often drink tea together. In the evening, the children come home from school. They arrive home early. Mr Sawyer comes home from work. He arrives late. At night the children always do their homework. Then they go to bed. Mr Sawyer usually reads the newspaper, but sometimes he and his wife watch TV.

The passage shows habitual activities. It describes what the Sawyers do everyday. It is not necessarily done at the moment of speaking, but it is done as a habit. Let the students observe the use of the ending -s after the verbs. Remind them of the ending -es (goes, does).

In this passage adverbs of frequency are used: always, usually, and sometimes. The teacher can introduce other adverbs of frequency like never, often, frequently, etc.

Discuss the passage with the students. To clarify the use of the simple present tense more clearly, it can be compared with the present continuous tense. The teacher can do this way:

It is eight o'clock. The children usually go to school by car everyday, but today they are going on foot.

It is ten o'clock. Mrs Sawyer usually stays at home in the morning, but this morning she is going to the shop.

It is four o'clock. Mrs Sawyer usually drinks tea in the living-room, but this afternoon, she is drinking tea in the garden.

It is six o'clock. The children usually do their homework, but this evening, they are playing in the garden.

It is nine o'clock. Mr Sawyer usually reads his newspaper at night, but at the moment, he is reading an interesting book.

From this comparison, the students can see clearly the difference between the simple present and the present continuous tense.

The teacher can also try to make such comparisons about the students' activities, for examples:

John usually studies at home, but now he is studying in the library.

Rita usually sits beside Rudy, but today she is sitting beside me.

etc.

#### Using visual aids

The teacher shows the students some slides or pictures and asks them to say something about the pictures and slides using the simple present tense. They may use adverbs of frequency and time expressions.



The cat drinks milk.



The teacher cleans the blackboard.

#### Teaching the other uses of the simple present tense beside showing habitual activities.

The simple present tense is also used to indicate a state, condition, feeling or an activity that continues at the moment of speaking. Here we usually use verbs of perception: hear, feel, want, notice, recognize, understand, like, love, etc.

Examples: I like fish.

He needs help.

I understand English.

To clarify the meaning, the teacher can present a dialogue:

Mr Williams: What's the matter with Jim?

Mrs Williams: He feels ill.

Mr Williams: Yes, he looks ill. We must call a doctor.

.....

Doctor: He has a bad cold, so he must stay in bed for a week.

Mrs Williams: That's good news for Jimmy, because hates school.

The teacher can try to make some other situational sentences that can help the students to understand this meaning:

Teacher: The weather is not good today. I feel cold.

I am going to eat nasi goreng for lunch. I like it.

I smell smoke. Who is smoking?

I hear noise. Are the children playing near here?

etc.

#### Teaching the negative and interrogative form

Teaching the negative and interrogative form of this tense is rather difficult. The teacher can make the students understand the use of DO/DOES, but it is hard for them to use DO/DOES automatically. It needs a lot of practice to get used to it.

At first the teacher presents the interrogative, because it is simpler than the negative.

I go to work early. Do you go to work early, too?

Do they go to work early, too?

Does John go to work early, too?

Does she go to work early, too?

Let the students observe the construction of the interrogative form. Do is added before the subject when the subject is I, you, they or we. Does is added before the subject when the subject is the third person singular: he, she or it and omit the ending s after the verb when does is used.

To clarify the meaning, the teacher can present a short dialogue:

Jane: Do you always travel by car?

Dani: Yes, but my father travels by boat.

Jane: Does he go to Bali in December?

Dani: Yes, he does.

From the dialogue above the students can also learn how to answer an interrogative sentence. In short answer they can say: Yes, he does or Yes, I do.

The verb have is an exception. Instead of using do/does at beginning of the sentence, we can put have/has at the beginning of the sentence. For examples:

Instead of saying: Do you have a cigar? we can say: Have you a cigar?

Does he have a watch?

Has he a watch?

To teach the negative, the teacher can contrast it to the positive, combine them into one sentence so that the meaning become clear.

I sleep in my bedroom, I don't sleep in class.

It rains in winter, but it doesn't rain in summer.

I speak Indonesian but I don't speak Javanese.

Let the students notice the construction. Do not (contracted: don't) is added after the subject I, you, they or we. Does not (contracted: doesn't) is added after the subject he, she or it. The ending -s is omitted when we use doesn't.

The teacher can make a question-answer activity using the positive, negative and interrogative form:

Teacher: Do you go to school on foot?

Student: Yes/no, ....

Teacher: Do you have a car?

Student: Yes/no, .....

etc.

The negative interrogative form may be introduced if the teacher thinks it is necessary.

Examples: Doesn't he read a book after dinner?

Don't you like coffee?

Doesn't your mother cook very well?

#### GENERAL TRUTH

The simple present tense is also used to indicate general truth. In teaching this meaning, the teacher can easily take examples from what happens in their surroundings.

Examples: The sun rises in the east.

Rivers flow to the sea.

Birds fly.

The teacher explains that "The sun rises in the east" is something true naturally, it never rises in the west, that is why we call it general truth. "Rivers flow to the sea" is always true, because they never flow up to the mountain.

#### EXERCISES

1. Oral activity: Please tell about your daily activities in five sentences. You may use adverbs of frequency and time expressions.

2. Substitution drills

Reads ..... John reads in the morning, and we read at night.

Writes ..... John writes in the morning, and we write at night.

Practices

Sings

.....

3. Substitution table

John            film

Peter          horse

Mary           swimming

\*\*\*            \*\*\*\*\*

Example: John likes films, but does he like football?

4. Make the sentences negative

Example: Al flies kites in the field. (in the yard).

          He doesn't fly them in the yard.

We do the exercises at home. (in class).

He usually goes to work by car (by bus).

\*\*\*\*\*

5. Oral activity: Please make a question-answer activity among yourselves. Ask your friends about their daily activities.

Examples: Do you get up early everyday?

          What time do you leave the house?

          Do you go on foot?

          etc.

#### D. THE SIMPLE PAST TENSE

After knowing the present and future tenses, the students are introduced to the past tense. Teaching the simple past tense can be divided into two steps, namely:

1. Teaching the past form of BE
2. Teaching the past form of the verbs.

At first the teacher takes the first step, that is introducing the past form of BE and then followed by the teaching the past form of the verbs. The last can be divided into two steps, namely:

- a. Teaching the past form of regular verbs.
- b. Teaching the past form of irregular verbs.

In other words, the teacher has to select the regular verbs and postpone the irregular ones.

#### I. WAS/WERE

##### TEACHING TECHNIQUES

Was/were can be used before a noun, an adjective and an adverb of place, or it can be used also after there. In teaching them, the teacher must present was/were together with nouns, adjectives, adverbs of place and there in his examples.

##### Teaching the positive form and the meaning.

At first, the teacher presents some examples:

I was a student five years ago.

My wife and I were sad last night.

He was home yesterday.

There was a great feast in our town last year.

The teacher explains that was and were are used to indicate

states in the past without indicating any connection with the present time. Was and were are the past form of is, am, are.

Let the students notice that was and were are followed by nouns, adjectives, adverbs of place or preceded by there.

In order to make the meaning clear, the teacher can compare it with the present:

I was a student five years ago, but now I am a teacher.

My wife and I were sad last night, but now we are happy.

He was at home yesterday, but now he is here.

There was a great feast in our town last year, but there is only  
a small one this year.

The teacher can add some more examples by telling his own experiences: I was in Kalimantan in 1970, I was a student then.

I was so happy at the party last night.

My sister was happy on her last birthday.

There was a bazaar near my house last month.

etc.

#### Presenting a short passage

There is a car race in our town every year. In 1968, there was a very big race. There were hundreds of people there. My wife and I were at the race. Our friends, Julie and Jack were there, too. There were twenty cars in the race. There were English cars, French cars, German cars, Italian cars, American cars and Japanese cars. It was an exciting finish. The winner was Billy Steward. He was in car number fifteen. Five other cars were just behind him.

Discuss the use of was and were together with the students.



Now ask some students to tell their experiences in the past:

I was in Kaliurang yesterday.

I was tired last night.

etc.

Teacher the negative and interrogative form

To teach the negative, the teacher can contrast it to the positive, combine them into one sentence so that the students can see the meaning clearly:

The teacher was not happy yesterday, he was angry.

The boys were not here yesterday, they were at home.

He was not a soldier at that time, he was a doctor.

There was not a party here, but there was an exhibition.

To practice the negative, the students are asked to give a response to the teacher's statement, for examples:

Teacher: Mary is happy today.

Student: But she was not happy yesterday.

