

Revision on tenses



Grammar in Context

Theme: Life problems—stress

Words by Theme



Read the following speech delivered at the assembly hall.
Answer the questions.

School-Life Balance

[1] Have you already had lessons for hours? Are you yawning? Does your head feel heavy? 2i You need to take a break¹ right now!

[2] When I started secondary school, I found all the subjects very hard. I spent a lot of time on homework and I stayed up late to revise. In class, I couldn't focus because I was very sleepy. When it was the final exam, I was extremely nervous. My hands were shaking when I picked up my pen. I even missed one exam because of a serious headache. I didn't realise that I was under great stress².

[3] 2ii Since then, I have adopted a balanced lifestyle³. After school, I play basketball with my classmates to de-stress⁴. I plan my revision⁵ time efficiently so that I won't panic⁶ before the exam. I also make sure that I have enough sleep every night. 2iii Exercise and sleep boost⁷ my brain power.

[4] Besides, I am trying to pursue interests⁸ outside the classroom. 2iv I am going to take a Korean language class next month. 2v This summer, I will also learn to play the guitar. Life isn't just about studying!



1. Underline all the verbs that are in the simple past tense in paragraph 2.

2. What is the tense of the main verb in each of the following sentences?

(i) You need to take a break right now!

(ii) Since then, I have adopted a balanced lifestyle.

(iii) Exercise and sleep boost my brain power.

(iv) I am going to take a Korean language class next month.

(v) This summer, I will also learn to play the guitar.

	Simple Present	Present Perfect	Simple Future
(i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(v)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART 1A The simple present tense

We use the simple present tense to talk about general actions, events and states. (Refer to Book 1 Unit 9 for detailed explanation on the simple present tense.)

Situations	Examples
Facts and truths	Tokyo <i>is</i> the capital city of Japan.
Habits	Do your grandparents <i>wake up</i> at 6 am every day ?
States of now	There <i>are</i> some leftover fried chicken wings in the fridge.
Opinions and feelings	Howard <i>likes</i> mathematics, but he <i>doesn't enjoy</i> chess.
Timetables and schedules	Live football matches <i>are</i> on TV at 8 pm tomorrow.

PART 1B The present continuous tense

We use the present continuous tense to talk about the following situations. (Refer to Book 1 Unit 9 for detailed explanation on the present continuous tense.)

Situations	Examples
Actions happening now	Ouch! You <i>are hurting</i> me.
Temporary situations	<i>Are you staying</i> at a youth hostel?
Trends and changing situations	More and more students <i>are taking</i> STEM subjects.
Future plans	<i>I am hosting</i> a housewarming party tomorrow.
Picture and video descriptions	The video is hilarious. The cat <i>is sleeping</i> in a sink!



PART 1C The present perfect tense

We use the present perfect tense to talk about the following situations. (Refer to Book 1 Unit 11 for detailed explanation on the present perfect tense.)

Situations	Examples	
Past actions that continue up to now	Emily <i>has been</i> overweight since she was little.	
Recent completed actions with effect on the present	A: <i>Have you put on</i> weight? B: Yes. My clothes don't fit any more.	
Completed actions without exact finish time	<i>I have eaten</i> pasta in this snack bar before .	
Past experiences up to now	A: <i>Have your sisters ever visited</i> Macau? B: Yes, but they've never visited Zhuhai.	

Let's compare

Note the differences between the following.

<i>since</i> + start time	<i>for</i> + time period
<div style="border: 1px solid red; padding: 2px; display: inline-block;">when</div> <i>Tom has been unemployed since last month.</i>	<div style="border: 1px solid green; padding: 2px; display: inline-block;">how long</div> <i>Tom has been unemployed for a month.</i>
<i>have been</i>	<i>have gone</i>
<i>I've just been to the supermarket.</i> (I have returned.)	<i>She's gone to Seoul for a week. She'll be back soon.</i> (She has not returned.)



Exercise 1.1

Circle the correct answers for the following sentences.

- Look! The cat (walks / is walking) on the roof.
- Every evening, Miss Jones (has drunk / drinks) a cup of hot chocolate.
- The children (have slept / is sleeping) for two hours. Let's wake them up as the plane (departs / has departed) in an hour.
- (Does / Is) Mandy (prefer / preferring) dancing to singing?
- James (hasn't visited / doesn't visit) Greece, but he (goes / is going) there this year.



Exercise 1.2

May is reading about an app. Complete the description using the correct form of the given verbs.

