



FUTURE SCIENCE



STEP BY STEP MASTERING 16 TENSES (THEORY AND EXERCISES)

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Book Chapter

Step by Step Mastering 16 Tenses
(Theory and Exercises)

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PREFACE

First of all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to express my sincere gratitude to the authors for the idea and valuable knowledge throughout this book that entitled “**Step by Step Mastering 16 Tenses (Theory and Exercises)**”. To learn tenses is one of the most essential skills in english language. The tense tells us time such as present, past and future.

This book consists of 15 chapters: (1) tenses, (2) simple present tense, (3) simple past tense, (4) simple future tense, (5) simple present perfect tense, (6) present continuous tense, (7) past continuous tense, (8) past perfect tense, (9) future continuous tense (10) future perfect tense, (11) future perfect continuous tense, (12) past future tense, (13) past future continuous tense, (14) past future perfect continuous tense, (15) past future perfect continuous tense.

I also wish to thank to the team of future science publisher of this book for the guidance and help to proceed the book. Again, thank you to all the authors for expressing the thoughts and sharing the idea of english tenses.

Thank you all for your valuable contribution to this book.

Pematang Siantar, November 2024

Editor,

Bertaria Sohnata Hutauruk

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CHAPTER 1

TENSES

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1.1. INTRODUCTION

Tenses are an essential aspect of language, particularly in English, as they convey the timing of an action or state of being in relation to the present, past, or future. This means that tense is overall time that is framed in the most circumstance (Jason, 2020, pp. 27) Understanding tenses is crucial for effective communication, as they allow speakers and writers to articulate when something happened, is happening, or will be happened. In essence, tenses enable us to express the temporal relationships between events, actions, and states within a narrative or discourse. Tenses serve as a fundamental framework for organizing temporal information within language. They allow speakers and writers to situate events, actions, and states within specific time frames, thereby facilitating clear and coherent communication. Whether recounting past experiences, describing current activities, or making plans for the future, a mastery of tenses is essential for effective expression in English and other languages.

At its core, a tense refers to the form of a verb that indicates the time at which an action occurred. Bath said that tense as inflectional marker of the verb used for helping the temporal location of an event (or situation) (1999, pp.13). His statement reinforced by Crystal, he said that tense is the way the grammar of a language marks the time at which the action denoted by the verb takes or took place (2008, pp.479). English, like many

languages, employs a system of tenses to denote different time frames. These tenses are typically categorized into three main divisions: past, present, and future. Each division encompasses several specific tenses that further specify the timing and duration of an action or state. Traditionally, tenses can largely be divided into present tense (that refers particularly to the moment of speaking), the past tense which refers to a time (that was earlier than the moment of speaking), and future which is considered as later than the moment of speaking (Jason, 2020, pp.28)

The present tense is used to describe actions or states that are currently happening, habitual actions, general truths, or scheduled future events. For example, "I walk to school every day" (present simple), "She is eating breakfast" (present continuous), or "They have lived here for ten years" (present perfect).

The past tense is employed to narrate actions or states that have already occurred or were ongoing at a specific point in the past. Examples include "She studied for her exam last night" (past simple), "They were playing soccer when it started raining" (past continuous), or "He had finished his homework before dinner" (past perfect).

The future tense is utilized to discuss actions or states that will be occurred at some point after the present moment. This can include predictions, intentions, plans, or assumptions about future events. For instance, "I will visit my grandparents next weekend" (future simple), "She will be sleeping when you arrive" (future continuous), or "They will have completed the project by Friday" (future perfect). Furthermore, English also features variations of these primary tenses, such as the perfect and continuous aspects. The perfect aspect indicates the completion of an action before a specific point in time, while the continuous aspect suggests ongoing or continuous actions.

These variations allow for a more nuanced expression of time and duration within a sentence. Beyond the basic division of tenses into past, present, and future, English also incorporates complex structures for expressing more intricate temporal relationships. These include the use of modal verbs like "would," "could," and "might" to convey probability or hypothetical situations, as well as conditional structures to discuss hypothetical outcomes based on certain conditions being met.

Mastering tenses in English requires not only an understanding of the grammatical rules governing their usage but also familiarity with the context-specific nuances that can influence tense selection. Factors such as the nature of the action, the temporal proximity to the present moment, and the speaker's intention all play a role in determining which tense is most appropriate in a given situation.

1.2. WHY ARE TENSES IMPORTANT?

Tenses play a crucial role in language communication, serving as a fundamental aspect of grammar that conveys the timing of actions or events. As know that language is medium of communication. Communication is basically transfer a message. The sender through grammar expression sends fixed message to the receiver. Sometimes wrong grammar can make misunderstanding in communication (Sadhana, 2008, pp. 3). Understanding the importance of tenses is essential for effective verbal and written communication in English. Tenses enable individuals to express actions in relation to time, whether they occurred in the past, are happening in the present, or will take place in the future. By using different tenses, speakers and writers can provide clarity, context, and coherence to their messages, ensuring that their intended meaning is accurately conveyed.

One significant reason why tenses are important is their role in establishing effective communication. Proper usage of tenses helps individuals convey the timeline of events accurately, preventing confusion and misinterpretation. For instance, using the past tense to describe past actions, the present tense for current activities, and the future tense for upcoming events allows for clear and precise communication. Improper use of tenses can lead to misunderstandings and ambiguity, hindering effective interaction between individuals. Moreover, tenses are essential for structuring narratives and providing context in both spoken and written language. By employing different tenses, individuals can create engaging stories, describe experiences vividly, and express ideas with depth. For example, the past tense is commonly used in storytelling to recount events, while the present tense can bring immediacy and vividness to descriptions. Tenses help in organizing information chronologically, guiding the audience through a sequence of events or ideas. Furthermore, mastering tenses is crucial for academic and professional contexts. In academic writing, the correct use of tenses is vital for presenting research findings, discussing theories, and conveying arguments logically. Different disciplines may require specific tenses to convey information accurately. In professional settings, using appropriate tenses in business communication, reports, and presentations enhances clarity and professionalism, ensuring that messages are conveyed effectively to colleagues, clients, or stakeholders. Additionally, tenses contribute to the overall fluency and coherence of language. By understanding and applying tenses correctly, individuals can speak and write with precision, fluency, and accuracy.

Tenses help in structuring sentences, indicating relationships between ideas, and providing a framework for effective communication. A strong command of tenses enhances

language proficiency, enabling individuals to express themselves clearly and confidently in various contexts. In conclusion, the importance of tenses in language communication cannot be overstated. Tenses are essential for conveying time frames, organizing information, structuring narratives, and ensuring effective communication. By mastering tenses, individuals can enhance their language skills, improve their communication abilities, and convey their thoughts and ideas with clarity and precision.

Learning tenses serves multiple purposes that are essential for effective communication in any language, particularly in English. These purposes range from conveying temporal relationships and organizing information to expressing attitudes, intentions, and hypothetical situations. Understanding the purpose of learning tenses provides insight into their importance in language acquisition and proficiency.

First and foremost, learning tenses allows individuals to convey temporal relationships within discourse. Tenses indicate when an action, event, or state of being occurred, is occurring, or will occur. By mastering tenses, speakers and writers can articulate the sequence of events in a narrative, making it easier for listeners or readers to follow the timeline of a story or description. This ability to convey temporal relationships enhances clarity and coherence in communication. Another purpose of learning tenses is to organize information effectively. Tenses provide a framework for structuring ideas and presenting them in a logical sequence. Whether recounting past experiences, describing current activities, or making plans for the future, the appropriate use of tenses helps to organize information in a coherent manner, facilitating comprehension and interpretation.

Furthermore, learning tenses enables individuals to express attitudes, perspectives, and intentions regarding past, present,

and future events. Different tenses can convey various shades of meaning, such as certainty, speculation, or probability. For example, the use of the present perfect tense ("I have finished my homework") implies a connection between past action and present relevance, while the past simple tense ("I finished my homework") indicates a completed action with no ongoing relevance. By choosing the appropriate tense, speakers and writers can express their attitudes and perspectives towards events or actions, enriching the communicative context.

Moreover, learning tenses allows individuals to discuss future possibilities, make predictions, and express intentions and plans. The future tense enables speakers and writers to articulate future events, arrangements, or expectations. This ability to express future possibilities is vital for coordinating activities, making plans, and conveying intentions in various social, academic, and professional contexts.

In addition to expressing real-world situations, learning tenses also enables individuals to discuss hypothetical scenarios and imaginary situations. Conditional structures and modal verbs allow speakers and writers to speculate about what could, would, or might happen under certain conditions. This capacity for discussing hypothetical situations fosters creativity, critical thinking, and problem-solving skills, enhancing language proficiency and cognitive flexibility.

Furthermore, learning tenses is essential for acquiring proficiency in reading and listening comprehension. Mastery of tenses enables individuals to interpret and understand written and spoken texts accurately. By recognizing the temporal markers and understanding the context-specific nuances of tenses, readers and listeners can comprehend the intended meaning of a message more effectively.

1.3. THE SCOPE IN THIS BOOK

The scope of learning tenses is vast and encompasses various aspects that are essential for acquiring proficiency in any language, particularly in English. This scope includes understanding the different tenses, their forms, functions, usage rules, exceptions, and nuances. Additionally, it involves mastering the ability to apply tenses accurately in different contexts and communicative situations. Let's explore the scope of learning tenses in detail.

Firstly, learning tenses involves understanding the fundamental concept of tense itself. Tense refers to the form of a verb that indicates the time at which an action, event, or state of being occurs. In English, tenses are typically categorized into three main divisions: past, present, and future. Each division encompasses several specific tenses, such as simple, continuous, perfect, and perfect continuous, which further specify the timing and duration of an action or state. Furthermore, learning tenses entails familiarizing oneself with the forms and structures of each tense. This includes understanding how verbs change form to indicate different tenses, such as the addition of "-ed" for regular verbs in the past tense or the use of auxiliary verbs like "have," "be," and "will" to form various tense constructions. Additionally, it involves recognizing irregular verb forms and irregularities in tense formation.

Another aspect of learning tenses is understanding the functions and usage rules associated with each tense. This involves knowing when to use a particular tense based on the temporal context, communicative purpose, and grammatical structure of a sentence. For example, the present simple tense is used for habitual actions, while the present perfect tense is used for actions that have relevance to the present moment. Moreover, learning tenses requires awareness of exceptions and irregularities in tense usage. English has several irregular verbs

and irregularities in tense formation that do not follow regular patterns. Recognizing these exceptions and understanding their usage is crucial for mastering tenses accurately.

