

2.1 The present perfect and simple past – revision¹

I Simple past

- a) The simple past is used to describe **activities, states or events that are over and have nothing to do with the present**. The stress is on the time or period of time at which something took place.

Signal words for the simple past include: **yesterday, last year/month/week, (2 days) ago, in 2012, used to**

*After their evening meal, Jonas and his family share their feelings about events during the day. His younger sister Lily begins, "I **felt** very angry this afternoon. My Childcare group **was** at the play area and we **had** a visiting group of Sevens, and they **didn't obey** the rules at all."*

→ In the evening Lily is talking about a series of events that happened in the afternoon and are now over.

- b) It is also used to describe a **sequence of events in the past**, e.g. in **reports, novels and stories**.

*The Assignments [at the Ceremony of Twelve] **continued**, and Jonas **watched** and **listened**, relieved now by the wonderful Assignment his best friend had been given.*

II Past progressive

- a) It is used to describe something that was **going on in the past (past progressive)** when something new **happened (past simple)**. The activity in the past progressive is a longer action, the background action against which something else happens.

*The Receiver of Memory has just given Jonas his first memory – in his mind Jonas has experienced riding a sled and snow. Once it is over, "He [Jonas] opened his ordinary eyes, and saw that he was still on the bed, that he had not moved at all. The old man, still beside the bed, **was watching** him."*

- b) It is used to describe a series of actions that were all **going on in the past at the same time**.

*Lily, Jonas' younger sister, is very fond of Gabriel, a baby that spends the nights with their family: "She **was kneeling** beside the crib, **making** funny faces at the little one, who **was smiling** back at her."*

Note: Some verbs are usually only used in the simple form. These are called **stative verbs** as they describe a **state** as opposed to an action: e.g. *like – love – hate – want – wish – prefer – think – believe – know – remember – forget – see – hear – smell – notice – realize – have – own – belong to*

III Present perfect

- a) The present perfect describes **activities, states or events that began in the past but have continued into the present**. The result of the past event is more important than when it took place.

Signal words for the present perfect include: **for, since, just, already, yet, so far, ever, up to now**

*At the Ceremony of Twelve the Chief Elder tells all Elevens waiting to be assigned their new jobs, "You Elevens **have spent** your years **till now** learning to fit in".*

→ They started learning in the past and have continued doing so right up to this moment in time.

- b) The present perfect is also used to say whether **something has happened yet or ever**.

*When Jonas is given his Life Assignment, he is chosen to be the community's Receiver of Memory. The Chief Elder tells him that his training will involve pain. She explains, "You **have never experienced** that."*

→ Up to this point in time, he has not had any pain.

¹ The examples have been taken from, or are based on, *The Giver* by Lois Lowry. *The Giver* is set in a seemingly idyllic futuristic society without pain, fear, conflict, injustice ... or choice. The Elders control everything in the community: whom people marry, the families children live with and which job the children are assigned when they are (nearly) twelve years old. Nobody questions his or her job or how things are run. But eleven-year-old Jonas is different and at the Ceremony of Twelve he is assigned a very special role – he is to become the new Receiver (of Memory).

2.2 Noticing¹

Read the following sentences. Highlight or underline the tense(s) used inside the quotation marks and write down why you think it has or they have been used. In some cases, there might be a signal word or expression. Identify it and make a note of any others that can be used with that tense. Compare your answers with those of a partner.

1. After their evening meal, Jonas and his family share their feelings about events during the day. His younger sister Lily begins, "I felt very angry this afternoon. My Childcare group was at the play area and we had a visiting group of Sevens, and they didn't obey the rules at all."

2. When Jonas meets the current Receiver, the old man says that when he became a Twelve, the Elders selected him to become the Receiver. He tells Jonas, "I came to this very room to begin my training. It was such a long time ago."

3. The Receiver of Memory has just given Jonas his first memory – in his mind Jonas has experienced riding a sled and snow. Once it is over, "He [Jonas] opened his ordinary eyes, and saw that he was still on the bed [...]. The old man, still beside the bed, was watching him."

4. Lily, Jonas' younger sister, is very fond of Gabriel a baby that spends the nights with their family: "She was kneeling beside the crib, making funny faces at the little one, who was smiling back at her."

5. At the Ceremony of Twelve the Chief Elder tells all Elevens waiting to be assigned their new jobs, "You Elevens have spent your years till now learning to fit in".

6. When Jonas is given his Life Assignment, he is chosen to be the community's Receiver of Memory. The Chief Elder tells him that his training will involve pain. She explains, "You have never experienced that."

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2.3 Quiz: name the invention

1. Fill in the gaps using the correct tense. Mark the words / expressions in the sentences that helped you make your decision. If there aren't any, make note of what led you to your decision. Compare your findings with those of a partner. Can you think what each invention is?

a) This invention (be) _____ around for over 250 years. In 1759 John Joseph Merlin (put) _____ small wheels on a pair of shoes and (invent) _____ the first pair. They (not become) _____ popular – maybe because the first time he (wear) _____ them at a party, he (crash) _____ into a mirror! Over the years many inventors (continue) _____ to make improvements and millions of people (try) _____ them out at some point.