Time Tutor—Best App for Managing Time

Time management (1) _____ is _____ (be) an important life skill. However, many students (2) _____ (not know) how to establish routines to achieve their goals. They usually (3) _____ (prioritise) the Internet over their schoolwork.

Time Tutor assists students to plan their time wisely. Fill in Time Tutor's timetable and answer questions about your activities in the coming weeks, e.g. 'What (4) _____ you _____ (plan) to do next Saturday?' The app (5) _____ (review) your activities and (6) _____ (give) you suggestions.

Since the launch of Time Tutor, our customer service department (7) _____ (receive) a lot of positive feedback:

'I (8) _____ (be) a user of Time Tutor for more than nine months. I can manage my study time better and even get more sleep every night.' – Lorraine Lo



PART 2A The simple past tense

We use the simple past tense to talk about completed actions in the past. (Refer to Book 1 Unit 10 for detailed explanation on the simple past tense.)

Situation	Examples
Completed actions in the past	<ul style="list-style-type: none"> Hong Kong was a fishing village in 1839. Were you anxious on stage last night? Neil Armstrong landed on the moon over fifty years ago. However, some people think that this did not happen.

PART 2B The past continuous tense

We use the past continuous tense to talk about the following situations. (Refer to Book 1 Unit 10 for detailed explanation on the past continuous tense.)

Situations	Examples
Actions happening in progress at a time in the past	<p>The workers were resting and the machine was not operating at 2 pm yesterday.</p> <p>past ————— 2 pm ————— now were resting, was not operating</p>
Actions happening when another action took place	<p>The driver was looking at his phone when he crashed his car.</p> <p>past ————— now was looking crashed</p>
Two actions happening at the same time in the past	<p>The manager was greeting the guests while the waiters were serving them.</p> <p>past ————— now was greeting were serving</p>
Ongoing actions over a period of time in the past	<p>The baby was crying the whole night.</p> <p>past ————— 8 pm ————— 4 am ————— now was crying</p>

Error Diagnosis

Non-action verbs are usually not in the continuous form.

have	like	love	see	smell	think	want	know
------	------	------	-----	-------	-------	------	------

I was knowing the answer all along. ✗

I **knew** the answer all along. ✓

non-action verb

The main event in the simple past tense (a short action) interrupted the background event in the past continuous tense (a long action).

The child was running when he was falling. ✗

The child **was running** when he **fell**. ✓

background event

main event

The past continuous actions are usually temporary events.

Mr Kim lived in a grand hotel in Paris. ✗

Mr Kim **was staying** at a grand hotel in Paris. ✓

temporary event

**Exercise 2.1**

Rearrange the words and write the sentences in the past tenses.

- | | | | | |
|-------|-----------|-------------|--------|-----|
| Harry | yesterday | the meeting | attend | (.) |
|-------|-----------|-------------|--------|-----|

Harry attended the meeting yesterday.
- | | | | | | |
|-----|----------|----------|------|-------------|---------|
| (.) | the bomb | run away | when | the thieves | explode |
|-----|----------|----------|------|-------------|---------|
- | | | | |
|------|-------------|---------|-----|
| drip | all morning | the tap | (.) |
|------|-------------|---------|-----|
- | | | | | | |
|-----------|-----|------|--------------|----|----|
| last year | (?) | Paul | the ceremony | be | at |
|-----------|-----|------|--------------|----|----|
- | | | | | |
|-----------|-----------------|------|---------------------|-----|
| cheongsam | in the old days | wear | people in Hong Kong | (.) |
|-----------|-----------------|------|---------------------|-----|

**Exercise 2.2**

Felix is writing a blog entry. There are some mistakes. Correct the underlined mistakes.

The Most Embarrassing Moment

Posted by Felix on 20 October 20XX

What **(1)** was happening was embarrassing, but now it's funny to think about it. At lunchtime, I ate a whole cheese pizza by myself. I also **(2)** have a large milkshake. As I **(3)** had the English lesson, my stomach grumbled as it **(4)** digested the meal. My intestines were forming a massive gas bubble inside me. I **(5)** was trying my best to hold the gas in. Eventually, I **(6)** losed control and made a long fart. The sound echoed through the classroom. The worst part was that the teacher was talking and **(7)** walked past me when the fart **(8)** was escaping. Luckily, no one knew it was me!



- _____ happened
- _____
- _____
- _____
- _____
- _____
- _____
- _____

PART 3A The simple future tense

We use the simple future tense to refer to the time ahead. (Refer to Book 1 Unit 12 for detailed explanation on the simple future tense.)