Additionally, learning tenses involves grasping the nuances and subtleties of tense usage in different contexts. This includes understanding the implications of using different tenses to convey attitudes, perspectives, and intentions. For instance, the choice between the present perfect and past simple tense can convey different shades of meaning regarding the relationship between past events and present relevance. Furthermore, learning tenses extends to developing the ability to apply tenses accurately in various communicative situations. This includes proficiency in using tenses in speaking, writing, listening, and reading comprehension. It involves recognizing and interpreting tense markers in spoken and written texts, as well as producing grammatically correct sentences with appropriate tense usage in speaking and writing.

Finally, the scope of learning tenses encompasses continuous practice, reinforcement, and refinement of tense usage skills. This involves engaging in activities, exercises, and practice drills to reinforce understanding and application of tenses. It also includes receiving feedback and corrections to improve accuracy and proficiency in tense usage over time. In summary, the scope of learning tenses includes understanding the concept, forms, functions, and usage rules of different tenses, recognizing exceptions and irregularities, grasping nuances and subtleties of tense usage, developing the ability to apply tenses accurately in various contexts, and continuous practice and refinement of tense usage skills. Mastery of tenses is essential for effective communication and language proficiency in both spoken and written contexts.

1.4. BASIC CONCEPT OF TENSES

Tenses are a fundamental aspect of grammar in the English language, essential for conveying the time at which an action occurs. They provide context about when an event takes place, which is critical for clear communication. **The three primary tenses are the past, present, and future, each of which can be further divided into four aspects: simple, continuous (progressive), perfect, and perfect continuous.** This framework allows speakers to describe actions in various states of completion and over different time periods. As we know that the definition of tenses is the changing of verb based on the the time of event. Based on the time they are 4 kinds, namely: present, past, future and past future. This gives a total of twelve basic tenses. Each tense provides a different perspective on the timing and nature of the action being described. Here's a breakdown:

Present Tense

Simple Present: Used for habitual actions, general truths, and states of being.

Example: "She walks to school every day."

Present Continuous: Describes ongoing actions happening right now or temporary situations.

Example: "She is walking to school right now."

Present Perfect: Refers to actions that occurred at an unspecified time in the past but have relevance to the present.

Example: "She has walked to school."

Present Perfect Continuous: Highlights actions that started in the past and are still continuing or have recently stopped.

Example: "She has been walking to school for an hour."

Past Tense

Simple Past: Indicates actions that were completed in the past at a specific time.

Example: "She walked to school yesterday."

Past Continuous: Describes actions that were in progress at a particular moment in the past.

Example: "She was walking to school when it started to rain."

Past Perfect: Used for actions that were completed before another action in the past.

Example: "She had walked to school before the rain started."

Past Perfect Continuous: Focuses on actions that were ongoing in the past up until another past action occurred.

Example: "She had been walking to school for an hour before it started to rain."

Future Tense

Simple Future: Expresses actions that will be occurred in the future.

Example: "She will walk to school tomorrow."

Future Continuous: Indicates actions that will be in progress at a specific time in the future.

Example: "She will be walking to school at 8 AM tomorrow."

Future Perfect: Describes actions that will be completed before a certain future time.

Example: "She will have walked to school by noon tomorrow."

Future Perfect Continuous: Highlights actions that will be ongoing up until a specific **future** moment.

Example: "She will have been walking to school for an hour by 9 AM tomorrow."

Usage and Importance

Understanding and correctly using tenses is crucial for precise communication. Mastery of tenses enhances clarity,

reduces misunderstandings, and enriches both written and spoken expression, making them an indispensable tool in language and communication. It allows speakers to clearly articulate when an action occurs, its duration, and its relation to other events. For learners of English, mastering tenses can be challenging but is essential for fluency. Incorrect use of tenses can lead to misunderstandings and ambiguity.

Common Challenges

Irregular Verbs: verbs that do not follow the standard rules for conjugation in the various tenses. Unlike regular verbs, which typically form their past tense and past participle by adding "-ed" to the base form (e.g., "walk" becomes "walked"), irregular verbs change form in unpredictable ways. This can affect both the past simple tense and the past participle form of the verb.

Aspect Confusion: Differentiating between perfect and continuous aspects can be tricky, especially when actions overlap in time.

Context Sensitivity: The choice of tense often depends on context, such as the difference between the historical present (narrative in the present tense) and the simple past

1.5. CONCLUSION

The study of internal tenses is an essential aspect of understanding the structure and function of verb tenses within the English language. Internal tenses refer to the nuances and specific forms that describe when an action occurs in relation to the time of speaking or another point in time. It is suitable with the statement of Toshiyuki Ogihara who says that tenses relates the time of situation refer to some other time (1996: 10) This comprehensive analysis underscores the significance of mastering the various tenses—past, present, and future—each of

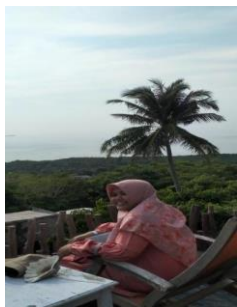
which can be further divided into simple, continuous (progressive), perfect, and perfect continuous forms. Altogether, these categories form the twelve primary tenses in English that have been explained above. The mastery of these internal tenses is crucial for effective communication in English. They allow speakers and writers to convey precise meanings regarding the timing and duration of actions, which is essential for clarity and accuracy. Misuse of tenses can lead to misunderstandings and ambiguity, underscoring the importance of proper tense usage. Additionally, understanding tenses enhances one's ability to comprehend and produce complex texts. It also aids in grasping the temporal relationships between actions, which is vital for narrative coherence and logical structuring in both written and spoken discourse. In conclusion, the study of internal tenses in English is foundational for achieving fluency and precision in the language. By mastering the use of simple, continuous, perfect, and perfect continuous forms across past, present, and future contexts, learners can significantly improve their communication skills. This knowledge not only facilitates accurate expression of time-related information but also enriches overall linguistic competence, making it an indispensable component of language learning and teaching.

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CHAPTER 2

SIMPLE PRESENT TENSE

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2.1. INTRODUCTION

The Simple Present Tense is a fundamental form of the present tense in the English language. It is commonly employed to convey facts, general truths, habitual actions, and routines. The formation of the simple present tense is uncomplicated: it uses the base form of the verb (e.g., "I take," "you take," "we take," "they take"). When it comes to the third-person singular, an "-s" is added to the end of the verb (e.g., "he takes," "she takes," "it takes"). The Simple Present Tense, according to the Merriam-Webster Dictionary, refers to the tense of a verb that indicates an action or state occurring at the present moment. It is employed to describe situations that are true at the time of speaking, as well as actions that are habitual or generally characteristic. At times, this tense is also utilized to discuss past actions or events expected to happen in the future.

Simple Present Tense Forms

Table 2.1 Simple Present Tense Forms

| Sentence Type | Structure | Example |
|---------------|---------------------------------------------------------------------|-----------------------------|
| Affirmative | Subject + V ₁ /V ₅ /V _{-es} + Object | Raka plays badminton |
| Negative | Subject + don't/doesn't + V ₁ | Dani doesn't play badminton |

| | | |
|-------------------|---------------------------------------|----------------------------|
| | + Object | |
| Interrogative | Do/Does + Subject + V ₁ | Does he play badminton? |
| Wh-question word | We don't play | Do we play? |
| You play (plural) | You don't play (plural) | Do you play? (plural) |
| They play | They don't play | Do they play? |

Examples of Simple Present Tense Usage

The Simple Present Tense is often used to describe regular activities or facts. Let's look at some examples:

1. Affirmative Statements:

"They play."

"They don't play."

"Do they play?"

In these sentences, "play" is the base form of the verb. The simple present is created using this base form for subjects like "I," "you," "we," and "they." For third-person singular subjects like "he," "she," or "it," an "-s" is added, as in: "She plays."

"I work in London."

Here, the present tense utilizes the base form of the verb, "work."

"She works in London."

In the third person singular form, we add an "-s" to the verb, resulting in "works."

2. Forming Questions in the Present Simple:

"Do you play the piano?"

"Where do you live?"

"Does Raka play football?"

"Where does he come from?"

"Do Raka and Dani live in Pontianak?"

"Where do they work?"

To form questions in the present simple, we use "do" for subjects like "I," "you," "we," and "they," while "does" is used with third-person singular subjects (he, she, it). For example:

"Where do Raka and Dani live?"

"What does Raka do?"

"When does Dani usually get up?"

We commonly use "do" and "does" with question words such as "where," "what," and "when."

However, questions starting with "who" often do not require "do" or "does":

"Who Resides in Indonesia?"

"Who Participates in football on the weekend?"

"Who works at Politeknik Negeri Pontianak?"

3. Negative Sentences in the Present Simple:

"I like tennis, but I don't like football." (Note: "don't" stands for "do not.")

"I don't live in Indonesia now."

"I don't play the piano, but I play the guitar."

"They don't work on weekends."

"Dani doesn't live in Jakarta." ("doesn't" is short for "does not.")

"Raka doesn't drive to college. He takes a motorcycle instead."

When creating negative sentences in the simple present, "do not" (don't) is used with subjects like "I," "you," "we," and "they," while "does not" (doesn't) is used with third-person singular subjects (he, she, it).

2.2. FUNCTIONS OF THE SIMPLE PRESENT TENSE

The Simple Present Tense serves multiple purposes in English, including the following:

1. **Expressing Emotions or Feelings:** One common use of the simple present tense is to convey emotions or feelings. When you want to describe how someone feels at the moment, you often use this tense. Example: "I am so happy with her."
2. **Giving Commands or Instructions:** Another function of the simple present tense is to issue commands or instructions. You will frequently encounter simple present tense sentences in directives or instructions. Example: "Open the door."
3. **Referring to Scheduled Events:** The simple present tense can also indicate events that are planned or scheduled to happen in the near future. Example: "He celebrates a birthday party."
4. **Stating General Truths:** This tense is often used to declare facts that are universally true or accepted. Example: "Fish live in water."
5. **Describing Repeated or Habitual Actions:** Lastly, the simple present tense is utilized to talk about routines or actions that occur regularly, such as daily or weekly habits. Example: "Dani takes a piano course every Friday."

Special Verbs: 'To Be' (am, is, are)

Verbs are words that express actions or states of being. Examples include verbs like *to go*, *to run*, *to be*, and *to have*.

Among these, the verb "to be" is arguably the most essential verb in the English language. Below are the forms of the verb "to be":

Positive Forms:

Singular:

1. "I am" (contraction: "I'm")
2. "You are" (contraction: "You're")
3. "He is" (contraction: "He's"), "She is" (contraction: "She's"), "It is" (contraction: "It's")

Plural:

1. "We are" (contraction: "We're")
2. "You are" (contraction: "You're")
3. "They are" (contraction: "They're")

These forms of "to be" (am, is, are) are used to make general statements about the subject. To negate these statements, simply add the word "not" after the verb form:

1. "I am not"
2. "You are not"
3. "She is not"
4. "We are not"
5. "They are not"

Negative Forms and Contractions:

1. "Are not" can be contracted to "aren't."
2. "Is not" can be contracted to "isn't."