What is it? _____

b) Martin Cooper (invent) _____ the first one over forty years ago and (use) _____ it to talk to his rival at another company. It (weigh) _____ 0.5 kg and (cost) _____ about \$3,500. Over the years they (become) _____ much lighter and less expensive. Different companies (improve) _____ the design and (add) _____ many new features. Now six of the world's seven billion people have one.

What is it? _____

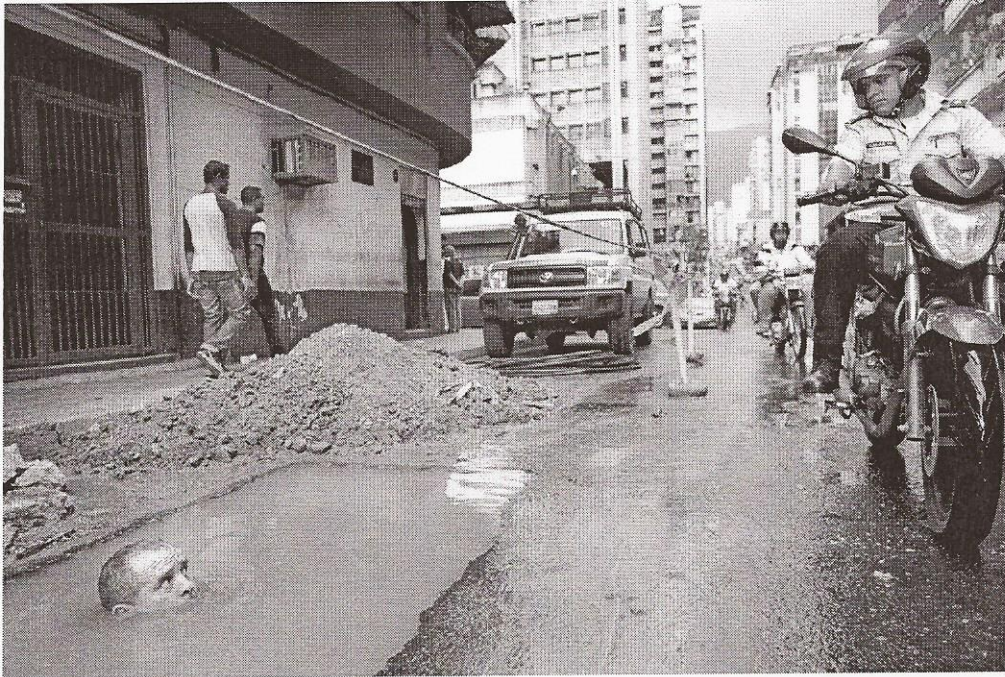
c) It (change) _____ the lives of millions of people. Its founder (launch) _____ it in March 2004 and by the end of that year it (have) _____ one million users. In October 2012, it (have) _____ one billion users. It (influence) _____ many different areas of people's lives, both at work and privately.

What is it? _____

2. Think of two other inventions and describe them in one or two sentences of your own. Give your sentences to your neighbour. First they should check your tenses and then see whether they can guess the invention.

2.5 What has happened?

1. *In pairs, look at the photo and discuss the following questions. The tense of the question will help you to decide which tense to use when you answer each question.*
- What was the man in the water doing before the policeman stopped?
 - What do you think has happened? Why?
 - Why has the policeman stopped?
 - Where did the photographer take the photo? Justify your answer.



This photograph was taken on September 26, 2012 by Rodrigo Abd.

2. *Now write a short text about the photo, answering the above questions. Make sure that you choose your tenses carefully. Remember to look at the tense in each question to help you to choose the right one. Once you have written your text, swap texts with your neighbour and correct each other's work, paying attention to the tenses!*

10 Word order

NOTICING

As you read through the text, highlight the specific point(s) noted for each paragraph.

The rise of the robots

Robots were introduced into the workplace in America in the 1960s because they could do jobs very quickly and efficiently. At the beginning of the 21st century, robots were mainly used to do jobs that were too dangerous, dirty, difficult or boring for people.

*Adverbs/
adverbials of
definite time
and place*

But things are changing. Scientists and engineers are developing humanoid robots that work closely with people and help them with all kinds of tasks. In some companies, robots greet people politely and give them information when they arrive. In Japan there is even a hotel run¹ by robots!

*Adverbs of
manner
(showing
how sth is
done)*

In a world that is ageing fast, some people believe that companion robots will help older people to live more independently. Robots never sleep or get ill so they could always be with a person. They could remind older people to take their medicine, possibly monitor their movements or sometimes keep them company.

*Adverbs of
frequency*

Interestingly, scientists have now realised that robots need to behave more realistically if people are going to completely accept them. One study found that humans definitely preferred robots that apologised for their mistakes. Apparently, some people even began to feel sorry for them! Obviously, this is only the beginning. Many people say that the 21st century is going to be the age of the robot.

