Unit 2

Finished and unfinished actions: summary

Finished actions

- To review verb tenses, ask:
  How do you form the simple past of regular verbs? (verb + -ed)
  How do you form the present perfect? (have / has + past participle)
  How do you form the present perfect continuous? (have / has + been + present participle)
  How do you form the past perfect? (had + past participle)

- Have volunteers read the explanations and examples out loud. Then have students close their books.

- On the board, write:
  1. __________, but I'm done now.
  2. __________ several times.
  3. When I got here, __________.
  4. __________ last week.
  5. __________ for / since __________.

To provide practice, have students complete the sentences with their own ideas. Point out that they should first identify the correct verb tense required and then complete the sentences with their own ideas. (1. present perfect continuous; 2. present perfect; 3. past perfect; 4. simple past; 5. present perfect continuous) Encourage them to write true information about themselves. Circulate as students write to offer help as needed. Then have them share their sentences with a partner.

A Complete the article ...

- Point out that students should decide whether each of the actions happened at a specified or unspecified time in the past.
- Have students compare answers with a partner and review as a class.

B Read each statement ...

- Encourage students to read the first statement and decide the order in which the events occurred before choosing statement a or b.
- Have students compare answers with a partner and review as a class.

Unfinished actions

- Have a volunteer read the explanation and examples out loud.
Unit 2

Finished and unfinished actions: summary

Finished actions
Use the simple past tense or the past of be for an action finished at a specified time in the past.
They watched that DVD yesterday.

Use the present perfect for an action finished at an unspecified time in the past.
They've watched that DVD three times.

Use the past perfect for an action that was finished before another action in the past.
When I arrived, they had already watched the DVD.

NOTE: Although the continuous aspect is used for actions in progress, the present perfect continuous is sometimes used for very recently completed actions, especially to emphasize duration.
They've been watching that DVD all afternoon, but they're done now.

Unfinished actions
Use the present perfect OR the present perfect continuous for unfinished actions that began in the past and may continue into the future. Use the present perfect continuous to further emphasize that the action is continuous.
She's listened to Ray Charles for years. [And she may continue.]
OR She's been listening to Ray Charles for years. [And she may continue.]

A  Complete the article, using the simple past tense, the past of be, or the present perfect.

World Music is not really a true genre of music—it is a combination of musical genres from around the world. For a number of years, recording companies have used the term to describe the music of artists who they feel could appeal to new audiences across cultures. The concept of World Music was first created after U.S. singer / songwriter Paul Simon recorded his hugely successful Graceland album in 1986. At that time, he invited South Africa’s male choir Ladysmith Black Mambazo and rock group Savuka to accompany him on the recording. Both groups later toured with him around the world. This exciting collaboration immediately appealed to European and North American audiences, who were attracted to this different sound.

Since that time, as more artists have tried to reach new audiences, there has been an increased amount of “crossover”—that is, musicians influencing each other across cultures. Enthusiasm for music from other cultures has risen steadily. Artists such as Angélique Kidjo and Carlos Vives, who were well-known within specific regions such as Africa or Latin America, have become international stars, and mainstream music has incorporated many of the features of these artists.

B  Read each statement. Then decide which description is closer in meaning.

1. By the time I heard about it, the concert had sold out.
   a. First I heard about the concert. Then it sold out.
   b. First the concert sold out. Then I heard about it.

2. After he’d won the award, he got a big recording contract.
   a. First he got the recording contract. Then he won the award.
   b. First he won the award. Then he got the recording contract.

3. We wanted to go to his performance because we’d heard his new CD.
   a. First we heard his CD. Then we wanted to go to his performance.
   b. First we wanted to go to his performance. Then we heard his CD.

4. He’d played at a lot of different halls before he performed at Carnegie Hall.
   a. First he performed at Carnegie Hall. Then he played at a lot of different halls.
   b. First he played at a lot of different halls. Then he performed at Carnegie Hall.
The past perfect continuous

Use the past perfect continuous for a continuous action that occurred and finished before an earlier time or event.

By 1998, he had been studying French for about five years.
When the test began, the students had been waiting for over an hour.
NOTE: This structure tends to occur more in formal writing than in speaking.

C Use the present perfect continuous or the past perfect continuous to complete each statement.