Note: The phrase "I am not" cannot be shortened into a contraction, unlike other forms.

Rules For Adding ‘-s’ or ‘-es’ to Verbs

Table 2.2 i/you/we/they form

| | | |
|------|------|----------------|
| I | like | sport. |
| You | read | Lots of books. |
| We | live | In a big city. |
| They | work | In Indonesia. |

Forming the present simple with i / you / we / they

In the third person (he, she, it) we add ‘s’ or ‘es’

Table 2.3. he/she/it form

| | | |
|---------|-------|-----------------|
| He | likes | sport. |
| She | reads | history books. |
| It | costs | A lot of money. |
| The sun | Warms | Our planet. |

When we use he/she/it, we need to add ‘es’ when basic verb form ends in -ch or -sh or -ss:

Table 2.4. Present simple third-person verbs ending in -es

| | |
|--------------------------------|---------------------------------------|
| I wash => he,she,it washes | He washes his car a lot |
| I finish => he,she,it finishes | She finishes work at 5 o'clock |
| I watch => he,she,it watches | She watches television every evening. |

| | |
|--------------------------------|-------------------------------------------|
| I teach => he, she, it teaches | My mother teaches at school. |
| I pass => he, she, it passes | The bus passes the cinema and the church. |

When to use 'ies', with some verbs ending in -y we change the 'y' to 'ies' when we use he/she/it"

Table 2.5. Present simple third-person verbs ending in -ies

| | |
|--------------------------------|-------------------------------------|
| I fly => he, she, it flies | My father flies to Paris very often |
| I try => he, she, it tries | Dani tries hard at school |
| I study => he, she, it studies | Raka studies at university |

Be careful! When a verb ends in -ay, -uy, -oy or -ey, the 'y' doesn't change to 'i':

1. I play = he plays
2. I buy = he buys
3. I enjoy = he enjoys

We can use -es with do and go after he/she/it

Table 2.6. Present simple third-person verbs: does, goes

| | | |
|----|-----|--------------------------------------------------------------|
| do | +es | He does a lot of sport She does the shopping once a week. |
| go | +es | She goes to the cinema. The train goes very fast. |

2.3. COMMON MISTAKES WHEN USING THE SIMPLE PRESENT TENSE

The Simple Present Tense is a key element of English grammar, essential for describing habits, routines, and universal truths. However, students often encounter difficulties and make common errors with this tense. Here are some frequent mistakes and tips on how to correct them:

Error 1: Missing ‘-s’ or ‘-es’ with Third-Person Singular

1. **Incorrect:** She read books every day.
2. **Correct:** She reads books every day.
3. **Explanation:** In the simple present tense, third person singular subjects (he, she, it) require the addition of -s or -es to the base form of the verb. For most verbs, you simply add -s (e.g., "reads," "runs," "plays"). For verbs ending in -s, -sh, -ch, -x, or -z, you add -es (e.g., "watches," "fixes," "passes"). The incorrect example lacks this change, which is necessary to agree with the third person singular subject.

Error 2: Misplacing Adverbs of Frequency

1. **Incorrect:** She often reads books every day.
2. **Correct:** She reads books every day.
3. **Explanation:** Adverbs of frequency, like "often," "always," "never," "usually," etc., are typically placed before the main verb or after the verb "to be" in the simple present tense. In the incorrect example, placing "often" before "reads" creates redundancy because "every day" already indicates frequency. Instead, you should use one adverb of frequency to avoid confusion. For instance, you could say "She often reads books" to emphasize how frequently the action happens, without combining it with "every day."

Error 3: Using the Simple Present for Immediate Actions

1. **Incorrect:** He takes the phone right now.

2. **Correct:** He is taking the phone right now.
3. **Explanation:** The simple present tense is used for habitual actions, general truths, or regular occurrences, not for actions happening right at the moment of speaking. For immediate or ongoing actions, the present continuous tense ("am/is/are + verb-ing") is used. The incorrect example uses the simple present, which does not convey the immediacy of the action. Instead, the present continuous tense correctly expresses that the action is happening right now.

Error 4: Mixing Simple Present with Present Continuous

1. **Incorrect:** She usually is eating breakfast at this time.
2. **Correct:** She usually eats breakfast at this time.
3. **Correct:** She is eating breakfast right now.
4. **Explanation:** The simple present tense describes regular habits or routines, while the present continuous tense describes actions occurring right now. Mixing these tenses incorrectly, as in the first example, creates confusion about whether the action is habitual or happening at the moment. To convey routine actions, use the simple present ("usually eats"), and for actions happening right now, use the present continuous ("is eating").

Error 5: Overusing Regular Verb Forms for Irregular Verbs

1. **Incorrect:** He goed to the store yesterday.
2. **Correct:** He went to the store yesterday.
3. **Explanation:** Irregular verbs do not follow the standard pattern of adding -ed to form the past tense. For example, the past tense of "go" is "went," not "goed." Using regular verb forms for irregular verbs, as seen in the incorrect example, leads to errors. It's important to memorize and use the correct forms for irregular verbs to ensure proper grammar.

Practice Examples:

1. "My cat chases rats in the park." (habitual action)
2. "Water boils at 100 degrees Celsius." (general truth)
3. "I usually wake up at 8 am." (routine)
4. "Do you know where the library is?" (state of being/knowledge)

Tips for Avoiding Simple Present Tense Mistakes:

1. **Learn Verb Conjugations:** Practice both regular and irregular verbs to get used to their forms.
2. **Practice Regularly:** Create sample sentences for various contexts to strengthen your grasp.
3. **Be Patient:** Mistakes are a natural part of learning, so don't be discouraged!

2.4. EXERCISES

2.4.1. EXERCISE ONE

Practice Questions: Forming Affirmative, Negative, and Interrogative Sentences in the Simple Present Tense

Choose the correct option by scratching out the wrong one!

1. (Are / Is) you feeling unwell?
2. He (turns / turning) on the lights.
3. She (doesn't / don't) play the piano.
4. They (can / can't) paint very well.
5. That (is / are) a nice gift.
6. I (don't / doesn't) feel like jumping.
7. Does it (graze / grazes) on grass?
8. Where (do / does) kangaroos make their homes?
9. What (is / are) his occupation?
10. (Am / Is) I a specter?

2.4.2. EXERCISE TWO

Choose the Correct Answer

Select the correct option for each question:

1. She _____ in _____ Surabaya.
 - a. Lives
 - b. Lived
 - c. Has Lived
 - d. Living
2. They _____ Raka's _____ new _____ friends.
 - a. Were
 - b. Was
 - c. Are
 - d. Have been
3. Dani _____ football every Saturday with his friends.
 - a. Jog
 - b. Jogs
 - c. Jogged
 - d. Is jogging
4. Akmal and Raka sometimes _____ to the nearest cinema to watch _____ their _____ favorite _____ movie.
 - a. Go
 - b. Went
 - c. Goes
 - d. Are going
5. The school term _____ next week according to the latest official _____ announcement.
 - a. Will start
 - b. Starts
 - c. Starting
 - d. Will be starting
6. The train to Jakarta _____ at 19.50 this evening.
 - a. Leave
 - b. Will leave

- c. Leaves
 - d. Will be leaving
7. ___ she go to the same college as Dani?
- a. Do
 - b. Does
 - c. Did
 - d. Is
8. ___ Raka and Dani work on the weekend?
- a. Did
 - b. Do
 - c. Does
 - d. Will
9. ___ Siti from Malang?
- a. Are
 - b. Is
 - c. Does
 - d. Do
10. Akmal ___ basketball every Sunday with his nephew.
- a. Playing
 - b. Plays
 - c. Played
 - d. Is

2.4.3. EXERCISE THREE

Essay: Fill in the Blanks Using the Simple Present Tense

Fill in the blanks with the appropriate Simple Present Tense form:

1. **Raka:** ___ ___ ___ your favorite meal? **Akmal:** No, I don't. I usually have breakfast at home and lunch at work.
2. **Dani:** ___ ___ ___ your daily exercise routine? **Akbar:** My routine includes jogging and cycling. I ___ every morning in the park and ___ on weekends.

3. **Siti** __ a teacher. She _____ at Sekolah Dharma Asih. Every morning, Siti _____ to school by bike. She _____ from eight in the morning until four in the afternoon. Siti usually _____ home at about 4:30. Most evenings, she __ at home _____ a book or _____ a movie. At the weekend, she _____ to visit her family.
4. **Freza:** What time do you usually start your work? **Dani:** I usually __ start work __ around 9 o'clock.
5. **Zidan:** What do you do in the afternoons? **Raka:** Most afternoons, I __ __ at the office and _____ emails or _____ __ meetings.

2.5. CONCLUSION

Acts or events that happen right now are typically described in the simple present tense. It can also be used to indicate regular routines or recurrent or habitual actions, like "She drinks coffee every morning". Additionally, this tense is used to communicate universal truths or facts that are always true, such "Monkey have two legs." To use simple present tense correctly, one must adhere to certain grammatical rules, such as subject-verb agreement and the proper use of auxiliary verbs for questions and negatives.

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CHAPTER 3

SIMPLE PAST TENSE

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3.1. INTRODUCTION

The simple past tense is one of the fundamental tenses in English grammar. It is used to describe actions that occurred at a specific time in the past. Understanding the simple past tense is crucial for expressing events, actions, and states that have already happened. The simple past tense is a crucial component of English grammar. It allows us to communicate about actions and events that have already taken place. Mastering the simple past tense is essential for effectively expressing ourselves and understanding the language. In this chapter, we will explore the intricacies of the simple past tense. We will examine the formula for its formation, providing clear examples to illustrate the differences between regular and irregular verbs. Furthermore, we will compile comprehensive lists of common regular and irregular verbs in the simple past tense, equipping you with the necessary tools to navigate this fundamental aspect of the English language. In this chapter, we will delve into the formula for forming the simple past tense, provide examples, list regular and irregular verbs, and include exercises to practice your skills.

The simple past tense is a fundamental grammatical structure in the English language that is used to describe actions or events that occurred in the past. This tense is crucial for effectively communicating about past experiences, historical events, and completed actions. Understanding the proper usage of the simple past tense is essential for both native and non-

native English speakers to achieve effective communication and accurate language expression. The simple past tense is primarily used to describe actions or events that have been completed in the past. This tense is often employed to convey a sense of finality or closure, indicating that the action or event has already occurred and is no longer ongoing. The usage of the simple past tense can be categorized into several key scenarios:

1. **Completed Actions:**

Actions that happened and were completed in the past. The simple past tense is used here to describe a past condition or state.