Teacher: The president is in New York now.

Student: But .....

etc.

To teach the interrogative, the teacher can contrast it to the positive, and combine them into a question-answer:

Were you late for school? No, I was early.

Was Tom a good swimmer? No, he was a bad swimmer.

Were there flowers in your room? No, but there were paintings.

Were you at home yesterday? No, I was in the library.

Now the teacher challenges the students to make a question-answer activity. He asks some students one by one, for examples:

Teacher: Were you sick yesterday?

Student: Yes/no, .....

Teacher: Were you in Kaliurang?

Student: Yes/no, .....

Teacher: Was it cold there?

etc.

Now challenge the students to make a question-answer activity among themselves, for examples:

Student1: Hallo, were you in the library yesterday?

Student2: Yes, I was. Were you there too?

Student3: No, I wasn't. I was at home.

etc.

The negative-interrogative form may be introduced when it is necessary. Include it in the question-answer activity:

Weren't they in Bali last month?

Weren't there five people in the room?

Wasn't he a small boy at the time?

### EXERCISES

#### 1. Substitution drills

We were here yesterday.

John ..... John was here yesterday.

Now ..... John is here now.

The students ..... The students are here now.

.....

#### 2. Look at the example and do the same way

It is warm today, but it was cold yesterday.

He is late today, but .....

It is wet today, but .....

.....

3. Fill in the blanks with IS, AM, ARE, WAS, and WERE

I ..... a student five years ago, and now I ..... a doctor.

..... she tired last night?

.....

4. Listen to the statement with TODAY and make a corresponding question using YESTERDAY

Example: Mary is tired today. Was she tired yesterday?

The students are here today.

Ellen is sleepy today.

.....

II. REGULAR AND IRREGULAR VERBS

In terms of their forms, verbs in the past tense can be regular and irregular. In teaching them, we cannot teach both of them at once at the same time, because the students will be difficult to distinguish them. But we also cannot postpone teaching the irregular verbs because the past form of many of the commonest verbs like come, write, read, go, stand, sit, eat, drink, etc. are irregular. In this case the writer would like to suggest to divide verbs into two groups, namely the regular and irregular verb group. We start teaching with the regular verb group and then followed by the irregular verb group soon.

TEACHING THE REGULAR VERBS

TEACHING TECHNIQUES

Teaching the positive form and the meaning.

At first, the teacher presents some examples:

He called me yesterday.

They walked in the garden.

The children played cards after dinner.

I helped my sister in the garden.

The teacher explains that the simple past tense is used to indicate an action or activity in the past with or without a time expression, without indicating any connection with the present time. The suffix -ed is added after the verb infinitive. It shows that the action was done in the past time, maybe last year, last week or a minute ago.

The suffix -ed has three allophones, it can be pronounced /d/, /t/ and /ɪd/. The teacher has to be a good model in pronouncing these sounds, but it is not necessary to teach the distribution in details to beginners. He can explain in a simple way:

-ed is usually pronounced /d/, for examples: opened /d/

entered /d/

but it is pronounced /t/ after the consonants p, k, f, and l,

for examples: helped /t/

walked /t/

-ed is pronounced /ɪd/ after the sounds /t/ and /d/, for examples:

wanted /ɪd/

painted /ɪd/.

Although verb +ed is regular, there are still some exceptions in the written form, they are:

1. A final consonant, preceded by an accented short vowel, is doubled before e of the ending -ed.

Examples: drop - dropped.

stop - stopped.

2. Final silent e is dropped before -ed.

Examples: dance - danced

love - loved

3. After a consonant, y becomes i before -ed.

Examples: carry - carried.

study - studied

But: play - played

To clarify the meaning, the teacher can compare the simple past tense with the simple present tense:

The restaurant usually opens at 8, but this morning it opened at 7.

Father usually plays tennis in the afternoon, but yesterday afternoon, he played badminton.

I usually work until midnight, but last night I worked until 10.

The teacher can add some more examples by telling his experiences in the past, for examples:

I cleaned the house and repaired my motor-cycle. Then I answered the telephone. My sister worked in the garden alone. etc.

Before teaching the irregular verbs, the students are asked to make sentences using regular verbs as a practice:

Use one of these time expressions to make a sentence with the suggested verbs:

last night

yesterday

an hour ago

last week

yesterday afternoon

two weeks ago

Example: (call) I called you yesterday.

1. drop

5. pick up

9. stop

2. iron

6. finish

10. invite

3. look at

7. want

4. listen

8. visit

TEACHING THE IRREGULAR VERBS

Irregular verbs have to be learned by heart, and it is no use to explain how the verbs are changed. It is better to give a list of the commonest irregular verbs.

IRREGULAR VERBS

<u>PRESENT</u>	<u>PAST</u>	<u>PRESENT</u>	<u>PAST</u>
be	was/were	make	made
begin	began	meet	met
break	broke	pay	paid
bring	brought	put	put
build	built	read	read
buy	bought	ring	rang
catch	caught	run	ran
come	came	say	said
cut	cut	see	saw
do	did	sell	sold
drink	drank	send	sent
eat	ate	sing	sang
fall	fell	sit	sat
find	found	sleep	slept
fly	flew	speak	spoke
forget	forgot	stand	stood
get	got	sweep	swept
give	gave	swim	swam
go	went	take	took
have	had	teach	taught
hear	heard	tell	told
know	knew	understand	understood
learn	learnt	wear	wore
leave	left	write	wrote

Teaching the irregular verbs, at first the teacher presents some examples: Bessie swept the floor this morning.

Mr Smith took his wife to the hospital.

We did our homework after dinner.

Mother made the bed.

Elly got up at four.

The teacher explains that instead of adding -ed to the verbs, the verbs change irregularly and they must be learned by heart. The teacher can add some more examples by telling his own experiences, for examples: I saw the film last night, it was good. Then I wrote a letter and mailed it in the mail box.

or I was in Surabaya last week. I stayed in a hotel. Suddenly I heard an alarm. I ran out of the hotel quickly, etc.

#### Presenting a passage

Last week Mrs Miller went to London. She lost her way. Suddenly, she saw a man near a bus-stop. "I can ask him the way," she said to herself. "Excuse me," she said. "Can you tell me the way to King Street, please?". The man smiled pleasantly. Then he put his hand into his pocket, and took out a phrase book. He opened the book and found a phrase. He read the phrase slowly. "I am sorry," he said. "I don't speak English".

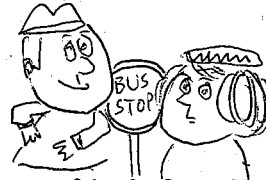
The dialogue includes regular and irregular verbs. Here the students will know that they have to be able to distinguish a verb whether it is regular or not, and if it is regular, they must know how it changes.

### Using visual aids

The teacher shows some pictures or slides and asks them to say something about the pictures or slides. The meanings conveyed should be clear.



He swam in the river.



They waited for the bus.

To do an oral activity, the teacher can ask the students to tell what they did the day before, for example:  
Please tell us what you did yesterday/this morning! (in five sentences).

### Teaching the negative and interrogative form

Teaching the negative and interrogative form of the simple past tense is not easy. The students can use did easily, but maybe they cannot use the verb infinitive automatically.

To teach the interrogative, the teacher presents some examples:

I went to bed early last night. Did you go to bed early too?

Did they go to bed early too?

Did Mary go to bed early too?

Did the boy go to bed early too?

Let the students observe the construction of the interrogative.

Did is added before the subject. Did is used for all persons.

When did is used, the verb must be infinitive.

The teacher can make a short dialogue to clarify the meaning:

Teacher: Did you come on foot, John?

Student: Yes, I did/ No, I came here on foot.

etc.



To teach the negative, the teacher can contrast it to the positive form and combine them into one sentence, for examples:

My friend attended the party, but he did not attend the class.

I saw Johnny at school, but I did not see you there.

I went to the zoo, but I did not go to the museum.

The teacher explains that in order to form the negative, we add did not (contracted didn't) after the subject. When didn't is used, the verb must be infinitive.

Now the teacher can try a question-answer activity using the positive, negative and interrogative form:

Teacher: There was a good concert last night. Did you attend it?

Student: Yes/No, ..... (long answer, please)

Teacher: She is a friendly girl. Did she greet you this morning?

Student: Yes/No, .....

etc.

Then ask the students to ask questions to their friends about their last vacation, weekend, etc.

The negative-interrogative form may be introduced if necessary:

Examples: Didn't he come to the party?

Didn't we enjoy ourselves?

Sally: Did you see Tom at school this morning?

John : No, I didn't. I heard he is in the hospital.