*Adverbs of
comment*

¹to run sth etw. führen

1. Word order – a few general points

The general rule in English is subject _____.

Other words are not usually put between a verb and its

_____.

We invert subject and verb in _____ with *to be*, *to have got* and modal verbs.

2. Position of adverbs and adverbials

The position of adverbs and adverbials can be tricky. They can be put in front (first word), mid (between the subject and main verb) or end position (at the end). For more help see *pp. 108-109*.

- a) Look at the first sentence. Where do we usually put adverbs and adverbials of definite time and place?

If there is an adverbial of time and one of place, in which order are they usually placed?

But now look at the second sentence. Where is the adverbial of time? What effect does this have?

- it makes it less important it emphasizes it

- b) Adverbs of manner are generally placed where? _____

Look at the last example. What do you notice about where they are placed if a verb has a direct object?

- c) Where do we often put adverbs of frequency? _____

Which other adverbs of frequency do you know?

- d) Adverbs of comment usually appear in which position? _____

3. Looking at different verbs

- a) If the main verb is *to be*, where does the adverb usually go? Have a look at the first paragraph!
- b) If adverbs go in mid position, what happens when there is more than one verb, i.e. if there is an auxiliary or modal verb? Have a look at the third and fourth paragraphs!

1. Other types of adverbs

- a) Adverbs of degree give information about the intensity of an adjective, action or another adverb.

Identify the adverb of degree in each of the following sentences, then say what it is giving more information about in each case.

- *because they could do jobs very quickly and efficiently*
- *if people are going to completely accept them*
- *jobs that were too dangerous, dirty, difficult or boring for people*

Where are the adverbs placed?

- before the word they qualify after the word they qualify

- b) Focusing adverbs direct our attention to a particular part of the clause. They include *only, even, particularly* and *just*. Find two examples in the text on p. 64 and say where they are placed.

! Remember adverbs are put in a different position with *to be*!

Now write a sentence saying what you think robots would be good or bad at. Include one of the focusing adverbs above.

- c) Can you think what adverbs of probability do?

Underline the adverbs of probability in the list below.

*finally • definitely • quickly • terribly • possibly • recently •
apparently • certainly • personally • probably*

In which position are most of them usually placed in a sentence? Look at paragraphs 3 and 4 of the text on p. 64.

When you read the following text, highlight all of the adjectives.

Did you know?

One of the first robots was invented by the ancient Greek philosopher Archytas of Tarentum around 400 B.C. It was a small wooden pigeon that could fly.

In 1495 the great Italian artist, inventor and sculptor Leonardo da Vinci sketched plans for a large mechanical knight. It could sit down, stand up and move its head – all on its own!

The French inventor Jacques de Vaucanson was famous for his mechanical machines in the 18th century. He not only invented an incredible copper duck but also a lifelike wooden flautist¹. This tall white automaton² could play 12 different pieces of music!

Everyone knows R2-D2, the cylindrical white and blue droid that makes strange sounds in *Star Wars*. But did you know that in an early draft of the story he could actually speak English?



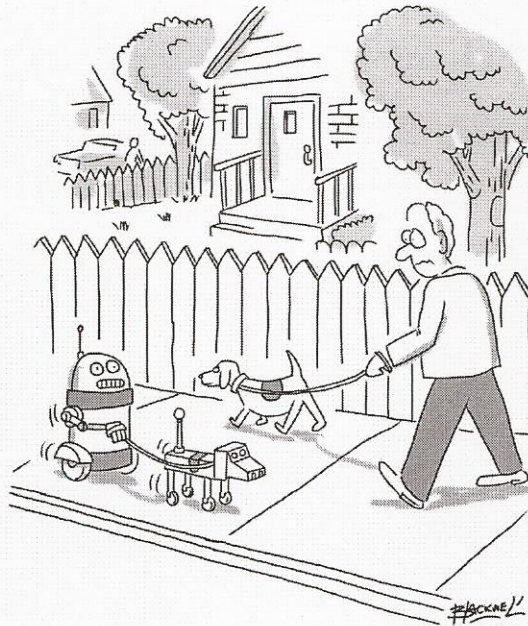
¹flautist Flötist/in • ²automaton Automat, Roboter

1. A funny thing happened to me

The man in the cartoon is telling a friend what happened. Read the text and then add adverbs and adverbials and some adjectives to make it sound more interesting. Think about the following points but do not overload the text with adjectives – choose ones that make sense!

- when and where the man went
- the house (look closely at the cartoon!)
- details about the robot (size, shape, material)
- details about the robot's dog (size, colour, material)
- how the robot talks
- Cooper's reaction

If you want, you can also add one or two sentences of your own, but you do not have to!



I took Cooper for a walk in our park. We were walking down the pavement next to a house when I saw something strange. There was a robot moving towards me – it had wheels instead of legs. It had a robot dog on a lead. When it saw me, it said "Hello!" and added that it was taking its dog for a walk! Cooper did not worry or look at the robot. He kept on walking!

→ If you like, you can record your answer instead of writing it down.