Examples:

1. I **finished** the book yesterday.
2. I **went** to the park yesterday and played on the swings.

2. **Sequential Actions:**

In this context, the simple past tense is used to narrate a sequence of past events.

Examples:

1. She **woke up, got dressed,** and **left** for work.
2. The team **scored** two goals in the first half and **won** the game 3-1.

3. **Habitual Actions in the Past:**

Repeated actions that used to happen regularly in the past.

Examples:

1. We **visited** our grandparents every summer.
2. When I was a child, I walked to school every day."

4. **Specific Time Expressions:**

Often used with specific time expressions such as yesterday, last week, two days ago, etc.

Examples:

1. He **called** me last night.
2. The weather **was** sunny and warm last weekend.

3.2. THE FORM OF SIMPLE PAST TENSE

The simple past tense is one of the fundamental verb tenses in the English language. It is used to express actions or events that occurred in the past and are now completed. Understanding how to form positive, negative, and interrogative sentences in the simple past tense is essential for effective communication. In this subchapter, let's explore the structure of the simple past tense in its various forms.

1. Positive Sentences

In positive sentences, the simple past tense describes an action that was completed at a specific time in the past. For regular verbs, the simple past tense is formed by adding '-ed' to the base form of the verb and we use the past form of irregular verbs to indicate an action took place in the past.

Structure:

Regular verbs: [Subject] + [Verb + ed] + [Object]

Irregular verbs: [Subject] + [Past form of the verb] + [Object]

Examples:

1. She **walked** to the store *yesterday*.
2. He **ate** dinner *at 7 PM last night*.
3. The movie **started** *an hour ago*.
4. The athlete **jumped** over the hurdle *during the race*.
5. I **brushed** my teeth *this morning*.

2. Negative Sentences

To form negative sentences in the simple past tense, we typically use the auxiliary verb 'did not' (or 'didn't' in informal speech) followed by the base form of the verb. This construction indicates that an action did not happen in the past.

Structure:

[Subject] + [did not/didn't] + [Base form of the verb] + [Object]

Examples:

1. She **did not walk** to the store *yesterday*.
2. He **didn't eat** dinner *at 7 PM last night*.
3. The train **didn't arrive** *on time*.
4. Tom **didn't catch** the mouse *despite chasing it for hours*.
5. Mary and Kaitlyn **didn't watch** TV *last evening*.

3. Interrogative Sentences

Interrogative sentences in the simple past tense are formed by inverting the subject and the auxiliary verb 'did.' The base form of the verb is used after the auxiliary verb to form a question.

Structure:

Did + [Subject] + [Base form of the verb] + [Object]?

Examples:

1. **Did** she **walk** to the store *yesterday*?
2. **Did** he **eat** dinner *at 7 PM last night*?
3. **Did** the meeting **start** *at 9 AM*?
4. **Did** the dog **fetch** the ball *during the game*?
5. **Did** you **call** your mother *last week*?

3.3. REGULAR AND IRREGULAR VERBS IN THE SIMPLE PAST TENSE

To better understand the formation of the simple past tense, let's examine the formula in more detail. For regular verbs, the simple past tense is constructed by adding the "-ed" ending to the base form of the verb. This simple yet effective rule allows for the creation of past tense forms for a wide range of verbs. The formula for forming the simple past tense uses regular verbs is as follows:

| |
|--------------------------|
| <i>base form + "-ed"</i> |
|--------------------------|

Examples:

1. **Walk → Walked**

I **walked** to the park yesterday.

2. **Play → Played**

She **played** the piano beautifully.

3. **Watch → Watched**

They **watched** a movie last night.

4. **Walk → Walked**

Yesterday, I **walked** to the park.

5. **Play → Played**

She **played** tennis with her friends last weekend.

6. **Talk → Talked**

They **talked** about their vacation plans during lunch.

7. **Love → Loved**

He **loved** the book he read last month.

8. **Clean → Cleaned**

She **cleaned** her room on Saturday morning.

9. **Jump → Jumped**

The children **jumped** on the trampoline for hours.

10. **Laugh → Laughed**

We **laughed** at the comedian's jokes during the show.

11. **Work → Worked**

He **worked** late to finish the project.

12. **Help → Helped**

They **helped** their neighbor move into a new house.

However, irregular verbs do not follow a consistent pattern. Irregular verbs present a unique challenge, as their forms change in the simple past tense, and must be memorized individually. This presents an additional layer of complexity for learners, but mastering these irregular verb forms is crucial for achieving fluency in the English language.

Here are few examples of irregular verbs in the simple past tense:

1. **Go → Went**
She **went** to the beach last summer.
2. **Eat → Ate**
They **ate** dinner at a new restaurant yesterday.
3. **Write → Wrote**
He **wrote** a letter to his friend last week.
4. **See → Saw**
We **saw** a great concert on Saturday night.
5. **Have → Had**
I **had** a meeting with my team yesterday.
6. **Do → Did**
She **did** her homework before dinner.
7. **Say → Said**
He **said** he would be late to the party.
8. **Get → Got**
They **got** a new puppy last month.
9. **Make → Made**
I **made** a cake for the birthday party.
10. **Give → Gave**
She **gave** him a beautiful gift for his birthday.

A full list of irregular verbs can be seen in Table 3.1:

Table 3.1 Irregular Verbs

| Verb (base form) | Simple past | Past Participle | Verb (base form) | Simple past | Past Participle |
|------------------------|----------------|--------------------|------------------------|----------------|--------------------|
| arise | arose | arisen | burn | burnt | burnt |
| be | was / were | been | burst | burst | burst |
| beat | beat | beaten | buy | bought | bought |
| become | became | become | catch | caught | caught |
| begin | began | begun | choose | chose | chosen |

| | | | | | |
|------------------|-----------|-----------|--------------|--------|--------|
| bend | bent | bent | come | came | come |
| bite | bit | bitten | cost | cost | cost |
| bleed | bled | bled | creep | crept | crept |
| blow | blew | blown | cut | cut | cut |
| break | broke | broken | deal | dealt | dealt |
| bring | brought | brought | dig | dug | dug |
| broadcast | broadcast | broadcast | do | did | done |
| build | built | built | draw | drew | drawn |
| dream | dreamt | dreamt | lead | led | led |
| drink | drank | drunk | lean | leant | leant |
| drive | drove | driven | learn | learnt | learnt |
| eat | ate | eaten | leave | left | left |
| fall | fell | fallen | lend | lent | lent |
| feed | fed | fed | let | let | let |
| feel | felt | felt | lie | lay | lain |
| fight | fought | fought | light | lit | lit |
| find | found | found | lose | lost | lost |
| fly | flew | flown | make | made | made |
| forbid | forbade | forbidden | mean | meant | meant |
| forget | forgot | forgotten | meet | met | met |
| eat | ate | eaten | pay | paid | paid |
| fall | fell | fallen | put | put | put |
| feed | fed | fed | read | read | read |
| feel | felt | felt | ride | rode | ridden |
| fight | fought | fought | ring | rang | rung |
| find | found | found | rise | rose | risen |
| fly | flew | flown | run | ran | run |
| forbid | forbade | forbidden | say | said | said |
| forget | forgot | forgotten | see | saw | seen |
| forgive | forgave | forgiven | sell | sold | sold |
| freeze | froze | frozen | send | sent | sent |
| get | got | got | set | set | set |
| give | gave | given | sew | sewed | sewn |
| go | went | gone | shake | shook | shaken |
| grow | grew | grown | shine | shone | shone |
| hang | hung | hung | shoot | shot | shot |
| have | had | had | show | showed | shown |
| hear | heard | heard | shrink | shrank | shrunk |
| hide | hid | hidden | shut | shut | shut |
| hit | hit | hit | sing | sang | sung |
| hold | held | held | sink | sank | sunk |
| hurt | hurt | hurt | sit | sat | sat |

| | | | | | |
|---------------|--------|--------|------------|------------|------------|
| keep | kept | kept | sleep | slept | slept |
| kneel | knelt | knelt | slide | slid | slid |
| know | knew | known | smell | smelt | smelt |
| lay | laid | laid | sow | sowed | sown |
| speak | spoke | spoken | swim | swam | swum |
| spend | spent | spent | swing | swung | swung |
| spit | spat | spat | take | took | taken |
| split | split | split | teach | taught | taught |
| spoil | spoilt | spoilt | tear | tore | torn |
| spread | spread | spread | tell | told | told |
| spring | sprang | sprung | think | thought | thought |
| stand | stood | stood | throw | threw | thrown |
| steal | stole | stolen | understand | understood | understood |
| stick | stuck | stuck | wake | woke | woken |
| sting | stung | stung | wear | wore | worn |
| strike | struck | struck | weep | wept | wept |
| swear | swore | sworn | win | won | won |
| sweep | swept | swept | write | wrote | written |

Source: Grammar and Vocabulary for First and First for Schools © Cambridge University Press 2015

3.4. TIME EXPRESSIONS: PAST TIME WORDS

Time expressions are crucial in our daily communication as they help us convey when an action happened. One important category of time expressions is past time words, which are words and phrases that indicate a specific time frame in the past. Understanding and using past time words correctly is essential for effective communication and expressing ideas clearly. Past time words can be divided into different categories based on the time frame they refer to. Some common past time words include yesterday, last week, last month, last year, ago, and in the past. These words help us specify when an action took place and provide context to our conversations. For example, saying "I met her last week" gives a clear indication that the meeting happened in the past week.

Past time words are also crucial in storytelling and recounting events. By using words like once, when, suddenly,

and then, we can sequence actions and events in the past and create a coherent narrative. These words add depth and dimension to our stories and make them more engaging for the listener or reader.

Table 3.2. Present to past

| Present → Past | |
|---------------------------------------------|----------------------------------|
| Today → Yesterday | Tonight → last night |
| This morning → Yesterday morning | This year → last year |
| This afternoon → Yesterday afternoon | This summer → Last summer |
| This evening → Yesterday evening | This fall → Last fall |

Table 3.3. Past time words used in sentences

| Past Time Words Used in Sentences | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Nindy learned English ... yesterday. yesterday morning. yesterday afternoon. yesterday evening. etc. | Peggy was here ... two minutes ago. three hours ago. four days ago. a week ago. five months ago. a year ago. etc. |
| Robert went to Miami ... last Monday. last Tuesday. last Wednesday. last spring. last summer. last fall. last winter. | |

last night.
last week.
last month
last weekend.
last year.
etc.

Moreover, past time words play a significant role in academic writing and historical analysis. When discussing historical events, it is important to use precise past-time words to indicate when specific incidents occurred. This helps in creating a chronological timeline of events and understanding historical causality.