Sally: Oh! Didn't we see him at the party last night?

John : Yes, but he got an accident on the way home.

### EXERCISES

#### 1. Substitution drills

She made a cake.

buy ..... she bought a cake.

a dress ..... she bought a dress.

.....

2. Give a response to each statement using the negative

Example: Ellen wanted fish.

Response: She didn't want nasi goreng.

She waited for her mother.

He repaired the radio.

.....

3. Substitution drills

	find	goat	
When	buy	chicken	?
	get	rice	
	....	....	

	found		.....
I	bought	it (on)	.....
	got		.....
	.....		.....

4. Answer the questions

Example: Did he eat an orange or an apple?

He ate an apple.

Did he break a cup or a plate?

Did he sit here or in the library?

.....

5. Ask your friend these questions

Where did you go on vacation last year?

Why did you come late? etc.

### 5. THE PRESENT PERFECT TENSE

The present perfect tense has a high frequency to an English speaking person, but for a foreign student it causes a difficult understanding. It is often confused with the simple past tense, because both of them indicate past activities and states. For most foreign students, especially Indonesian students, the present perfect tense will be the most difficult concept so far met. Therefore it needs a careful explanation from the teacher to help them to distinguish this tense from the simple past tense.

The teacher should explain that although both the simple past and the present perfect tense indicate past activities and states, they are different in use. The simple past tense indicates past activities and states without indicating any connection with the present, while the present perfect tense indicates past activities and states that are still relevant and important up to the present time or future time. We are not interested in when the action took place, we are only interested in the present state of completion, and its result on events now. So we never use this tense if we want to state a definite time in the past because this tense expresses and emphasizes the completion of an action by now.

The present perfect tense is also used to indicate an action in a period of time that is not yet over. We can use time expressions like this year, this month, etc. because the action is brought up to now.

### TEACHING TECHNIQUES

Teaching the form of the present perfect tense is not difficult, except that the students have to learn the past

participle by heart. But to teach the meanings, there are some difficulties in understanding them. The present perfect tense has several meanings:

1. Expressing actions in the immediate past and the present result of such actions.
2. Expressing actions or states which were repeated in the past and might be repeated in the future.
3. Expressing actions or states begun in the past which has continued up to and into the present time.

The teacher should teach the meanings one by one and give a clear understanding to the students. He had better give a list of past participles and ask them to learn by heart.

<u>INFINITIVE</u>	<u>PAST TENSE</u>	<u>PAST PARTICIPLE</u>
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen

INFINITIVE

PAST TENSE

PAST PARTICIPLE

feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
let	let	let
lie	lay	lain
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
sell	sold	sold
send	sent	sent

<u>INFINITIVE</u>	<u>PAST TENSE</u>	<u>PAST PARTICIPLE</u>
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written



#### Teaching the first meaning and the positive form

At first, the teacher gives some examples:

Don't worry, I have locked the door.

He has kicked the dog out.

Someone has cleaned the house.

I have finished my work.

The present perfect tense is used to express actions in the immediate past and the present result of the actions. The sentences above imply that something happened in the past and now is completed. There is no more activity at the present time, but the present result of the action is felt now. We are interested in the completion and the result of the action and not in the time the action took place. The situation in which the action has taken place is also not important. That's why we do not need a time

expression for this.

Let us discuss the examples one by one:

Don't worry, I have locked the door

This sentence implies that the speaker emphasizes the result of his action. He tells his friend not to worry because the door is now locked. "The door is locked" is the result of his action.

Someone has cleaned the house

This sentence implies that the house is now clean. It is the result of being cleaned by someone. The speaker does not care when the action of cleaning the house took place and it was cleaned. The speaker says: "Someone has cleaned the house" because he sees that the house is clean.

The teacher can give some more examples:

The cook has cut his finger. Do you have some bandage?

Let's go now. The teacher has given us permission to go.

Tina has come to school without her glasses. Can she read the sentences on the blackboard?

Where are all the mangoes? I put them here this morning. Who has eaten my mangoes?

I have prepared my speech and now I am ready to perform it.

Just is used to show that the action has recently completed, for example: The film has just begun. I am late.

The train has just left. I'll try to catch the bus.

The bar has just opened. There are only two people.

The teacher can also demonstrate this meaning, for example:

Teacher: Look, I've just put my hat on the table. It's on the table now.

(He asks a student to come in front).

Tuti, come to the table, please. I am going to give

you the hat.

(He gives Tuti the hat)

I've just given you the hat. Now, Tuti, hang the hat  
on the wall.

(Tuti hangs the hat on the wall)

You've just hung the hat on the wall. It is on the wall  
now.

Another example:

Teacher: Tini, come to the blackboard. Draw an animal.

(Tini comes to the blackboard)

What are you going to do, Tini?

Tini : I am going to draw an animal.

(Tini draws an animal)

Tini : What is Tini doing, Ratna?

Ratna : She's drawing an animal.

(Tini has finished drawing an animal)

Teacher: What has Tini just done, Rudy?

Rudy : She has just drawn an animal.

Teacher: Who has drawn an animal, Tina?

Tina : Tini has/Tini has just drawn an animal.

Teacher: Tini, where have you drawn an animal?

Tini : I have drawn it on the blackboard.

#### Teaching the second meaning

At first, the teacher gives some examples:

We have used this table cloth many times and it is still good.

She has been married for the third time.

I have answered two telephone calls today.



The present perfect used in the examples above indicates an action which was repeated in the past and might be repeated in the future. Let us discuss the examples:

We have used this table cloth many times and it is still good.

This sentence implies that the action of "using the table cloth" was repeated many times in the past and there is still possibility to use it again in the future.

I have answered two telephone calls today.

This sentence implies that the action of "answering telephone calls" was repeated twice in the past and there is still possibility to have some more telephone calls.

The teacher can give some more examples with situational backgrounds, for examples:

- I get my salary at the beginning of the month. I usually spend most of my money on books. This month, I have bought four books.
  - The secretary has to type four letters today. Now she has finished two letters already.
  - We study English. We use the book The Students' Book.  
We have completed ten lessons so far
- etc.

Note that the time expressions used are today, this month, this week, so far, because the period of time the speaker referred is not over yet.

The teacher makes a question-answer activity to make the students understand the meaning:

Teacher: How many book have you read this month?

How many cakes have you eaten?

How many times have you visited the museum?

How many letters has she written?

etc.

The use of SINCE and FOR

Examples: I have lived in Yogya since 1973.

John has smoked since he left school.

They have spoken English all thier lives.

He has been in the army for two years.

We have waited for twenty years.

The examples above imply a relationship with the present time. They indicate actions or states which began in the past and which continue in the present time.

This tense is completely different from the simple past. Let us compare the two tenses. Take one sentence of the present perfect and another of the simple past tense:

I have lived in Yogya since 1973.

I lived in Yogya in 1973.

In the first sentence, the action started in the past and it is still continuing up to the present time. I started living in Yogya in 1973 and now I am still living in Yogya. In the second sentence the action happened in the past and it was finished now, it had no relationship with the present time. I lived in Yogya in 1973, but now I do not live there anymore.

Let us take another example:

He has been in the army for two years.

He was in the army for two years.

In the first sentence, the action started in the past and now it is still continuing. He entered the army two years ago, and now he is still in the army. In the second sentence, the action happened in the past and it had no relationship with the present, it was finished. He entered the army and left it two years later. He is not in the army now.

Presenting a dialogue

Ted : Mr Smith and I are neighbors. We live on the same street.

Henry: You've lived there for many years, haven't you?

Ted : Yes, we have lived in the same block for more than ten years.

The teacher asks the students about their experiences using the present perfect, for examples:

How long have you .....

Since when have you .....

How long has your sister been in the hospital?

etc.

NOTE:

However, the present perfect tense is sometimes used to express an action which began in the past and finished at the moment of speaking. It is usually used in this way with the verb BE and the negative verbs, for examples:

I haven't seen you for ages, where have you been? (now I see you).

It has been hot lately, but the rain is coming (now it is cooler).

I'm sorry I've been absent for a long time, I have been very busy (now I am present).

The negative and interrogative form

First, the teacher gives some examples of the negative:

I haven't locked the door.

We haven't had breakfast yet.

Mary hasn't learned the new words.

The students observe that in order to form the negative,

Not is added after have/has (contracted: haven't/hasn't).

Translation may be given to clarify the meaning:

Saya belum mengunci pintu.

Kami belum sarapan.

Mary belum mempelajari kata-kata baru itu.

Note:

Never is used instead of not: I've never gone to Bali.