Situations	Examples
Decisions or promises made at the moment	Mum, I promise I will work hard for the exam.
Things that happen in the future	<ul style="list-style-type: none"> ▪ Will it snow this winter? ▪ Grandson, you 'll be a great man like me.

PART 3B *be going to*

We use *be going to* to talk about the following situations. (Refer to Book 1 Unit 12 for detailed explanation on *be going to*.)

Situations	Examples
Intended or planned future actions	<i>I am going to stay.</i> (a plan made earlier) Compare: <i>I will stay.</i> (a decision made at the time of speaking)
Actions that are very likely to happen	<i>The balloon is going to burst if you keep squeezing it!</i>



Exercise 3.1

Complete the sentences using *be (not) going to / will (not)* and the verbs in the box.

make contact open test get recover

- I hope you _____ will recover _____ soon.
- Oh, your nose is bleeding! I _____ you some tissues.
- If we have new products, we _____ you by email.
- Sorry, I _____ the same mistake again!
- The scientists _____ the samples tomorrow.
- There is no electricity. The restaurant _____ until 1 pm.



Exercise 3.2

Renee is writing about the new school theatre. Complete the text by circling the best answers.

Grand Opening of School Theatre

Our school has always valued arts education. The new school theatre is going to open soon and (1) (*inspires / is inspiring / will inspire*) students even further. The theatre (2) (*will bring / has brought / was bringing*) about more creative opportunities.

The new theatre (3) (*is going to stage / stages / has staged*) its first drama production in the next school year. Currently, the theatre stage (4) (*is / will be / is being*) still under construction. The

Drama Club (5) (*was putting / is going to put / put*) on a variety of performances on the new multifunctional stage.

The first performance (6) (*is going to be / will be / was*) *Peter Pan*. The school drama team (7) (*starts / is going to start / started*) rehearsing three months ago. The team is confident that the show (8) (*is / was / is going to be*) a great success.



More to take away

bring about (phr. v.) = to cause something to happen
put on (phr. v.) = to present or organise

Grammar Wrap-up

Tim is writing an article on his favourite actor for the school newspaper. Complete the article using the correct form of the given verbs.

Our Beloved Mr Bean

Actor Rowan Atkinson (1) _____ is _____ (be) famous for his role as Mr Bean. He (2) _____ (currently work) on a Netflix series which (3) _____ (launch) in the coming summer.

The British actor is actually very well-educated. He (4) _____ (receive) his master's degree in electrical engineering from the University of Oxford. Atkinson (5) _____ (be) an actor since the 1980s. In 1990, his comedy series *Mr Bean* first (6) _____ (appear) on TV. However, he now seldom (7) _____ (play) this popular character. He (8) _____ (think) that he is too old for this timeless, ageless role.

From time to time, Atkinson (9) _____ (perform) in films. In his popular action-comedy trilogy, he played the role of Johnny English. Some of the shooting of *Johnny English Reborn* (10) _____ (take) place in Hong Kong. Yet, I (11) _____ (like) *Johnny English Strikes Again* the most. I hope he (12) _____ (act) in another film for the *Johnny English* series.

In real life, Atkinson is much smarter and quicker than his characters. During a holiday, Atkinson (13) _____ (fly) to Kenya in his private jet when the pilot (14) _____ (faint). He was able to keep the plane in the air until the pilot (15) _____ (recover) consciousness. It (16) _____ (seem) that he has the potential to be a real spy!



Brain Breaks

Quotes from *Johnny English*, the movie starring Rowan Atkinson

Pegasus (Johnny's boss): English, we can't afford any mistakes. Not tonight.

Johnny English: The word *mistake*, Sir, is not one that appears in my dictionary.



Grammar in Pre-DSE Text Type

Theme:
Life problems—a business crisis

You are writing a short story. Complete the excerpt of the story by circling the best answers.

Lydia's Secret Recipe

Lydia (1) an orphan¹. Her late parents (2) great cooks. They (3) the family's secret apple pie recipe down to Lydia. This (4) the way for the second generation of the family business.



Words by Theme



After the death² of her parents, Lydia (5) over the bakery. Being a generous³ person, she sold the apple pies at a very low price. Sometimes, she (6) them away to homeless people⁴. Therefore, she (7) it difficult to keep the business afloat⁵ at first.

Fortunately, the bakery became a hot spot⁶ in the neighbourhood because the pies were so good. As the business was picking up⁷, she (8) an assistant to help her make more pies. One day, while Lydia (9) baking ingredients at a grocery store, her assistant (10) the recipe and ran away.



