

Verbs show
action
or
being



is



The Verb Tense



WRITING CENTER

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Aspect

SIMPLE

- Present
- Past
- Future

Simple Present

Sun rises every day. 

- Habitual, repeated action in the present
- General laws, truth such as physical law
- With be and linking verbs indicates a state

He walks every day.

Does he walk every day?

He doesn't/ does not walk every day.

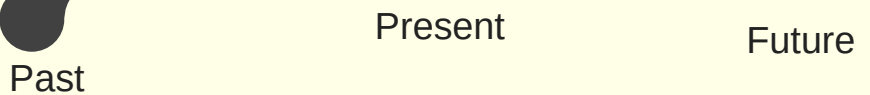


Simple Future



They say the storm will stop tomorrow.

- - A strong prediction since we are not sure what will happen
- - An action to take place at some definite future time
- - A future habitual action or state (He will take the train at 7:00 a.m. every day.)
- He will walk.
- Will he walk?
- He will not/won't walk.



Simple Past

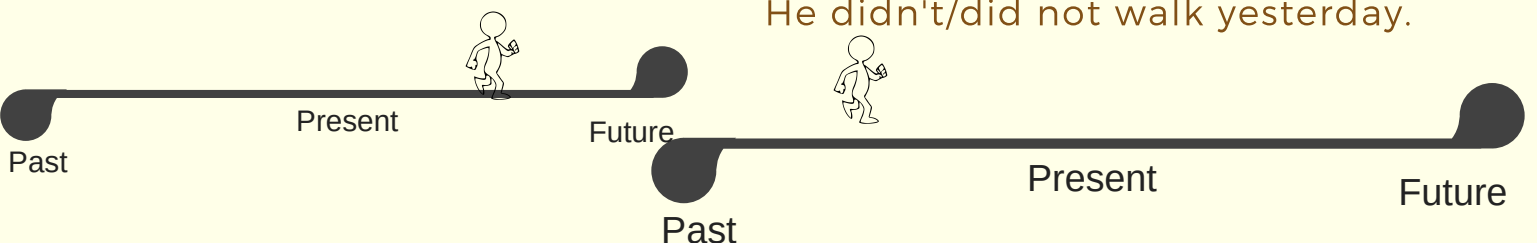
The storm stopped yesterday. 

- States facts
- A single fact completed in the past
- Habitual events in the past
- The event is completed

He walked yesterday.

Did he walk yesterday?

He didn't/did not walk yesterday.



Aspect

PROGRESSIVE:

- Present Progressive/Continuous
- Past Progressive/Continuous
- Future Progressive/Continuous

Present Progressive

Susan is living in New York.



- Activity in progress
- A temporary situation
- Extended present
- Change of situation

Mary is living with her parents.

Mary isn't/is not living with her parents.

Is Mary living with her parents?



Future Progressive

Mary will be teaching for the next two years.



- An action that will be in progress at a specific time in future.
- Duration of some specific action in future.

He will be taking a test at 8 A.M. tomorrow.

Will he be taking a test at 8 A.M. tomorrow?

He will not/won't be taking a test at 8 A.M. tomorrow.

Past Progressive

Mary was speaking when he called.

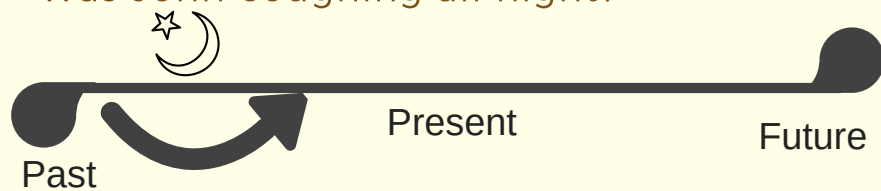


- An action in progress at a certain point of time in the past.
- Past action simultaneous with another action in Simple Past.
- Repetition of an ongoing past action.

John was coughing all night.

John wasn't/was not coughing all night.

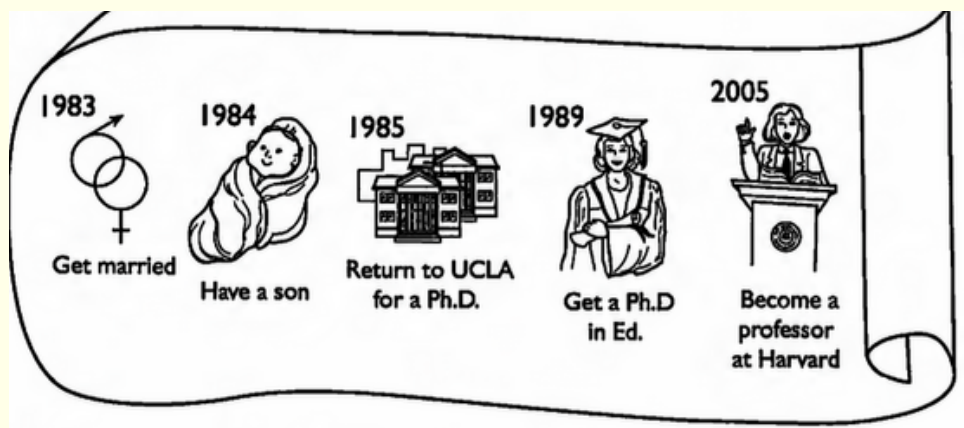
Was John coughing all night?