Then the teacher can give some interrogative examples:

Have you received a postcard from your brother?

Have you visited the temple?

Have you had your breakfast yet?

The students notice that in order to form the interrogative, have/has is put at the beginning of the sentence. If we translate into Indonesian, we use the word sudahkah:

Sudahkah kau menerima surat dari kakakan?

Sudahkah kau mengunjungi candi?

Sudah sarapan?

Note:

Sometimes ever is used in the interrogative:

Have you ever been to Australia?

Have you ever seen a tiger?

EXERCISES:

1. Combine the two sentences using the present perfect tense

Example: Bill owns this house. He bought it in January.

Bill has owned this house since January.

George has a cold. He caught it three weeks ago.

We know Mr Smith. We met him last month.

I started to collect stamps in 1968, and I still collect stamps now.

\*\*\*\*\*

2. Responsive drills

Example: How many rooms did she clean?

She has cleaned five so far, and she isn't through yet.

How many mistakes did you find?

How many ties did they buy?

How many people did the soldiers shoot?

\*\*\*\*\*

3. Look at the example and do the same way

Example: Aren't you going to read the paper?

I've just finished reading it.

Isn't Jack going to wash the window?

Are they going to eat here?

\*\*\*\*\*

4. Combine these phrases into one sentence

The young people of my

village

go

to work in town.

This kind of accident

happen

many times before.

The villagers

grow

enough vegetables

for themselves.

F. THE SIMPLE FUTURE TENSE  
(USING SHALL/WILL)

In the USA and other countries where English is used as the mother tongue, shall has fallen or is falling into disuse, or it is not used as it is in England. Most style in written English and many educated people in England still use shall and will with the distinction: shall is for the first person and will is for the second and the third person. 1)

In many parts of English speaking world will is used in place of shall with the first pronouns. The contracted form I'll and we'll are common in speech. The negative won't is also used in place of shan't. Many people avoid shall, except in interrogative and use will all the time for affirmative and negative.

In facing the problem, the writer suggests that the teacher teaches the correct grammatical form first. The students have to know the distinction of the use of shall and will. After that the teacher tells the students that in practice we do not have to follow the rule very strictly, we can use will for all persons.

In teaching the meaning, at first the teacher should teach shall and will as an expression of futurity. This is the main use of shall and will. Other uses are to indicate intention and pure future.

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1. A.S. Hornby, The Teaching of Structural Words and Sentence Patterns, Stage One, page 151.

TEACHING TECHNIQUES

Teaching the form and the futurity meaning

Giving examples: I shall work harder next year.

We shall work harder next year.

You will work harder next year.

John will work harder next year.

The boys will work harder next year.

The teacher explains that shall and will indicate future activities. The actions mentioned are done in the future. Here is the distribution:

Shall is used for the first person: I and we.

Will is used for the second person: you and the third person: she, he, it and they.

Shall and will must be followed by a verb infinitive directly.

We cannot use other than verb infinitive, we cannot put to, for, etc., in between.

Shall and will also indicate states in the future:

I shall be here tomorrow.

We shall be here tomorrow.

You will be here tomorrow.

He will be here tomorrow.

They will be here tomorrow.

Now the teacher explains that we do not have to follow the rule very strictly. Will can be used for all persons:

I shall/will work harder next year.

We shall/will work harder next year.

Harry will work harder next year.

Presenting a short passage

Mr Hill is our next door neighbor. He is a pilot. He will fly to New York next month. The month after next he will fly to Tokyo. At the moment he is in Madrid. He flew to Spain a week ago. He will return in London the week after next. He is only forty one years old, and he has already been to nearly every country in the world. Mr Hill is a very lucky man. But his wife isn't very lucky. She usually stays at home.

WILL indicating INTENTION

Examples: You can't lift this box. I'll carry it for you.

I will help you in a minute.

I will finish my work as soon as possible.

In the examples above, will indicates intention. There is a slight difference between intention indicated by to be going to and that indicated by will. To be going to indicates premeditated intention (the speaker has made the preparation to do the action) while will indicates unpremeditated intention (the action is not prepared yet).

Teaching the negative and interrogative form

As in the positive form, shall is not very used in negative form. Will is more widely used for all persons. Here are some examples: I won't play tennis this afternoon.

We won't be late.

Ted won't stay at home this evening.

The girls won't learn French.

In order to form the negative, we add not after shall or will (contracted: shan't and won't).



The teacher may give some more examples to clarify the meanings:

I won't play tennis this evening, I will write letters.

I won't be late, I will be early.

They won't stay at home this evening, they will see the film.

Although shall is not very often used in positive and negative because we can use will for all persons, shall is used in interrogative form with the subject I and we. Let see the examples:

Shall we go home now?

Shall I see you after class?

Will you sing at the party?

Will the shop open at 8?

In order to form the interrogative, we put shall and will at the beginning of the sentence. Shall is for the first person and will is for the other persons.

#### Presenting a dialogue

Mrs Smith: Mr West is going to move tomorrow.

Mrs Brown: He is a good neighbor. We shall miss him.

Mrs Smith: Yes. When will the new people move into the house?

Mrs Brown: I think they will move in the day after tomorrow.

Mrs Smith: Will you see Mr West today?

Mrs Brown: Yes, I shall.

Mrs Smith: Please give him my best regards!

The teacher can try to make a question-answer activity with the students:

Teacher: I'm here today. Was I here yesterday?

Student: Yes/no, .....

Teacher: I will be here tomorrow. Will you be here, too?

Student: Yes/no, .....

Teacher: O.K. we will be here tomorrow. Shall we come early?

Student: .....

etc.

The teacher can also give some examples of the negative-interrogative form. Both shan't and won't are used here.

Examples: Won't you go to the university?

Shan't we visit Mr West?

Won't we visit Mr West?

Won't John see the teacher?

#### PURE FUTURE

"Pure future" means future events that are not influenced by willingness, intention or likelihood and there is no personally controlled element.

"Pure future" always uses will, for examples:

Tomorrow will be Sunday.

My father will be 75 in May.

On which day of the week will Christmas be next year?

To practice the meaning, the teacher can ask questions like this: What day is today? Today is .....

What day was yesterday? Yesterday was .....

What day will tomorrow be? Tomorrow will be .....

What month is this?

What month was last month?

Next month will be .....

How old is John? He is .....

When is his birthday?

He will be ..... on .....

### EXERCISES

#### 1. Responsive drills

I can't carry this tray.

Response: I'll carry it for you.

I can't repair this clock.

I can't get that box.

I can't type the letter.

\*\*\*\*\*

#### 2. Answer the following questions

What will you eat for lunch tomorrow?

What will you do at home tonight?

What time will you go to bed?

Will you sleep with a blanket?

Will you have eggs for breakfast?

\*\*\*\*\*

#### 3. Responsive drills

Example: They will be in London next month

Response: They won't be here.

The gardener will cut the grass.

The girls will pick the flowers.

The man will deliver the parcel.

\*\*\*\*\*

## CHAPTER II. TENSES FOR INTERMEDIATE STUDENTS

### A. THE PAST CONTINUOUS TENSE

The teaching of the past continuous tense is simple enough, because it has the similar pattern with the present continuous tense, namely subject + to be + verb-ing, so that it is not difficult for the students to learn it. Was and were are not new for them. If the present continuous tense has been taught long before, the teacher can remind the students by giving a review and then turn to the past continuous tense.

The teacher develops the pattern to a more complex pattern, by combining it with the simple past tense. So the procedure can be divided into three steps:

1. Teaching the basic pattern of the past continuous tense.
2. Teaching the basic pattern combined with the simple past tense.
3. Teaching two basic patterns combined into one sentence.

Make sure that the students have already understood the first step, before continuing to the second step. In other words, the teacher must teach the three steps one by one, develop the first step to the second and the second to the third.

### TEACHING TECHNIQUES

#### Teaching the first step

At first, the teacher gives some examples:

I was working yesterday.

She was cleaning the house this morning.

They were helping the teacher.

We were repairing the clock.

You were answering the questions.

The teacher explains that the past continuous tense is used to indicate an action that was in progress in the past. To talk about a continuous action in the past, we use the past form of be: was and were and -ing form. This construction tells us what was going on in the past. The action continued for some time, but the exact limits are not known and are not important. The chief interest is not in the point or period of past time, but in the activity itself and its continuity.

To explain the meaning further, the teacher can compare it with the present continuous tense:

I am working now (the action is done at the moment of speaking).

I was working yesterday (the action was going on in the past).

#### Presenting a dialogue

A: Who was studying with you yesterday?

B: My friend Tom.