Now, the cunning⁸ assistant runs a shop next to Lydia's. It (11) apple pies that taste just as great. What (12) Lydia do to save her bakery?...

(1) (A) is

- B. has been
- C. have been
- D. is going to be

(2) A. was

- B. were
- C. has been
- D. have been

(3) A. were passing

- B. pass
- C. are going to pass
- D. passed

(4) A. pave

- B. paved
- C. will pave
- D. have paved

(5) A. takes

- B. took
- C. is taking
- D. was taking

(6) A. gave

- B. gives
- C. has given
- D. is giving

(7) A. found

- B. finds
- C. has found
- D. is finding

(8) A. hires

- B. hired
- C. is hiring
- D. was hiring

(9) A. was buying

- B. is buying
- C. buys
- D. bought

(10) A. has stolen

- B. stole
- C. is stealing
- D. was stealing

(11) A. has sold

- B. sell
- C. sells
- D. was selling

(12) A. has

- B. did
- C. will
- D. does



More to take away

afloat (adj.) = having enough money to run a business or stay out of debt

Different tenses should be used for events at different times.

- I **am** an English teacher. I **am** also **volunteering** in an education project abroad. (simple present tense and present continuous tense)
- I **have taught** for 15 years. (present perfect tense)
- When I **walked** into the classroom, some students **were sleeping**. (simple past tense and past continuous tense)
- My students **are going to graduate**. I **will miss** them. (*be going to* and simple future tense)

Version 1

Charles has interviewed a well-known stage actress for an online magazine. Read the interview. There is ONE mistake in each underlined sentence.

An Outstanding Word-Blind Actress

Award-winning theatre actress Cecilia Tam talks to *Performing Arts Magazine* about her challenging early acting career.

Performing Arts Magazine = PA
Cecilia Tam = CT

PA: (1) Cecilia, you win the Theatre Award for Best Actress recently. Congratulations! You must be thrilled! How do you feel now?

CT: Thank you. This is my first major award. (2) I felt particularly grateful. (3) My acting career was never smooth.

PA: You started acting when you were ten. You had some impressive performances as a child actress. What challenges did you face?

CT: I suffered from dyslexia. I couldn't recognise or read words easily. I had great difficulty remembering scripts. (4) While other actors were reciting the lines, I still read the script word by word. At the beginning, I only got small roles with very few lines.

PA: That sounded discouraging. (5) How do you overcome this disability?

CT: At first, I recorded the lines with a voice recorder to help myself remember the script. (6) That isn't very effective because it was time-consuming. Later, I made friends with a painter who taught me Chinese characters in a different way. She used drawings and colours to help me identify words.

PA: That's a brilliant study skill!

CT: (7) My reading speed improved when I play my first main role.

PA: You played Juliet in *Romeo and Juliet*! That's a memorable performance to audience. I heard that you're writing plays too.

CT: Yes. (8) I write a play about children with dyslexia. (9) We stage it at the end of this year. (10) I hope more people are going to understand children with this condition.

Version 2

Correct the mistake in each underlined sentence in Version 1.

An Outstanding Word-Blind Actress

Award-winning theatre actress Cecilia Tam talks to *Performing Arts Magazine* about her challenging early acting career.

Performing Arts Magazine = PA
Cecilia Tam = CT

PA: (1) Cecilia, you have won the Theatre Award for Best Actress recently.

Congratulations! You must be thrilled! How do you feel now?

CT: Thank you. This is my first major award. (2) _____.

(3) _____.

PA: **You started acting when you were ten. You had some impressive performances as a child actress. What challenges did you face?**

CT: I suffered from dyslexia. I couldn't recognise or read words easily. I had great difficulty remembering scripts. (4) _____.

At the beginning, I only got small roles with very few lines.

PA: **That sounded discouraging.** (5) _____?

CT: At first, I recorded the lines with a voice recorder to help myself remember the script.

(6) _____.

Later, I made friends with a painter who taught me Chinese characters in a different way. She used drawings and colours to help me identify words.

PA: **That's a brilliant study skill!**

CT: (7) _____.

PA: **You played Juliet in *Romeo and Juliet*! That's a memorable performance to audience. I heard that you're writing plays too.**

CT: Yes. (8) _____.

(9) _____.

(10) _____.



More to take away

dyslexia (n.) = a learning disorder that involves difficulty in reading and understanding words, letters and other symbols