3.5. EXERCISES

3.5.1. Exercise 1

Complete the sentences with the correct form of the verb in brackets in the simple past tense.

1. She (go) to the park yesterday.

2. (Do) _____ you watch the movie last night?

3. He (eat) dinner at a restaurant on Saturday.

4. They (not/play) soccer in the park yesterday.

5. I (visit) my grandparents last weekend.

3.5.2. Exercise 2

Rewrite the sentences in the simple past tense.

1. She is happy.

2. They go to school every day.

3. He has a pet dog.

4. We live in a big house.

5. I eat breakfast in the morning.

3.5.3. Exercise 3

Choose the correct verb form in the simple past tense.

1. She (go/went) to the store yesterday.

2. They (play/played) basketball last weekend.

3. He (watched/watches) a movie last night.

4. We (visited/visit) our friends yesterday.

5. I (cooked/cooks) dinner yesterday.

3.5.4. Exercise 4

Form questions using the following information:

1. You / read / the book

2. She / go / to the party

3. They / enjoy / the concert

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AUTHOR'S PROFILE



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A scholar in the field of linguistics, completed her Master's degree in Linguistics at the University of Indonesia in 2014. Her academic journey has been marked by a deep-seated passion for the intricacies of language and its applications. Since 2015, she has served as a lecturer at Merdeka University of Malang, where she imparts her extensive knowledge and expertise to students in the domain of linguistics. In addition to her academic role, Pravitha is also a professional translator. Her professional translation work complements her academic pursuits, showcasing her versatility and commitment to the field of language. Throughout her career, Cattleya Wahyu Pravitha has dedicated herself to the teaching of English, especially grammar, an area she has passionately engaged with for her entire professional life. Her contributions to both education and translation have established her as a respected figure in her field, committed to advancing the understanding and application of linguistic principles.

CHAPTER 4

SIMPLE FUTURE TENSE

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4.1. INTRODUCTION

Simple Future Tense is one of main tenses in English. There are three main tenses in English, they are present tenses, past tenses and future tenses. Simple Future Tense is the first part of the future tenses. The other future tenses are Future Continuous Tense, Future Perfect Tense and Future Perfect Continuous Tense. The English learners should study Simple Future Tense first in order to be able to understand the rule of other future tenses. Here is the position of Simple Future Tense in a tenses table:

| TENSES | PRESENT | PAST | FUTURE | PAST FUTURE |
|--------------------|---------|------|-----------------|-------------|
| SIMPLE | | | WILL +V base | |
| CONTINUOUS | | | | |
| PERFECT | | | | |
| PERFECT CONTINUOUS | | | | |

Understanding and mastering Simple Future Tense is not difficult. Especially when the learners totally know that understanding tenses requires lots of focus and practice. Moreover, the learners should understand the essence of tenses use. The essence here means the difference of the language use

between the learners' first language (mother tongue) and English. Many EFL students face difficulties in learning how to use tenses, mainly on learning how to use the formula and combining each word into a well-structured sentence because they are still confused by the 'tenses' of their mother tongue.

Each language has their own 'tenses'. Take Bahasa as an example for the comparison in the chapter, in Bahasa, the Indonesians are not familiar with the 'Future Tenses'. There are several slang words in Bahasa that define either 'will / shall' or '(be) going to' in their daily conversation. But, one formal word that being used as 'will/shall' or '(be) going to' is '*akan*'. Then, there is no further rule on verb choice. As known In Bahasa, the language users use the same word of verb on present, past and future tenses. This kind of difference confuses the EFL learners. Since in English, the rule is different. Therefore, in understanding the use of Simple Future Tense in English, the learners should aware of the differences between English and the learners' mother tongue on language use aside from memorizing the formula. But, most importantly that they should acknowledge the 'tenses' form, simple future tense, in English.

4.2. THE CONCEPT OF SIMPLE FUTURE TENSE

Simple future tense is used when a speaker wants to express the ideas, plans, or things that will be done later or in the following time. Nordquist in 2020 explained that the simple future tense is a form of verb that refers to an action or event that has not yet begun. People also know the tense as Future Simple, which is used also for making prediction or showing determination, ability and intention. The Simple Future Tense has some functions, they are:

1. Making prediction

Simple Future Tense is used when a speaker wants to predict something that possibly happen in the future or has

not yet happen. Sometimes, in daily conversation we want to make a guess of a future action or moment, so Simple Future Tense is the right formula.

2. Making future decision or plans

In making a future decision or a plan, we need to use Simple Future Tense as the sentence formula. It is because the thing we want to say is not yet happen, so it is still in a future tense.

3. Offering

Since offering sometimes is also planned to be happened in the future, so the tense's formula that has to be used is the simple future.

4. Expressing action

The simple future tense is also used when the speaker wants to express the action that they want to do. The tense used would let the interlocutor or the reader knows the things that they are able to do in the future.

One distinctive feature of Simple Future Tense is the sentence uses auxiliary verb 'will or shall or (be) going to' after the subject. According to Ekawati in 2012, the function of these auxiliary verb on simple future tense are different. The word 'will' and '(be) going to' could be used for making prediction. But, if we want to express prior plan, we can only use '(be) going to'. Furthermore, if we want to express willingness, we shall only use the word 'will'.

4.3. THE FORMULA OF SIMPLE FUTURE TENSE

There are two types of sentences, active and passive sentence. In both kinds of sentences, the sentence should use one of these, they are 'will' or 'shall' or '(be) going to'. These three choices are a must for a simple future tense's sentence. Here is the formula for the simple future tense:

ACTIVE SENTENCE

Positive

The formula : subject + will/shall/(be) going to + verb (base form) + object

| Subject | | Verb (base form) | Object |
|---------|-------------|------------------|-----------|
| I | will | post | a picture |
| | shall | | |
| | am going to | | |

Negative

The formula : subject + will not / shall not /(be) not going to + verb (base form) + object

| Subject | | Verb (base form) | Object |
|---------|-----------------|------------------|-----------|
| I | will not | post | a picture |
| | shall not | | |
| | am not going to | | |

Interrogative

The formula : - will/shall + subject + verb (base form) + object?

- to be + subject + going to + verb + object?

| | Subject | Verb (base form) | Object |
|-------|---------|------------------|------------|
| Will | you | post | a picture? |
| Shall | | | |
| Are | | going to post | |

PASSIVE SENTENCE

Positive

The formula : object + *will/shall/(be) going to* + **be** + verb (past participle) + by + subject

| Object | | Verb (past participle) | Subject |
|-------------|-----------------------|------------------------|---------|
| The Picture | will be | posted | by me |
| | shall be | | |
| | is going to be | | |

Negative

The formula : object + *will not / shall not /(be) not going to* + **be** + verb (past participle) + by + subject

| Object | | Verb (past participle) | Subject |
|-------------|---------------------------|------------------------|---------|
| The Picture | will not be | posted | by me |
| | shall not be | | |
| | is not going to be | | |

Interrogative

The formula : - *will/shall* + object + **be** + verb (past participle) + by + subject

- to be + object + going to + be + verb (past participle) + by + subject

| | Object | Be + Verb (past participle) | Subject |
|--------------|-------------|-----------------------------|---------|
| Will | The picture | be posted | by me? |
| Shall | | | |
| Is | | going to be posted | |

Some of time markers for simple future tense are:

1. Today
2. Tonight
3. Tomorrow
4. This morning / this afternoon / this evening
5. Later
6. Soon
7. Next week / next month / next year
8. In 2024 / In a few days

These time markers could be used at the beginning or at the end of a sentence. Here is the example:

At the beginning of a sentence:

(Active sentence)

Positive : Today, I will post a picture on Instagram

Negative : Today, I will not post a picture on Instagram

(Passive sentence)

Positive : Today, the picture will be posted *(by me) on Instagram

Negative : Today, the picture will not be posted *(by me) on Instagram

At the end of a sentence:

(Active sentence)

Positive : I will post a picture on Instagram today

Negative : I will not post a picture on Instagram today

(Passive sentence)

Positive : The picture will be posted *(by me) on Instagram today

Negative : The picture will not be posted *(by me) on Instagram today

**Optional*

CONTRACTIONS

| | |
|--------------------|-----------------|
| Subject + Will | = Subject'll |
| (I will) | = (I'll) |
| Subject + Will not | = Subject won't |
| (I will not) | = (I won't) |

Here are some combinations of tenses that are often used together with the Simple Future Tense:

1. Simple Present Tense

When we talk about a condition or action that will trigger another action in the future, we use Simple Present Tense in time clauses.

Example: When I finish my work, I will go home.

2. Present Continuous Tense

To show an action that is ongoing and will be followed by another action in the future, we can use Present Continuous Tense in time clauses.

Example: They are leaving for the airport as soon as it stops raining.

3. Simple Past Tense

To show an action that has already happened and will be followed by consequences in the future.

Example: After she graduated, she will start her new job.

4. Future Continuous Tense

To show an action that will take place within a certain period of time in the future.

Example: I will be working on this project all day tomorrow.

Example of Compound Sentences

1. If it rains tomorrow, we will cancel the picnic.
2. As soon as I finish my homework, I will watch a movie.
3. When you come to my house, I will show you my new

book.

4. By the time you arrive, we will have already eaten dinner.

4.4 EXERCISES

4.4.1. Exercise one: Multiple Choice Test

1. is going to go to the campus
 - a. I
 - b. She
 - c. Will
 - d. Shall
2. I will join the ceremony
 - a. Few days ago
 - b. Yesterday
 - c. Tomorrow
 - d. In 1993
3. You will winner!
 - a. Be a
 - b. Become
 - c. Not been
 - d. Not a
4. He shall not to the party
 - a. Going
 - b. Go
 - c. Gone
 - d. Goes
5. The class conducted on tomorrow morning
 - a. Will be
 - b. Will
 - c. Is going to
 - d. Is not going to
6. come to the cinema with me?
 - a. Will you not
 - b. Will
 - c. Are you
 - d. Will you
7. These cars by Mr. Andrew Bassett tonight
 - a. Are going to bought
 - b. Are bought
 - c. Are going to be bought
 - d. Are going to be buy
8. Our trip by the travel agency
 - a. Will be canceled
 - b. Will be cancel
 - c. Will canceled
 - d. Will cancel
9. Shall on vacation next week?
 - a. We are going
 - b. Go we
 - c. We go
 - d. Will we go
10. The article by the journal

today

- | | |
|--------------------------|--------------------------|
| a. Will not be published | c. Will be not published |
| b. Is not publishing | d. Is not published |

4.4.2. Exercise two: Fill in the Blank Spaces

Complete the formula below!