A: Why were you absent?

B: I was going to the doctor.

Before coming to the second step, the teacher can ask the students to make their own sentences, then followed by a question-answer activity:

Teacher: What were you doing last night, Mary?

Student: I was .....

Teacher: Where was your father going yesterday afternoon?

Student: He was .....

etc.

#### Teaching the second step

At first, the teacher gives some examples:

Tom was talking on the phone when I arrived.

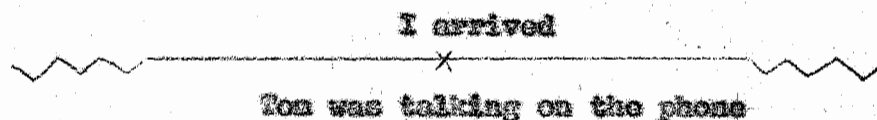
While Jane was reading a book, Jim called her.

I saw the teacher just as I was walking to school.

By using these clauses of the simple past tense, the continuity of the past continuous tense becomes clearer. Let us take the first example: Tom was talking on the phone when I arrived. In this sentence, there are two events:

1. Tom was talking on the phone.
2. I arrived (using the simple past tense).

We can see that the first event (the action in the past continuous) started before the second event (the action in the simple past), and probably continued after it. In other words we can say that when the first event was still in progress, the second event happened. This diagram may help show the relationship:



#### Presenting a passage

When my husband was going into the dining-room this morning, he dropped some coins on the floor. There were coins everywhere. We looked for them, but we could not find them all. While we were having breakfast, our little boy, Tommy, found two small coins on the floor. He put them both into his mouth and swallowed them. We both tried to get the coins, but it was too late. Later that morning, when I was doing the housework, my husband telephoned from the office. "How's Tommy?" he asked. "I don't know," I answered, "Tommy has been to the lavatory three times this morning, but I haven't had any change yet!"

NOTE:

While and just as are used before clauses expressing continuous action.

When is used before clauses expressing continuous and completed action.

Now the teacher can start a question-answer activity. The students have to answer the teacher's questions:

Teacher: What were you doing when I called you this morning?

Student: When you called me, .....

Teacher: When you saw Arthur this morning, what was he doing?

Student: He was .....

etc.

Teaching the third step

At first, the teacher gives some examples:

Lucie was playing the piano while Mary was baking a cake.

The child was sleeping while his mother was sewing.

While I was eating, someone was talking.

While we were waiting, time was passing by.

Those examples indicate two activities that were continuing at the same time and we emphasize the duration of time and the continuity of the activities. Let us take the first sentence of the examples:

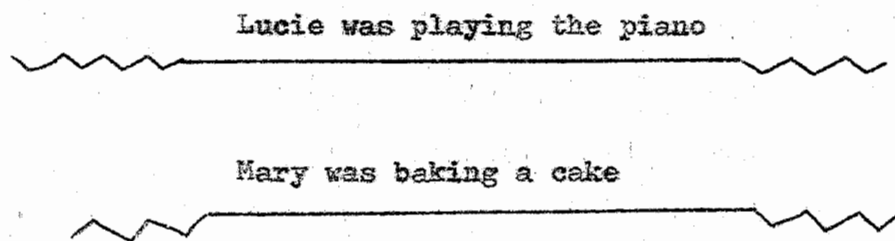
Lucie was playing the piano while Mary was baking a cake.

In this sentence, there are two events:

1. Lucie was playing the piano.
2. Mary was baking a cake.

Both sentences are in the past continuous tense. Those activities were continuing at the same time, and here we emphasize the con-

tinuity or the duration of time of the activities. Let us see the diagram:



#### Presenting a dialogue

Mrs Williams: I heard you are going to move to London?

Mrs Smith : Yes, who told you about that?

Mrs Williams: While I was shopping, someone was talking about it.

Mrs Smith : Well, we are going to move next month.

To do an oral activities, the students are asked to complete the teacher's sentence:

While I was talking on the phone, .....

While the workmen were resting, .....

While you were cleaning the room, .....

etc.

#### Teaching the negative and interrogative form

Since the students are already familiar with was and were, teaching the negative and interrogative form of this tense is not difficult.

To teach the negative, the teacher gives some examples by contrasting it to the positive:

He wasn't typing a letter, he was typing an article!

Father wasn't repairing his watch, he was repairing his clock.

We weren't playing cards, we were listening to the radio.



To practice the negative, the students are asked to complete the teacher's sentence:

Example: John was not smoking, he was listening to the radio.

Ann was not going to Semarang, .....

The boys were not studying in the library, .....

etc.

To teach the interrogative, the teacher gives some example by contrasting it to the positive form:

Mary was crying. Was Betty crying, too?

Ann was playing. Was Jim playing with her?

We were listening to the teacher. Were you listening, too?

### EXERCISES

#### 1. Substitution drills

The boys were fighting when I arrived.

studying ..... The boys were studying when I arrived.

saw them ..... Then boys were studying when I saw them.

.....

#### 2. Combine these two sentences using WHEN

Father was repairing the clock. The guests came.

The babysitter was watching the baby. He dropped a spoon.

I was going home. The headmaster called me.

.....

#### 3. Answer these questions (oral activity)

What were you doing when the telephone rang?

What were you doing when the accident happened?

.....

4. Combine these two sentences using WHILE

She was eating. He was talking.

I was walking in the garden. The man was working in the garden.

\*\*\*\*\*

5. Oral activity

You came home late yesterday. Please describe what your family

was doing, for example: When I came home, my father was\*\*\*\*

my mother was \*\*\*\*

\*\*\*\*\*

### B. THE PRESENT PERFECT CONTINUOUS TENSE

The present perfect continuous tense has almost the same meaning with the present perfect tense in a way. Both tenses indicate an activity or state begun in the past and continued into the present, but the present perfect continuous tense emphasizes the duration of time more than the present perfect does. They are very much alike in meaning and often either form can be used:

He has lived here for six years.

He has been living here for six years.

I have worked in this company since 1975.

I have been working in this company since 1975.

However, there is a difference between these two tenses, when we use them in another way (we compare the present perfect continuous with another meaning of the present perfect), for example:

The farmer has cut the trees (the job has been done and completed).

The farmer has been cutting the trees (this is how he spent the last hours and he is still cutting now).

Bessie has cooked the meal, so we can eat now (the cooking has finished).

Bessie has been cooking the meal since morning (Bessie has spent her time on cooking and she is still cooking).

Here is a comparison between the present continuous tense and the present perfect continuous tense:

He is lying on the floor (we do not suggest duration from the past).

He has been lying there for three hours (it implies a relationship between the past and the present, and we emphasize the duration).

#### TEACHING TECHNIQUES

In teaching, the present perfect continuous can be compared with the present perfect. The teacher explains the difference and similarity. Actually, the present perfect continuous is much simpler, because it has only one meaning.

Some verbs are not normally used in this tense, namely:

verbs of senses: notice, recognize, smell.

but: see is used in some cases.

verbs of emotion: like, refuse, forgive, care, desire, etc.

but: want and wish are often used in this tense.

verbs of thinking: understand, realize, know, suppose, believe,

remember, forget, etc.

but: think and expect are often used.

verbs of possessing: own, belong, possess, owe.

auxiliaries, except have.

The present perfect continuous tense uses more verbs that denote a passive state, not an active state, like wait, sleep, sit, lie, rest, stay, live, study, learn, etc.

Teaching the negative and interrogative form will not cause any problems because the students are already familiar with have/has in the present perfect tense.

Teaching the form and the meaning

Giving examples: The baby has been crying all morning.

She has been taking driving lessons this year.

You look terrible! Have you been working so hard?

It hasn't been raining for six months, and now  
it is going to rain, look at the clouds.

The present perfect continuous tense is used to indicate an activity or state which started in the past and still continued up to the present time, or have just finished before the moment of speaking, but here the duration of time is emphasized. Let us compare this tense with the present perfect tense:

The baby has been crying all morning.

The baby has cried all morning.

Both sentences imply activities that begun in the past and still continued up to the present. The first sentence emphasizes the continuation of the action "crying" and that there is no interruption in the duration of time. The second sentence does not emphasize the continuation, it emphasizes the completion of the action.

Let us take the last two examples:

It hasn't been raining for six months, and now it is going to  
rain, look at the clouds.

You look terrible! Have you been working so hard?

Those sentences imply that the actions have just finished before the moment of speaking.

For an explanation of an excuse, we often use this tense to emphasize the continued and uninterrupted nature of the activity, for examples: I want to stay at home this evening, I've been  
working all day.