1. Stella is such a big fan of Bob Marley that she has been collecting his recordings for years.
2. Jill Morsberger had been performing (perform) at clubs for ten years before Greenwood Entertainment invited her to sign a recording contract.
3. Jeff had been waiting (wait) at the airport for his girlfriend when he saw the lead singer for U2.
4. She must be extremely popular. The audience has been standing (stand) in line to buy tickets for over two hours.
5. The lead guitarist for the band has been rehearsing (rehearse) the new songs for weeks. That's why they sound so good tonight.
6. Shakira had been recording (record) songs only in Spanish before she decided to branch out and try recording songs in English for the U.S. market.

Grammar for Writing: noun clauses as adjective and noun complements

Noun clauses as subjects are awkward and generally avoided.

Two ways to rewrite such sentences follow.

Use a noun clause as an adjective complement.

AVOIDED That Franklin is quite critical of modern art is obvious.
PREFERRED It is obvious (that) Franklin is quite critical of modern art.

Use a noun clause as a noun complement.

AVOIDED That her job was so difficult was why she quit.
PREFERRED The fact that her job was so difficult was why she quit.

D On a separate sheet of paper, rewrite each sentence, using the impersonal It.

1. That developing countries address the problems caused by global warming is extremely important.
2. It is extremely important (that) developing countries address the problems caused by global warming.
3. That not providing disaster relief will only worsen the situation seems quite clear.
4. It seems quite clear (that) not providing disaster relief will only worsen the situation.
5. A cure for cancer will be discovered in the next twenty years is certainly possible.
6. It is certainly possible (that) a cure for cancer will be discovered in the next twenty years.
7. That the governments of Argentina and Chile will reach an agreement looks very likely.
8. It looks very likely (that) the governments of Argentina and Chile will reach an agreement.
9. That Max Bianchi won't be participating in the Olympics next year is not important.
10. It is not important (that) Max Bianchi won't be participating in the Olympics next year.
The past perfect continuous

- Have a volunteer read the explanation, examples, and Note out loud.
- Direct students' attention to By and When in the examples in the Grammar box. Point out that phrases with words like by and when often show the "earlier time (1998) or event (the test began)" in sentences with the past perfect continuous.
- To clarify, write a new example and draw a timeline on the board:

  By the time he got married, he had been living in the city for two years.

  two years

  He was living in the city. He got married. Now.

Point out that the action (living in the city) was in progress for some time before a past time or event (He got married).

- To provide practice, have students choose a past moment or event and write a true statement about themselves using the past perfect continuous. (Possible response: By the time I got my first promotion, I had been working in the company for two years.) To review as a class, call on students to read their sentences out loud.

Use the present perfect continuous ...

- Point out that students should first decide if the action is unfinished (and may continue into the future) or finished (and happened before another past time or event).
- Have students compare answers with a partner and review as a class.
- You may want to point out the use of before in items 2 and 6 to show the "earlier time or event."

Option: To provide practice with the past perfect continuous, have pairs create three true or imaginary sentences using the past perfect continuous with by, when, and before. (Possible responses: By the time my brother turned ten, he had been taking piano lessons for four years; When she arrived, I had been waiting for two hours; I had been talking for two minutes before I realized that the phone was disconnected.) To review, call on students to share some of their sentences with the class.

Grammar for Writing: noun clauses as adjective and noun complements

- Before students study the Grammar box, review with them that noun clauses often follow phrases with impersonal It subjects. You may want to refer them to the Grammar box on page 18. Write an example on the board:

  It is my opinion that classical music is relaxing.

- Have volunteers read the explanations and examples out loud.
- On the board, write:
  1. That he will win first prize is possible.
  2. That his project was the best was why he won first prize.

To check comprehension, have students identify the noun clause in each example. Underline the clauses as students identify them. (1. That he will win first prize; 2. That his project was the best was why he won first prize.) Ask What is the grammatical function of the noun clauses in these sentences? (They are subjects.)

- Point out that noun clauses as subjects are generally avoided not only in writing but also in spoken English.
- Add to the board:

  3. It is possible that he will win first prize.

  4. The fact that his project was the best was why he won first prize.

Ask What is the grammatical function of the noun clause in sentence 3? (adjective complement) Why? (because it gives information about an adjective—possible) What is the grammatical function of the noun clause in sentence 4? (noun complement) Why? (because it gives information about a noun—fact)

- Point out that that can usually be omitted after adjectives.
- Erase the clauses from sentences 3 and 4. To provide practice, have pairs complete the sentences with their own ideas, using noun clauses. To review, call on volunteers to share their sentences with the class.
- Have a volunteer read the list of impersonal expressions that introduce noun clauses and the list of noun phrases that can precede a noun clause and the examples out loud.