1. subject + + verb (base form)
+
2. subject + +
+ object
3. + will/shall/(be) going to + + verb (past
participle) + by + subject
4. + + verb (base form) +
object?
5. + subject + going to + verb +
.....
6. will/shall + object + + verb (past participle) +
..... + subject
7. to be + object + + be +
..... + by + subject

The Holiday

I am so excited today! My father told me that we
(*go*)..... to UK next month. He told me that
I need to make a packing list. I (*buy*).....
some clothes (*time marker*)..... on a store. Next month
is winter, so my father and I (*need*)..... more winter
jacket, like Parkas, and I (*bring*)..... extra blankets.
Unfortunately, there are few destinations (*visit*)
..... by us this time due to the season. But,
I am still happy. This trip (*be*) amazing.

4.5. CONCLUSION

Simple Future Tense is used to express an action or event that has not happened yet or in the other words, things that will happen in the future. The characteristics of its use are: (1) Auxiliary words: usually uses the auxiliary “will” or “shall”. (2) Verb form: Always uses the base form of the verb. Here is the simplest way to memorize the formula of the tense:

1. “S + Will + Verb base” for positive sentence
2. “S + Will not + Verb base” for negative sentence
3. “Will + S + Verb base?” for interrogative sentence

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The author was born in Polewali, July 27 1993, West Sulawesi, Indonesia. In 2015 the author completed her undergraduate studies at the English Language Education Study Program, Makassar State University. Then the author continued her postgraduate studies, a master's in Applied Linguistics in English at Diponegoro University, and finished in 2017.

During her master's degree, the author took a short course at Asia University (AU), Taiwan. After graduation from college, the author returned to his hometown and shared her knowledge in becoming a lecturer for 2 years at several campuses in West Sulawesi. Since 2019, the author has focused her career on being an Applied Linguistics lecturer at Sekolah Tinggi Agama Islam Negeri Majene. She also serves as Secretary of the English Education Study Program at the campus. Until now, the author has actively published his scientific work in the fields of English Applied Linguistics and English Education in journals of national and international repute.

CHAPTER 5

PRESENT PERFECT TENSE

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5.1. INTRODUCTION

Due to my personal experience as a non-native speaker, the present perfect tense can be confusing. Woods (2010), stated that Present Perfect is hard and this tense may give the learners gray hair even if the learners is still young. Not just for the non-native speaker, Parrott (2004) stated that Present Perfect creates a particular problem for speakers of many European languages whose first language has a similar form which is always used to refer to past time. For English as foreign language learner, learning English is accustomed with the division of time; Past, Present and Future, which relates to the use of different verbs. That time frame relates to the naming of verb includes V1, V2, V3 and Ving. When we talk about what is happening, we use V-ing, doing regularly as a habit/fact/routines we use V1, finish then we use V2, and we talk about passive sentence, V3 is used. In contrast, present perfect tense refers to the present, but its structure requires the use of V3 (past participle), where the regular verb in the V3 (past participle) form is the same as the past form (V2). Is it present or past then? Thus, for lower level of learner may creates ambiguity to memorize the function as well as the structure.

The Present Perfect Tense expresses an action that occurred at an unspecific time in the past but still affects the present. It is used to describe an action that has been completed, which might be repeated in the present or even future though the exact time is

not specified. It can also be related to the essence of experience to the activity. Are we going to do it again? However, the key difference between the present perfect and the past tense is the unspecified time element. For example, if we talk about our holiday without specifying when it happened, we use the present perfect tense to highlight the experience, which might be repeated but at unknown time. These consideration help in choosing the correct tense. Additionally, the present perfect tense can describe an action that has just been completed, without specifying the time. Learners less commonly understand this use. What is described as just been completed actions is that we can still see the results of that activity immediately afterward. To provide a comprehensive explanation of the present perfect tense, the following part of this chapter will be beneficial.

5.2. STRUCTURE OF PRESENT PERFECT TENSE

Azar (2003) started the discussion of Present Perfect by highlighting the importance of past participle for this tense. The Past participle Verb or V3 is one of the principal part of a verb. The past participle is used in both Present and Past Perfect Tense. There are two forms of Past Participle, Regular and Irregular. The Regular past participle verbs are the same as the simple past form; both end in –ed.

Below are the example of verbs including the past participle.

| | Simple Form | Simple Past | Past Participle |
|-----------|-------------|-------------|------------------------|
| Regular | start | started | started |
| Verb | close | closed | closed |
| | visit | visited | visited |
| Irregular | see | saw | seen |
| Verb | cut | cut | cut |
| | have | had | had |

Since irregular verbs don't follow specific pattern, I always tell my students that the only way to distinguish them is by memorizing all the irregular forms. Is this possible? Absolutely. People say practice makes perfect. So, do lots of practices involving past participle. Once the past participle verbs are in hand, we can easily follow these patterns below to create sentences using the Present Perfect Tense

| | | Affirmative |
|-------------|------------|--------------------------------------------|
| I | | I have visited several cities in Indonesia |
| You | | |
| They | have | You have come here for many times. |
| We | | They have reached the limit. |
| | Past | We have seen the photo. |
| | participle | |
| He | | He has visited Yogyakarta for many times |
| She | | |
| It | has | She has seen the doctor before |
| | | It has been a year. |

| | | Negative |
|-------------|------------|-------------------------------------------------------|
| I | | I have not visited several cities in Indonesia |
| You | | |
| They | | You have not come here for many times. |
| We | have | They have not reached the limit. |
| | not | We have not seen the photo. |
| | Past | |
| | participle | |
| He | | He has not visited Yogyakarta for many times |
| She | | |
| It | has | She has not seen the doctor before |
| | | It has not been a year. |

| Yes/No Questions | | | Answer |
|------------------|------------|---------------------|---------------|
| Have | I | - | No, I haven't |
| | You | Have you come | |
| | They | here? | Yes, I have |
| | We | Have they reached | |
| | | their limit? | |
| | | Have we seen the | |
| | Past | photo? | |
| | participle | | |
| Has | He | Has he visited | |
| | She | Yogyakarta for | |
| | It | many times? | |
| | | Has She seen the | |
| | | doctor before? | |
| | | Has It been a year? | |

| Yes/No Questions | | | |
|------------------|------|------|---------------------------|
| What | Have | I | Past - |
| Where | | You | participle |
| When | | They | How many times have you |
| Who | | We | come here? |
| Why | | | How have they reached |
| How | | | their limit? |
| | | | When have we seen the |
| | | | photo? |
| | Has | He | How long has he stayed in |
| | | She | Yogyakarta? |
| | | It | Where has She seen the |
| | | | doctor before? |
| | | | How come has It been a |
| | | | year? |

In oral communication, speakers often contract ‘have’ and ‘has’ with the nouns (subjects) in everyday speech. The contract’s might create confusion for learner to distinguish specifically for auxiliary ‘has’ as it contracted the same way with the verb ‘is’ or ‘ was’. Please pay attention to the following table

| Sentence | Contracted form |
|--------------------------------------------|------------------------------------------|
| I have visited several cities in Indonesia | I’ve visited several cities in Indonesia |
| I am visiting several cities in Indonesia | I’m visiting several cities in Indonesia |
| He has stayed in Yogyakarta | He’s stayed in Yogyakarta |
| He is staying in Yogyakarta | He’s staying in Yogyakarta |
| He was staying in Yogyakarta | He’s staying in Yogyakarta |

Therefore, understanding the time frame and the context plays crucial role for determining the perfect tense to use. Another point to ease the difficulty, the sentences in present perfect tense usually include some common expression such as :

| Expression | Example |
|--------------------|---------------------------------------------------------------------------|
| Ever/never | Have you ever been to Japan? |
| Already/yet | She has already finished her report/ Have you finished your homework yet? |
| Just | I have just seen him |
| For/since | I have worked here since 2018/I have worked here for 6 years |

Murphy (2019) and Elbaum (2021) elaborated the function of time expression use in Present Perfect Tense such follow:

1. Just : a short time ago
2. Already : sooner than expected.

3. Yet : until now. We use yet in questions and negative sentences.
4. Since : use since with a specific past time (exact date, time, month ,etc)
5. For : use for with an amount of time (number of days, months,etc)

For students undergoing an English Proficiency Test such as TOEFL or TOEIC, these time expression can help eliminate the confusion when choosing the correct tenses. These common expressions are specifically for Present Perfect Tense. However, they can also be omitted when forming sentences using Perfect Tense.

5.3. USAGE OF PRESENT PERFECT TENSE

Swan & Walter (2001) stated that present perfect is used when we think about the Past and The Present **together**. Here are the examples about this statement

| Sentence | Finished Action (in the past) | Present |
|----------------------------------------------------------|----------------------------------------------|---------------------------------|
| I've written to John , so he knows what's happening now. | the letter | John knows now about the letter |
| I've made a cake. Would you like some? | cake | I'm offering you some now |
| Look! I've bought a new dress | New dress | I'm showing you now |

Elbaum (2021) summarized the use of present perfect for :

| Usage | Example |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Actions or events that started in the past and continue in the present or Connecting the past to the present | We have lived in Canada for a long time <i>(We started living in Canada long time ago and now are still living in there)</i> |
| 2. Completed actions or events with a connection to the present | The children have read the rules. They're ready to play the game now. <i>(The reading is finished and now used for playing the game)</i> |
| 3. An action or event that happened at an unspecified time in the past | He has traveled to Antarctica. <i>(He finished travel but not sure when he finished it in the past)</i> |
| 4. Recently completed actions or events | A tornado has just hit downtown <i>(The tornado is finish and there is still the evidence of Tornado came)</i> |
| 5. An action happened in a time period that has not ended yet | I've called her twice this morning <i>(It's still morning. I may call her again)</i> |

5.4. COMMON MISTAKE OF PRESENT PERFECT TENSE

Parrot (2004) elaborated more about typical difficulties for learners such as misunderstanding results from the uncertainty about the differences between present and present perfect tenses specifically in questions beginning with How long or in sentences including a phrase beginning ... for. This difficulty is because learners' language doesn't make this kind of distinction.