Please excuse my dirty shoes, I've been working in  
the field.

Presenting a short passage

A Pretty Carpet

We have just moved into a new house and I have been working hard all morning. I have been trying to get my new room in order.

This has not been easy because I own over a thousand books. To make matters worst, the room is rather small, so I have temporarily put my books on the floor. At the moment, they cover every inch of floor space and I actually have to walk on them to get in or out of the room. A short while ago, my sister helped me carry one of my old bookcases up the stairs. She went into my room and got a big surprise when she saw all the books on the floor. "This is the prettiest carpet I have ever seen," she said. She gazed at it for some time then added, "You don't need bookcases at all. You can sit here in your spare time and read the carpet!"

To follow the activity up, the teacher can make a question-answer activity. He asks the students about their daily activities using the present perfect continuous tense as much as possible.

Teacher: When did you start learning English?

Student: I started .....

Teacher: How long have you been learning English?

Student: .....

Teacher: When did you move to this town?

Student: I moved .....

Teacher: How long have you been living here?

Student: .....

A useful and easily followed sequence may be given by writing on the blackboard a series of dates (years only) and names of towns or countries. Here is the specimen:

1960 - Bandung - 1965 - Jakarta - 1968 - Singapore - 1972 - Medan -  
1978 - Yogyakarta - today.

The teacher makes a question-answer based on the specimen  
above:

Teacher: Mr Smith lived in Bandung from 1960 till 1965.

How long did Mr Smith live in Bandung?

Student: He lived in Bandung for five years.

Teacher: How long did he lived in Jakarta?

Student: .....

Teacher: How long did he live in Singapore?

Student: .....

Teacher: Then he lived in Medan (he points at the specimen).

Is he living there now?

Student: No, he is living in Yogya now.

Teacher: Right! He has been living in Yogya since 1978.

How long has he been living in Yogya?

Student: .....



For further drills, write another series of dates (years)

and names of countries with the names of the people, for example:

1950	India	Mr Green
1952	Burma	Mr Brown
1955	Mexico	Mr Ali
1956	Australia	Mr and Mrs Barjo
1957	Vietnam	Miss Lane
1958	Ghana	Jack Hill
1960	Turkey	Johnny

Ask questions:

Since when has Mr Green been living in India?

Since when has Mr Brown been living in Burma? etc.

EXERCISES1. Substitution Table (find an expression of time for each sentence)

Mr and Mrs Wijaya	stay in a hotel
Johnny	work for the company
The girls	make cookies
The dam	irrigate the field

\*\*\*\*\*

2. Practice since and for with the present perfect continuous of verbs expressing activities or events, by combining the two sentences.

Example: The phone is ringing. It started two minutes ago.

The phone has been ringing for two minutes.

The water is running. I turned it on at ten o'clock.

We are discussing politics. We started an hour ago.

\*\*\*\*\*

3. Correct the words in the brackets using the negative form

John doesn't speak French very well. He (study) for a long time.

I don't know many people here. I (live) here for a long time.

\*\*\*\*\*

4. Form a question with what, where, when. Another student answers the question.

talk - What has the teacher been talking about?

He has been talking about French Revolution.

Study

work

play

practice

etc.



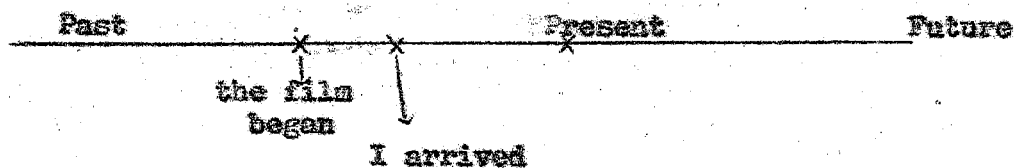
### C. THE PAST PERFECT TENSE

The past perfect tense is the past equivalent of the present perfect tense. But there is still a difference between them that the past perfect tense is restricted to actions whose time is not mentioned. Time expression is not used with this tense, but it is usually combined with the simple past tense. Look at the examples:

Present perfect: The film has just begun. You don't miss a lot.

Past perfect : When I arrived the film had just begun.

From the example above we can draw a diagram of the past perfect tense:



The past perfect tense is also the past equivalent of the simple past tense. Look at the examples and notice the difference:

I heard laughter and shouts and realized that there were some children in the room.

I saw empty glasses and plates and realized that some people had eaten in the room (they were no longer there)

The past perfect tense hardly ever stands by itself, it is usually combined with the simple past tense to make the meaning clear or put in a context.

TEACHING TECHNIQUES

To teach the meaning, the teacher has to combine this tense with the simple past tense otherwise the meaning will not be clear. Without a combination, it is hard to understand the meaning of this tense.

Teaching the form and meaning

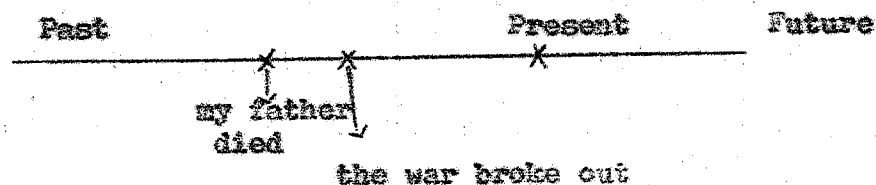
Giving examples: My father had died before the war broke out.

I came after the guests had arrived.

He had been in the army when we met.

The teacher explains that the past perfect tense is used to indicate an activity or state that took place prior to another event in the past. So there were two events, both happened in the past, and we want to show that the first action took place earlier than the second. Look at the examples:

My father died before the war broke out.



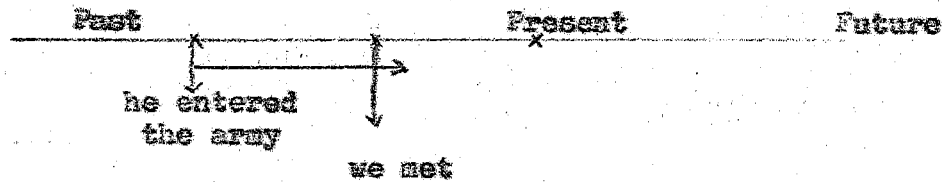
This sentence implies two events, both of them happened in the past. The first event: My father died.

The second event: The war broke out.

The first event happened, and followed by the second event. We express the first event in the past perfect tense (using had + past participle) and we express the second event in the simple past tense.

He had been in the army when we met.

In this sentence the first event extended and included the second event. Let us see the diagram:



The first event: He entered the army.

The second event: He met.

The first event "he entered the army" happened and the state of "being in the army" was expanded and included in the second event "we met". When we met, he was already in the army.

#### Presenting a passage

While my friend, George, was reading in his bed, two thieves climbed into his kitchen. After they had entered the house, they went into the dining-room. It was very dark, so they turned on a torch. Suddenly they heard a voice behind them. "What's up? What's up?" someone called. The thieves dropped the torch and ran away as quickly as they could. George heard the noise and came downstairs quickly. He turned on the light, but he couldn't see anyone. The thieves had already gone. But George's parrot, Henry, was still there. "What's up, George?" he called. "Nothing, Henry," George said and smiled. "Go back to sleep".

The teacher starts a question-answer activity with situational backgrounds. He describes the situation and gives a conclusion using the past perfect.

Teacher: I went to a football match yesterday. The football match started at 4. I got there at 4:15. I was late, wasn't I?

(The teacher may repeat this description and make sure that the students understand the difference in time of the two events: the starting of the football match and the arrival of the speaker).

Then he gives a conclusion: When I got to the football ground, the match had already started.

Another situation:

Teacher: My friend, Nancy, wanted to go to Jakarta last Sunday.

The train for Jakarta leaves at 7:30. My friend was late. She got to the station at 7:45.

(The teacher asks the students to make a conclusion using the past perfect tense)

Student: When Nancy got to the station, the train had already left.

or: The train had already left before Nancy got to the station.

For girls, sequences about cooking, baking bread, etc. may be used, for example:

Teacher: My wife wanted to make some tea this morning. First, she boiled some water. Then she poured it on to the tea.

Student: After she had boiled the water, she poured it on to the tea.

#### The negative and interrogative form

As the previous perfect tenses, the past perfect tense has the same way in forming the negative and interrogative form. The teacher may give some examples:

Negative: John hadn't studied hard, so he didn't pass the exam.

They didn't perform the play successfully because they hadn't prepared it well.

Interrogative: Had Jane take the exam when she went on holidays?

Had she finished the work when she went out?

Now the teacher can start a question-answer activity using this tense:

Teacher: What time did you get to school this morning?