PRACTICE

Look at the image of the scroll below, and use the appropriate tense to tell the story.

For example, Ann was born in 1984, in California.



Aspect

PERFECT:

- Present Perfect
- Past Perfect
- Future Perfect

Future Perfect



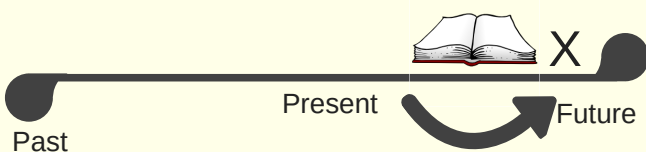
I will have finished my work by 5 p.m.

- A future action that will be completed prior to another event in future
- A state or accomplishment that will be completed prior to another time in future

She will have read the book by tomorrow morning.

Will she have read the book by tomorrow morning?

She will not have read the book by tomorrow morning.



PRACTICE

Present Perfect



I have been a teacher since 1980.

- A situation that began in the past and still continues in present
- An action that happened in the past, but it is still relevant
- An action that happened in the past and has been completed

Jim has just finished his homework.

Has Jim finished his homework?

Jim has not/hasn't finished his homework.



Past Perfect



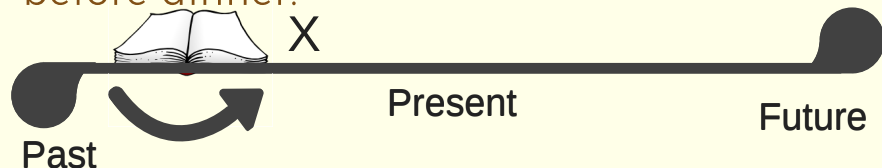
I had been a doctor before I retired.

- An action completed in the past prior to some other past event
- Imaginative subordinate clause in a conditional mood (If she had studied, she would have passed the exam.)

He had studied for the test before dinner.

Had he studied for the test before dinner?

He hadn't/had not studied for the test before dinner.



Underline the Verbs and note the correct tense.

It's six o'clock in the morning, pitch black outside. My 14-year-old son is fast asleep in his bed, sleeping the reckless, deep sleep of a teenager. I flip on the light and physically shake the poor boy awake, because I know that, like ripping off a Band-Aid, it's better to get it over with quickly.

I have a friend who yells "Fire!" just to rouse her sleeping teen. And another who got so fed up that she had to dump cold water on her son's head just to get him out of bed. Sound brutal ... but perhaps familiar?

Every morning I ask myself, "How can I — knowing what I know and doing what I do for a living — be doing this to my own son?" You see, I'm a sleep researcher

So I know far too much about sleep and the consequences of sleep loss. I know that I'm depriving my son of the sleep he desperately needs as a rapidly growing teenager. I also know that by waking him up hours before his natural biological clock tells him he's ready, I'm literally robbing him of his dreams — the type of sleep most associated with learning, memory consolidation and emotional processing.

But it's not just my kid that's being deprived of sleep. Sleep deprivation among American teenagers is an epidemic. Only about one in 10 gets the eight to 10 hours of sleep per night recommended by sleep scientists and pediatricians. Now, if you're thinking to yourself, "Phew, we're doing good, my kid's getting eight hours," remember, eight hours is the minimum recommendation. You're barely passing. Eight hours is kind of like getting a C on your report card.

There are many factors contributing to this epidemic, but a major factor preventing teens from getting the sleep they need is actually a matter of public policy. Not hormones, social lives or Snapchat. Across the country, many schools are starting around 7:30am or earlier, despite the fact that major medical organizations recommend that middle and high school start no earlier than 8:30am. These early start policies have a direct effect on how much — or really how little sleep American teenagers are getting.

Ted Talk by Wendy Troxel, Sleep Researcher

Why school should start later for teens.

Watch the video here or find the talk on Ted.com:

https://www.ted.com/talks/wendy_troxel_why_school_should_start_later_for_teenagers

Answer Key for the first paragraph

Present Simple

Present Simple

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