Native speaker of some European languages may be misled by the fact that their own language has the distinction. For non-native language learners, there are things to care of in making present perfect tense:

1. Repeating **have/has** between present perfect verbs connected by **and**.

Example:

He **has** followed sea lions and **has** studied polar bears.
(*Incorrect*)

He **has** followed sea lions and studied polar bears. (*Correct*)

2. Using Present Perfect with specific time expression

Example:

I have visited Paris last year. (*Incorrect*)

I have visited Paris once. (*Correct*)

5.5. CONCLUSION

The mixing between present and past element in present perfect tense is the key to its use. When we use past tense, we are expressing idea about something that is done in specific time in the past. Whether the condition is change or still does not become the concern of the tense use. The following sentence might be insightful: “*I went to campus cafeteria yesterday, and I didn’t find a good item to eat*”. This sentence means that speaker highlight an event in specific time in the past, that is yesterday. Whether today the speaker is going to the cafeteria is not the focus of the speaker. Moreover, from the sentence, there is possibility that the speaker finally has found the good item to eat though didn’t yesterday. This is slightly different with The Present Perfect Tense. When we use the present perfect tense, we are expressing an idea that includes an element of the past and the present. Carefully read the following sentence: “*I have gone to the campus cafeteria every day for five years, and I have not yet found a good item.*”. This sentence means that at the

present, I am still in the campus, still going to the cafeteria every day, and still can find the good item to eat whether in the past, present or might be in the future.

| PRACTICE 1. Write the Simple Past and Past Participle forms | | | | | |
|--------------------------------------------------------------------|--------------------|------------------------|--------------------|--------------------|------------------------|
| Simple Form | Simple Past | Past Participle | Simple Form | Simple Past | Past Participle |
| 1. become | | | 11. finish | | |
| 2. give | | | 12. start | | |
| 3. learn | | | 13. call | | |
| 4. put | | | 14. study | | |
| 5. stand | | | 15. stay | | |
| 6. begin | | | 16. stop | | |
| 7. drink | | | 17. wait | | |
| 8. hear | | | 18. play | | |
| 9. take | | | 19. kick | | |
| 10. break | | | 20. jump | | |

| PRACTICE 2. Discuss the meanings of the verb tense |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> What are the differences in the ideas the verb tenses express? <ol style="list-style-type: none"> I had a wonderful bicycle last year. I've had many wonderful bicycles. What are the differences in the ideas the verb tenses express? <ol style="list-style-type: none"> Ann had a red bike for two years Sue has had a red bike for two years Who is still alive, and who is dead? <ol style="list-style-type: none"> In his lifetime, Uncle Alex had several red bicycles In his lifetime, Grandpa has had several red bicycles <p>(Azar, 2003)</p> |

PRACTICE 3.

A. Circle the correct form of verb to complete each sentence

1. a. She **has planned/planned** for going to the USA since she was young.
b. She **has planned/planned** for going to the USA last year.
2. a. I have never **taken photo/ never took photo** animals in the wild before.
b. We **have not taken photo/didn't photograph** animals when we were in Africa.
3. a. Last year, my grandmother **has gone/went** to Kalimantan for a holiday.
b. My grandmother **has gone/went** to Kalimantan for vacation since 2010
4. a. They **haven't found/didn't find** any deer on their trip so far.
b. They **haven't found/didn't find** any deer on their trip last month.

B. Use the words to write questions. Use the present perfect tense.

1. What activities/you/always/love/to do

2. you/visit any interesting places/recently

3. what/goals/you/achieved/in the last few years

C. Ask your friend the questions in part B, and write the answers below

1. _____

2. _____

3. _____

(Elbaum, 2021)

PRACTICE 4. Complete the sentences using the present perfect

1. I can't find my bag. _____(you/see/it) anywhere?

2. I can't log on to the website. _____(I/forget) my password

3. I sent Joe an email this morning, but _____(he/not/reply)

4. Paul doesn't know what he's going to do. _____(he/not/decide/yet)

5. When is David going away? ' _____' (he/already/go)

(Murphy, 2019)

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AUTHOR'S PROFILE



Tantry Ajeng Parnawati, S.Hum., M.Pd., embarked on her academic journey by obtaining her bachelor's degree from the English Department at Airlangga University in 2011, specializing in English Linguistics. Following this achievement, she delved into the enriching experience of marriage and motherhood. Driven by a passion for continuous learning, Tantry pursued her Master's degree at Universitas Negeri Malang (UNM), successfully completing her studies in 2016 with a major in English for Education. Her dedication to education and language led her to a rewarding career path, where she spent two years teaching English at LBB LIA Gayungsari, followed by a year at EF Sawojajar Malang. In 2018, Tantry embraced a new chapter in her professional journey as a lecturer at Universitas Tribhuwana Tungadewi, a role she has passionately fulfilled to the present day. Her commitment extends beyond the classroom, as reflected in her diverse research interests, which encompass Linguistics, English in Education, and English for Specific Purposes.

CHAPTER 6

PRESENT CONTINUOUS TENSE

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6.1. INTRODUCTION

Welcome to "Exploring the Present Continuous: Theory and Practice." In this book, we embark on a comprehensive journey through one of the fundamental aspects of English grammar: the present continuous tense. From its basic structure to its nuanced usage, this book aims to provide a thorough understanding of the present continuous tense both in theory and in practice. The present continuous tense, also known as the present progressive tense (Azar, 2002), is a grammatical tense used to describe actions or situations that are happening at the moment of speaking or are ongoing in the present period of time. It is formed by using the present tense of the verb "to be" (am, is, are) followed by the base form of the main verb plus the "-ing" suffix. For example:

1. "I am reading a book." (action happening at the moment of speaking)
2. "She is studying for her exam." (ongoing action in the present)
3. "They are playing football in the park." (ongoing action in the present)

The present continuous tense can also be used to describe future plans or arrangements when used with specific time indicators or adverbs, such as "tomorrow," "next week," or "this evening." For example:

1. "We are meeting for lunch tomorrow."
2. "She is flying to Paris next week."
3. "They are attending a concert this evening."

Overall, the present continuous tense helps convey a sense of immediacy and ongoingness in the present moment or future plans.

BASIC STRUCTURE AND FORMATION

The basic structure and formation of the present continuous tense involve the auxiliary verb "to be" conjugated in the present tense (am, is, are), followed by the base form of the main verb and the "-ing" suffix.

Here's the basic structure:

| | | | | |
|----------------|----------------------------------|-------------------------|-----------------------|-----------------------------------------------|
| Subject | + "to be" (am/is/are) | + Verb base form | + "Ing" suffix | + (Optional: rest of the sentence) |
|----------------|----------------------------------|-------------------------|-----------------------|-----------------------------------------------|

Figure 6.1. Basic Structure of Present Continuous

Here are examples of the present continuous tense in affirmative, negative, and interrogative forms:

| Affirmative Form | Negative Form | Interrogative Form |
|---------------------------|-------------------------------|----------------------------|
| I am eating | I am not eating | Am I eating? |
| She is studying | She is not studying | Is she studying? |
| They are playing football | They are not playing football | Are they playing football? |

Figure 6.2. The Forms of Present Continuous

In the affirmative form, we use the correct form of the verb "to be" (am/is/are) according to the subject, followed by the base form of the main verb with the "-ing" suffix. In the negative form, we add "not" after the auxiliary verb "to be." In the

interrogative form, we invert the subject and the auxiliary verb "to be." It's worth noting that the present continuous tense is often used to describe actions happening at the moment of speaking or ongoing actions in the present, but it can also be used to talk about future plans or arrangements when combined with specific time indicators or adverbs.

6.2. DIFFERENCES BETWEEN PRESENT SIMPLE AND PRESENT CONTINUOUS

The present simple tense and the present continuous tense are both used to talk about actions or states in the present, but they have different uses and nuances. Here are the key differences between them (Vince, 2008):

Table 6.1. The Differences between Present Continuous and Present Simple

| Example | Present Continuous | Present Simple |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action vs. Habit or General Truth | Used to describe actions happening at the moment of speaking or ongoing actions in the present. Example: "She is reading a book right now." (action happening at the moment) Example: "They are playing football in the park." (ongoing action) | Used to express habitual actions, general truths, or facts (Berry, 2021). Example: "She reads books every day." (habitual action) Example: "The sun rises in the east." (general truth) |
| Frequency | Used for actions | Typically used for |

| | | | |
|---------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | happening temporarily or at this very moment. | actions that occur regularly, repeatedly, or as a routine (Berry, 2021). Example: Tom drinks heavily |
| State Action | vs. | Primarily used for actions or activities in progress. Example: "He is living in New York temporarily." (temporary action) | Often used for states, conditions, or permanent situations. Example: "He lives in New York." (state or permanent situation) |
| Future Plans | | Also used for future arrangements, especially when they are definite and planned. Example: "We are meeting for lunch tomorrow." | Used for scheduled events or future plans, often with adverbs of time (Berry, 2021). Example: "The train leaves at 9 PM." (scheduled event) |
| Stative Verbs vs. Action Verbs | vs. | Usually used with action verbs (verbs expressing an action or process). Example: "She is answering the phone." (action) | Typically used with stative verbs (verbs expressing a state or condition) such as "know," "like," "believe." Example: "She knows the answer." (state) |

| | | |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Narrative Style | Also used in narratives for dynamic or vivid descriptions, typically to create a sense of immediacy or excitement. Example: "He is walking into the room when suddenly, everyone shouts 'Surprise!'" | Commonly used in narratives (e.g., storytelling, summaries) to describe events in a chronological sequence. Example: "He walks into the room and sees the surprise party." |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Understanding these differences helps learners use each tense appropriately to convey the intended meaning accurately.

USAGE GUIDELINES AND COMMON MISCONCEPTIONS

Understanding the usage guidelines and common misconceptions surrounding the present continuous tense can help learners avoid errors and communicate more effectively. Here are some key guidelines and misconceptions:

Usage Guideline:

1. Actions Happening Now:

Use the present continuous to describe actions that are happening at the moment of speaking.

Example: "I am writing a letter right now."

2. Ongoing Actions:

Use the present continuous to describe actions that are currently in progress, even if they are not happening at the exact moment of speaking. Example: "They are renovating their house this month."

3. Temporary Situations:

Use the present continuous to describe temporary situations or actions, especially those that are not considered habitual. Example: "She's staying with her friend until she finds a new apartment."

4. Future Plans and Arrangements:

Use the present continuous to talk about future arrangements or plans that have already been made. Example: "We are meeting for dinner tomorrow evening."

5. Dynamic Descriptions:

Use the present continuous to provide vivid and dynamic descriptions, particularly in narratives or storytelling. Example: "The wind is howling outside, and the rain is pouring down."

Common Misconceptions:

1. Overusing the Present Continuous:

Misconception: Some learners may overuse the present continuous tense when the present simple tense would be more appropriate, especially for habitual actions or general truths.

Example: "I am going to the gym every day." (Should be: "I go to the gym every day.")

2. Incorrect Usage for Permanent Situations:

Misconception: Confusing temporary actions with permanent situations and using the present continuous incorrectly for permanent states.

Example: "He is living in New York." (Should be: "He lives in New York.")

3. Inappropriate Use in Formal Writing:

Misconception: Using the present continuous in formal writing where the present simple tense is more suitable. Example: "The report is summarizing the findings." (Should be: "The report summarizes the findings.")