Student: I got to school at .....

Teacher: When you got to school, had the lessons already started?

Student: Yes/no, .....

Teacher: What time did you get home yesterday?

Student: I got home at .....

Teacher: When you got home, had your father gone to bed?

Student: Yes/no, .....

The teacher can make some more dialogues about attending a football match, attending a concert, going to the cinema, etc.

He can also ask these questions:

What did you do after you had had supper?

cooked the meal?

etc.

### EXERCISES:

#### 1. Substitution table

She	(go) to the market	before she went home.
The story of Napoleon	(influence)	during his childhood.
We	(introduce) the system	twenty years earlier.
.....		

#### 2. Combine these two sentences

Example: She went home. She typed the letter.

She went home after she had typed the letter.

He dropped the vase. He took it to the living-room.

He bought another car. He sold his old one.

\*\*\*\*\*

3. Combine the two sentences to form a new one which contains the word BECAUSE

Example: John studied very hard. He passed the exam.

John passed the exam because he had studied very hard.

Mary saved money. She went to Europe.

John's old car broke down. He bought a new one.

\*\*\*\*\*

4. Combine the two sentences into one interrogative sentence

Example: Susan got to school. The first lesson started (when).

When Susan got to school, had the first lesson started?

The train left. He arrived. (when).

Tom came to your house. You had breakfast (when).

\*\*\*\*\*

#### D. THE FUTURE CONTINUOUS TENSE

The future continuous tense is a tense that indicates a future activity or state that will be in progress in the future time. This tense has similarities and differences with the simple future tense and the present continuous tense.

If we compare the future continuous tense with the present continuous tense, we find a similarity that both tenses indicate future time. The difference is that the present continuous tense implies a deliberate future action, whereas the future continuous tense expresses a future without intention, it implies an action which will occur in the normal course of events. We can say that the future continuous is less definite and more casual than the present continuous tense. Look at the examples below:

I am visiting Mary in the hospital (the speaker has the intention to visit Mary, or he has deliberately arranged the visit).

I'll be visiting Mary in the hospital (the speaker will visit Mary in ordinary course of events, perhaps he'll do it on his way home from work).

However, the difference is not very important, we can use both tenses.

Another difference is that the present continuous tense is used with a definite time and for the near future, while the future continuous tense may use a definite time or not, and for the near future or distant future. Look at the examples:

I am visiting Mary in the hospital tomorrow.

I'll be visiting Mary tomorrow/next week/next Sunday/sometime/...

We can also compare the future continuous tense with the simple future tense. The simple future tense using will + verb infinitive expresses future with intention, while the future continuous tense without intention. Look at the examples:

I'll talk to Mr Brown and ask him about his plan.

(Will shows the intention of the speaker. He makes known a deliberate future action that he wishes).

I'll be talking to Mr Brown and I'll ask him about his plan.

(Will be + verb-ing shows no intention of the speaker. The action "talking to Mr Brown" is just one of ordinary course of events that has no connection with Mr Brown's plan).

Another difference is that the future continuous tense cannot be used to express requests, invitations or commands like the simple future can, for example: Will you please help me?

You will stay at home.

#### TEACHING TECHNIQUES

Teaching the form of the future continuous tense will not cause a serious problems since the students are already familiar with shall, will and verb-ing. But in teaching the meaning, the understanding might be difficult since they do not have it in Indonesian. To clarify the meaning, the teacher can give translation in Indonesian.

#### Teaching the form and the meaning

Giving examples:

The students will be waiting at the airport to meet the minister.

I will be enjoying my vacation in Bali next week.

Betty and her friends will be dancing at the party.

The teacher explains that this tense is used to indicate a future activity or state that will be in progress in the future time. The action will begin before a point of period of time and will continue after it. Let us see the examples:



The students will be waiting at the airport to meet the minister.

This sentence implies that a future action will happen and will be in progress in a period of time in the future time. The action of "waiting" will happen and will be in progress in a period of time tomorrow.

Here is the translation in Indonesian:

Pelajar-pelajar itu akan sedang menunggu di lapangan terbang  
untuk menemui bapak menteri.

It seems awkward to say akan sedang in Indonesian, but that is the way if we want to express the exact meaning.

The distribution of shall and will is the same as that of the simple future tense. We usually use will for all persons.

Let us compare the future continuous with the present continuous tenses:

I am writing now (the action is done at the moment).

I will be writing letters all day tomorrow (the action will be  
in progress tomorrow).

Let us compare the future continuous with the simple future tense:

I'll see you tomorrow (expression of intention).

I'll be seeing you tomorrow (emphasizes the continuous action  
without intention).

When we use a more definite expression of time, this tense indicates an activity or state that will extend over a whole of future period of time mentioned, for example:

We will be playing cards all night.

Harry will be doing his military service next year.

Presenting a short passage

The Greenwood Boys

The Greenwood Boys are a group of popular singers. At present they are visiting all parts of the country. They will be arriving here tomorrow. They will be coming by train and most of the young people in the town will be meeting them at the station. Tomorrow evening they will be singing at the Workers' Club. The Greenwood Boys will be staying for five days. During this time, they will give five performances. As usual, the police will have a difficult time. They will be trying to keep order. It is usually the same on these occasions.

Now the teacher starts a question-answer activity by asking the students: What will you be doing this afternoon?

What will you be reading tonight?

etc., or:

Please describe what each member of your family will be doing tonight, for example:

My father will be reading a newspaper.

The dog will be sitting lazily.

etc.

The negative and interrogative form

There is no problem for the students in using the negative and interrogative form since they are already used to shall and will. When it is necessary, the teacher can give examples of the negative and interrogative forms of this tense.

Negative examples: The soldiers won't be parading tomorrow, they

will be guarding the president.

The captain won't be attending the meeting

tonight, he will be attending the concert.

Interrogative examples: Will you be going shopping this evening?

No, I will be cleaning the house.

Will he be drawing the map?

Yes, he will be drawing the map.

### EXERCISES

#### 1. Substitution table

John	stay at home	tonight
The people	come to dinner	this evening
I	sing that song	at the party
.....		

#### 2. Give a negative response to each of the following sentences

Example: The professor will be teaching in our class.

Response: He won't be giving a speech at the meeting.

I will be taking the children to school.

My wife will be watching television.

.....

#### 3. Give an interrogative response to each of the following sentences

Example: John will be resting at home.

Response: Will Bob be resting too?

The tourists will be visiting the temple.

The students will be traveling next month.

.....

#### 4. Answer the questions

What will your father be doing this afternoon?

Where will they be sightseeing?

Where will the plane be flying?

.....

### CHAPTER III. TENSES FOR ADVANCED STUDENTS

#### A. THE PAST PERFECT CONTINUOUS TENSE

The past perfect continuous tense is a tense of low frequency and it causes a difficult understanding to the students, because they sometimes confuse it with the present perfect continuous tense. For those reasons, this tense is not taught to beginners.

The past perfect continuous tense conveys the same relation to the past perfect that the present perfect continuous tense conveys to the present perfect. But there is a great difference between an action in the past perfect and in the past perfect continuous tense. Look at the examples:

By seven o'clock I had repaired the car and we are ready to set out.

(the action of "repairing the car" had been done and finished, so we were ready to set out).

Jim had been repairing the car (this sentence shows how Jim had spent the previous time and the action had not finished).

Another example:

They had cut the wood and now they were available in the kitchen.

(the action of "cutting wood" had finished and now they could enjoy the result).

They had been cutting the wood; that was why they were tired and sweating (this sentence implies what they had done before or how they had spent the previous time).

However, the past perfect continuous tense should be related to the past perfect tense when we teach it. We can compare them and try to see the difference and the similarities.

#### TEACHING TECHNIQUES

The past perfect continuous tense has the same meaning with the past perfect tense in a way, but sometimes they have different

meaning. This causes a difficult understanding to the students because they will confuse the two tenses.

Usually, we can use both tenses to express the same meaning, for example:

Jack had worked since morning, that was why he went to bed early.

Jack had been working since morning, that was why he went to bed early.

I had lived in Paris when the war broke out.

I had been living in Paris when the war broke out.

The baby had cried for a long time when his mother came.

The baby had been crying for a long time when his mother came.

In those sentences above, the past perfect and the past perfect continuous tense imply the same meaning, but the past perfect continuous tense has more emphasis on the continuity.

However, they sometimes express different meaning:

She had been doing nothing before her teacher came.

Johnny had been jogging before it rained.

I had been preparing dinner, so I couldn't answer the telephone.