Option: On the board, write:

  pollution  population  education  poverty

To provide practice, have pairs take turns using impersonal expressions that introduce noun clauses to express their opinions on some of the world issues on the board. Model the activity for the students. For example, It is essential that all children get a good education. To review, call on volunteers to share their views with the class.

On a separate sheet of paper ...

- Model the first item with the class. Call on a student to identify the expression that will be used to introduce the noun clause. (is extremely important) Have a volunteer read the correct sentence out loud.
- Have students compare answers with a partner and review as a class.
E Read each quote . . .

- Point out that the two sentences should be combined into one sentence.
- Have a volunteer read the example out loud. As a class, identify the noun phrase and noun clause. (The announcement; that Volkswagen would unveil a new car design early next year)
- Have students compare answers with a partner and review as a class.

Answers to Grammar Booster, Unit 2—Exercise E
1. The announcement that the Health Ministry will begin vaccinating all infants for measles was greeted with criticism from the opposition party.
2. The possibility that the president would resign by the end of this year has taken everyone by surprise, including the news media.
3. The report that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein is attracting much interest in the world of science.
4. The claim that a 95-year-old New Zealand man had broken the world record for growing the longest beard has triggered similar claims across three continents.

Unit 3

The future continuous
- Have a volunteer read the first explanation and examples out loud.
- Write a new example on the board:
  
  Next year, I’ll be living
  | I’m going to be living |
  | in London. |

  Point out that both forms of the future continuous (‘ll be living, I’m going to be living) have the same meaning.
- To provide practice, address different students and ask questions eliciting the future continuous. For example, Where will you be living in three years? What will you be studying next week? Where are you going to be spending your next vacation? What will you be doing tomorrow at this time? Encourage students to answer in complete sentences.
- Have a volunteer read the second explanation and examples out loud.

A On a separate sheet of paper . . .
- Model the first item with the class. Have students identify the time clause. (When she’s going to be attending the meeting) Ask What tense do we use with the time clause? (a present tense) Point out that either the present simple tense or the present continuous are possible in the time clause.
- Have students compare answers with a partner and review as a class.
Read each quote from a radio news program. Then, on a separate sheet of paper, complete each statement, using the noun clause as a noun complement.

**Example:** “Volkswagen announced that they would unveil a new car design early next year. This is causing a lot of excitement in the auto industry.” [The announcement]

1. “The Health Ministry announced that they will begin vaccinating all infants for measles. This was greeted with criticism from the opposition party.” [The announcement]
2. “The president said it was possible that he would resign by the end of this year. This has taken everyone by surprise, including the news media.” [The possibility]
3. “The London Sun reported that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein. This is attracting much interest in the world of science.” [The report]
4. “The Auckland Times claimed that a 95-year-old New Zealand man had broken the world record for growing the longest beard. This has triggered similar claims across three continents.” [The claim]

**Unit 3**

**The future continuous**

Use the future continuous for actions that will be in progress at a specific time or over a period of time in the future. To form the future continuous, use will + be + a present participle or be going to + be + a present participle.

At this time next week, I'll be lying on a beach in Hawaii. [specific time]

I’ll be studying English in the United States for about two years. [period of time]

Sometimes sentences in the simple future and the future continuous have almost the same meaning. Choose the future continuous to emphasize a continuous or uninterrupted activity.

Next year, I’ll study English in the United States.
Next year, I’ll be studying English in the United States.

Questions and short answers

Will you be working at home? Yes, I will. / No, I won't.
Are you going to be working at home? Yes, I am. / No, I'm not.

Use the future continuous and a time clause with while or when to describe a continuous activity that will occur at the same time as another activity. Do not use a future form in the time clause.

I’ll be looking for a job while my wife continues her studies.
NOT I’ll be looking for a job while my wife will be continuing her studies.

When the mayor is speaking, we'll be listening carefully.
NOT When the mayor will be speaking, we’ll be listening carefully.

**Grammar Booster G5**

On a separate sheet of paper, correct the errors in the following sentences.

1. She’ll be staying at the Newton Hotel when she’s going to be attending the meeting.
2. We won’t be spending much time sightseeing while we’re visiting London.
3. When he’s going to stay in town, he’s going to be meeting with some friends.
4. She’ll be correcting homework while the students will be taking the test.
5. While Michelle is serving dessert, Randy will already be washing the dishes.
6. Won’t they be going to sleep in New York when you’ll be getting up in Taipei?