In those sentences above, the past perfect continuous tense indicate an action began in the past before the time of speaking and continued up to that time or stopped just before it.

Let us see the examples one by one:

She had been doing nothing before her teacher came.

The action of "doing nothing" is started in the past and continued until another past action "her teacher came" happened.

Johnny had been jogging before it rained

The action of "jogging" started in the past and continued until another past action happened. When the second action happened, the first action stopped.

I had been preparing dinner, so I couldn't answer the telephone.

The action of "preparing dinner" started in the past and was still continuing when another past action "the telephone rang" happened. "Preparing dinner" was not finished when the telephone rang, and still continuing after that.

The past perfect continuous tense is also used to express a repeated action in the past perfect (as continuous action), for examples:

John had tried again and again to explain the problem to Mary.

John had been trying to explain the problem to Mary.

She had written me several times before she moved here.

She had been writing me before she moved here.

They had knocked the door several times.

They had been knocking the door.

#### Presenting a passage

Firemen had been fighting the forest fire for nearly three weeks before they could get it under control. A short time before, great trees had covered the countryside for miles around. Now smoke still rose up from the warm ground over the desolate hills. Winter was coming on and the hills threatened the surrounding villages with destruction, for heavy rain would not only wash away the soil but would cause serious floods as well. When the fire had at last been put out, the forest authorities ordered several tons of a special type of grass-seed which would grow quickly. The seed was sprayed over the ground in huge quantities by aeroplanes. The plane had been planting seed for nearly a month

when it began to rain. By then, however, in many places the grass had already taken root. In place of the great trees which had been growing there for centuries, patches of green had begun to appear in the blackened soil.

#### Negative and interrogative form

There is no problem for the students in using the negative and interrogative of this tense because these forms are formed as those of the past perfect tense. If necessary, the teacher can give some examples:

Negative example: I had not been preparing dinner in the kitchen,

I didn't see the stove burnt.

Interrogative example: Had she been doing nothing before she

saw me?

#### EXERCISES

Put these verbs into the correct tenses

1. Mary (play) tennis all afternoon yesterday, so she (tired) last night.
2. The boys (walk) for a long time, so they (take) a rest.
3. Nancy (wait) for the bus for an hour, so she (step) a taxi.
4. ....

### B. THE FUTURE PERFECT TENSE

This tense is not very often used, but still it is important to teach to the students. Maybe it creates a difficult understanding to Indonesian students remembering that they do not have it in Indonesian.

The simple future tense shows the time of an activity, the future continuous tense shows an activity that will be in progress in the future time, and the future perfect tense puts more emphasis on the completion of an activity in the future time and the consequence of it.

This tense is not taught to beginners because it is not of high frequency and the meaning is quite difficult to understand. This tense is only taught to advanced learners of English.

### TEACHING TECHNIQUES

#### Giving Examples:

We shall have completed the building by the end of the year.

In the year 1980 they will have been married for twenty years.

My friend will have taken his degree in two years' time.

The teacher explains that the future perfect tense is used to indicate an activity which at a certain time mentioned will be completed. In this case the completion is emphasized.

Let us compare the future perfect and the simple future tense:

We shall complete the building by the end of the year.

The action of "completing the building" will take place in the future. It is not important when the action is completed.

This sentence emphasizes only that the action is done in the future.



We shall have completed the building by the end of the year.

The action of "completing the building" will extend in a period of time in the future, and by the end of the year -the time mentioned- the action will be finished. In this sentence the completion and the consequence of the action are emphasized.

Translation may help the students to understand the meaning:

Kami akan sudah menyelesaikan gedung itu pada akhir tahun.

Discuss the rest of the examples and translate them into Indonesian.

#### Presenting a passage

The Olympic Games will be held in our country in four years' time. As a great many people will be visiting our country, the government will be building new hotels, an immense stadium, and a fine new swimming pool. They will also be building new roads and a special railway-line. The Games will be held just outside the capital and the whole area will be called "Olympic City".

Workers will have completed the new roads by the end of this year. By the end of the year, they will have finished work on the new stadium. The fine modern buildings have been designed by Kurt Guntter. Everybody will be watching anxiously as the new buildings go up. We are all very excited and are looking forward to the Olympic Games because they have never been held before in this country.

The teacher starts a question-answer activity with the students:

Teacher: How many pages of this book have we read now?

Student: We've read fifty pages.

Teacher: Right! We've read fifty pages.

How many pages had we read by the end of last week?

Student: By the end of last week, we'd read .....

Teacher: Right! By the end of last week, we'd read .....

Now, how many pages shall (will) we have read by the end of next week? Can you guess?

.....

Perhaps, by the end of next week, we shall have read fifty pages.

(The teacher asks some students to repeat the sentence).

Teacher: Mr Green went to live in London in 1950.

He is living there now.

How long had he been living there in 1955?

Student: In 1955, he had been living there for five years.

Teacher: Right! In 1955 Mr Green had been living in London for five years. How long has he been living there now?

Student: He has been .....

Teacher: Right! He has been .....

How long will he have lived there in 1980?

Student: He will have lived there for thirty years.

Teacher: Right! In 1980 Mr Green will have lived in London for thirty years.

(The teacher asks some students to repeat the sentence).

The teacher can also make a dialogue about the students' daily activities:

Teacher: How long have you studied in this school?

Student: .....

Teacher: How long will you have studied here in 1980?

Student: I will have studied here .....

etc.

The future perfect tense sometimes indicates assumptions,  
for example: The rain will have stopped by night.

You will have heard the news.

The negative and interrogative form

To form the negative and interrogative, we have the same  
ways as those of the other future tenses. The teacher can give  
examples:

Negative examples: I won't have finished this work by five o'clock.

They won't have finished the bridge in two  
years'

Interrogative examples: Will you have bought a new car by the  
end of this week?

Shall we have painted the house by next  
Sunday?

EXERCISES

Complete the following sentences

Mrs Adams (be) in this country two years by next April.

They(put) out the fire by tonight.

Mother (cook) the rice in half an hour.

.....

Substitution table

By the end of this month - I - buy a new bicycle

By the end of the year - my father - retire from the firm

By next week - you - the result of your exam.

.....

### C. THE FUTURE PERFECT CONTINUOUS TENSE

The future perfect continuous tense is hardly ever used. That is why we consider it to be the last tense to teach because it has a very low frequency, or maybe this tense is not taught at all, or at least introduce it but not in details.

In terms of its content, the future perfect continuous tense has the same meaning with the future continuous tense, namely indicating a future activity or state that will be in progress in the future time and will continue after it.

#### TEACHING TECHNIQUE

Giving examples:

If you come to my house tomorrow, I shall have been writing letters.

If you visit her at four, she will have been playing tennis.

The boys will have been studying the lessons at four in the afternoon.

Let us discuss the examples:

If you come to my house tomorrow, I shall have been writing letters.

The action of "writing letters" will happen and will be in progress when "you come to my house tomorrow" ("when you come to my house tomorrow" is a point of time given).

If you visit her at four, she will have been playing tennis.

The action of "playing tennis" will happen and will be in progress at four.

The future perfect continuous tense has the same meaning with the future continuous tense, so:

Instead of saying: If you come to my house tomorrow, I shall  
have been writing letters,

we can also say: If you come to my house tomorrow, I shall be  
writing letters.

Instead of saying: If you visit her at four, she will have been  
playing tennis,

we can also say: If you visit her at four, she will be playing  
tennis.

The future perfect continuous tense is usually used with  
an expression of time like: if you come to my house tomorrow  
at four in the afternoon  
at six  
etc.

### CONCLUSION

English tenses becomes very difficult and complicated to Indonesian students not only because they have to know many different patterns, but especially because the meanings of each tense are often difficult to distinguish. For example the present perfect tense and the simple past tense. For native speakers the difference is clear and they can speak both tenses naturally. But Indonesian students can hardly see the difference because both tenses indicate past actions. Another example is the future tense using to be going to and shall/will, there is only a slight difference that beginners cannot see it. All these problems arise because Indonesian has its own system that is completely different from English.

Beside the different linguistic background of the students, the analysis of the tenses itself causes problems in the process of learning the English tenses. Therefore the teaching must be careful and well-planned. The teacher should keep the distance between one tense and the other because it is hard for the students if the tenses are taught in a very short distance.

One tense consists of several forms and meanings. In teaching, first the teacher presents the positive form and the commonest/ the most important meaning together, then followed by the negative, interrogative and negative-interrogative form, and finally the teacher presents the other meanings of the tense. Every tense taught is followed by some exercises. By doing this the form and meaning will be established before going on teaching the following tense.

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