4. Misunderstanding Future Plans:

Misconception: Assuming that the present continuous can only describe actions happening in the present, overlooking its usage for future plans and arrangements. Example: "We are meeting for lunch tomorrow." (Correct usage for future plans)

5. Confusing Present Continuous with Past Continuous:

Misconception: Confusing the present continuous tense with the past continuous tense, especially in narrations or descriptions of past events. Example: "He is walking down the street when he sees his friend." (Should be: "He was walking down the street when he saw his friend."). By being aware of these guidelines and misconceptions, learners can use the present continuous tense accurately and effectively in various contexts.

6.3. FORMING THE PRESENT CONTINUOUS

6.3.1. AFFIRMATIVE, NEGATIVE, AND INTERROGATIVE FORMS

| | Affirmative Form | Negative Form | Interrogative Form |
|---------|----------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------|
| | Subject + "to be" (am/is/are) + Verb base form + "-ing" suffix | Subject + "to be" (am/is/are) + not + Verb base form + "-ing" suffix | "To be" (am/is/are) + Subject + Verb base form + "-ing" suffix + ? |
| Example | ✓ I am eating. ✓ She is studying. ✓ They are playing football. | ✓ I am not eating. ✓ She is not studying. ✓ They are not playing football. | ✓ Am I eating? ✓ Is she studying? ✓ Are they playing football? |

Figure 6.3. The Forms of Present Continuous

In summary, to form the present continuous tense:

1. In **the affirmative form**, start with the correct form of the verb "to be" (am/is/are) according to the subject, followed by the base form of the main verb with the "-ing" suffix.
2. In **the negative form**, add "not" after the verb "to be."

3. In **the interrogative form**, invert the subject and the verb "to be," placing the verb before the subject, and add a question mark at the end.

6.3.2. CONTRACTIONS AND SHORT FORMS

Contractions and short forms are commonly used in English to make speech and writing more fluent and natural. In the present continuous tense, contractions and short forms are formed by combining the subject pronoun with the appropriate form of the verb "to be" (am, is, are) and the "-ing" form of the main verb. Here are the contractions and short forms for the present continuous tense:

| | Contractions | Short Forms (Commonly Used in Spoken English): |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Affirmative | <ul style="list-style-type: none"> ✓ I am → I'm ✓ You are → You're ✓ He is → He's ✓ She is → She's ✓ It is → It's ✓ We are → We're ✓ They are → They're | <ul style="list-style-type: none"> ✓ I'm → I am ✓ You're → You are ✓ He's → He is ✓ She's → She is ✓ It's → It is ✓ We're → We are ✓ They're → They are |
| Negative | <ul style="list-style-type: none"> ✓ I am not → I'm not / I aren't (less common) ✓ You are not → You're not / You aren't ✓ He is not → He's not / He isn't ✓ She is not → She's not / She isn't ✓ It is not → It's not / It isn't ✓ We are not → We're not / We aren't ✓ They are not → They're not / They aren't | <ul style="list-style-type: none"> ✓ I'm not → I am not ✓ You're not → You are not ✓ He's not → He is not ✓ She's not → She is not ✓ It's not → It is not ✓ We're not → We are not ✓ They're not → They are not |

Figure 6.4. The Contractions and Short Forms of Present Continuous

These contractions and short forms are widely used in both spoken and informal written English to convey the present continuous tense in a more concise and natural way.

6.3.3. REGULAR AND IRREGULAR VERBS IN THE PRESENT CONTINUOUS

In the present continuous tense, both regular and irregular verbs follow the same pattern for forming the tense. The main difference between regular and irregular verbs lies in how they form their past tense and past participle forms, not in their present continuous forms.

Here's how regular and irregular verbs are used in the present continuous tense:

Regular Verbs

Regular verbs follow a predictable pattern when forming their past tense and past participle forms. In the present continuous tense, regular verbs follow the standard pattern of adding "-ing" to the base form of the verb. Example with the regular verb "play":

1. Present Continuous: "I am playing tennis."
2. Present Continuous (negative): "She is not playing basketball."
3. Present Continuous (interrogative): "Are they playing soccer?"

Irregular Verbs:

Irregular verbs do not follow the regular pattern for forming their past tense and past participle forms. However, in the present continuous tense, they still follow the same pattern as regular verbs by adding "-ing" to the base form of the verb.

Example with the irregular verb "go":

1. Present Continuous: "He is going to the store."
2. Present Continuous (negative): "We are not going to the party."
3. Present Continuous (interrogative): "Are you going to the concert?"

In summary, both regular and irregular verbs form the present continuous tense by adding "-ing" to their base forms. The distinction between regular and irregular verbs primarily comes into play when forming the past tense and past participle forms.

6.3.4. AUXILIARY VERBS "TO BE" AND "TO BE DOING"

In English grammar, auxiliary verbs play a crucial role in forming various tenses and constructions. Two common auxiliary verbs used in forming the present continuous tense are "to be" and "to be doing." Here's how they are used:

| | Formula | Example |
|------------------------------------------|----------------------------------------------------------------------|--------------------------------|
| To Be" as an Auxiliary Verb | | |
| Affirmative Form | Subject + "to be" (am/is/are) + Verb base form + "-ing" suffix | She is playing tennis. |
| Negative Form | Subject + "to be" (am/is/are) + not + Verb base form + "-ing" suffix | They are not watching TV. |
| Interrogative Form | "To be" (am/is/are) + Subject + Verb base form + "-ing" suffix + ? | Are you studying for the exam? |
| To Be Doing" as an Auxiliary Verb | | |
| Affirmative Form | Subject + "to be doing" + Verb base form | He is doing his homework. |
| Negative Form | Subject + "to be not doing" + Verb base form | They are not doing the dishes. |
| Interrogative Form | "To be" (am/is/are) + Subject + "doing" + Verb base form + ? | Is she doing her exercises? |

Figure 6.5. The Contractions and Short Forms of Present Continuous

Usage:

- "To Be": Used to indicate ongoing actions or states in the present.
Example: "She is studying for her exam." (ongoing action)
- "To Be Doing": Used similarly to emphasize ongoing actions but may imply more immediate or continuous activity.
Example: "He is doing his homework right now." (emphasizing immediate action)

Both forms are correct and widely used, but "to be doing" can sometimes convey a sense of immediacy or continuous action more strongly than "to be" alone. However, the choice between them often depends on context, style, and personal preference.

6.4. TIME EXPRESSIONS WITH THE PRESENT CONTINUOUS

1. Adverbs of frequency and duration

Adverbs of frequency and duration can be used in conjunction with the present continuous tense to provide additional information about the timing or frequency of actions. Here are examples of how adverbs of frequency and duration can be used with the present continuous tense:

2. Adverbs of Frequency:

Adverbs of frequency describe how often something happens. They can be used with the present continuous tense to indicate how regularly an action is occurring.

Examples:

1. "I am always studying for exams." (always)
2. "She is often going to the gym." (often)
3. "They are rarely watching television." (rarely)
4. "He is sometimes playing soccer." (sometimes)
5. "We are never eating fast food." (never)

3. Adverbs of Duration:

Adverbs of duration indicate the length of time an action lasts or is expected to last. They provide information about the duration of an ongoing action. Examples:

1. "She is currently studying for her exam." (currently)
2. "They are temporarily living with their grandparents." (temporarily)

3. "He is constantly checking his phone." (constantly)
4. "We are briefly discussing the issue." (briefly)
5. "The team is continuously improving their performance."
(continuously)

Combined Examples:

6. "I am usually walking to work, but today I am driving because it's raining." (usually)
7. "She is regularly practicing the piano to improve her skills."
(regularly)
8. "They are frequently visiting their relatives in the countryside." (frequently)
9. "He is occasionally volunteering at the local shelter."
(occasionally)
10. "We are always striving to achieve our goals." (always)

By using adverbs of frequency and duration with the present continuous tense, speakers can provide more precise information about the timing, frequency, or duration of ongoing actions.

6.5. EXERCISES

6.5.1. EXERCISE ONE

FILL-IN-THE-BLANK EXERCISES TO REINFORCE UNDERSTANDING

Here are some fill-in-the-blank exercises designed to reinforce understanding of the present continuous tense. For each sentence, fill in the blank with the correct form of the verb in parentheses.

Exercise 1: Affirmative Sentences

1. She _____ (read) a book right now.
2. They _____ (play) soccer in the park.
3. I _____ (cook) dinner at the moment.
4. He _____ (watch) a movie in the living room.
5. We _____ (study) for our exams this week.

Exercise 2: Negative Sentences

1. I _____ (not/work) today because it's a holiday.
2. She _____ (not/listen) to music at the moment.
3. They _____ (not/swim) in the pool right now.
4. He _____ (not/eat) lunch at his desk.
5. We _____ (not/plan) a trip this weekend.

Exercise 3: Interrogative Sentences

1. _____ you _____ (work) on the project now?
2. _____ she _____ (make) a cake for the party?
3. _____ they _____ (watch) the new TV series?
4. _____ he _____ (fix) his car in the garage?
5. _____ we _____ (wait) for the bus together?

Exercise 4: Mixed Sentences

1. She _____ (write) an email to her friend right now.
2. They _____ (not/play) basketball because it's raining.
3. _____ you _____ (study) for your test this evening?
4. He _____ (travel) to New York next week.
5. We _____ (not/attend) the meeting this afternoon.

6.5.2. EXERCISE TWO

DIALOGUE COMPLETION EXERCISES TO SIMULATE REAL-LIFE CONVERSATIONS

Complete the dialogues below using the present continuous tense. Fill in the blanks with the correct form of the verb provided in parentheses.

Dialogue 1: At the Office

- A: Hi, Sarah. What _____ (you/do) right now?
B: Hi, John. I _____ (finish) the report for the meeting.
A: Great! _____ (you/need) any help?
B: No, thanks. Mark _____ (help) me with the charts.

Dialogue 2: At Home

A: Hey, Mom. What _____ (you/cook)?

B: I _____ (make) spaghetti for dinner. How about you?

A: I _____ (study) for my math test.

B: That's good. Your brother _____ (play) video games in his room.

Dialogue 3: At the Gym

A: _____ (you/use) the treadmill?

B: Yes, I _____ (run) for about 30 minutes.

A: Wow! I _____ (wait) for my turn. How much longer _____ (you/need)?

B: Just a few more minutes. Then I _____ (move) to the weights section.

Dialogue 4: At a Café

A: Hi, Alex. What _____ (you/read)?

B: Hi, Emma. I _____ (read) a new novel by my favorite author.

A: Sounds interesting! I _____ (write) an article for the school magazine.

B: That's cool. _____ (you/work) on any other projects?

Dialogue 5: At the Park

A: Look, it's starting to rain. What _____ (we/do)?

B: We _____ (pack) up our things and go home.

A: Good idea. The kids _____ (play) on the swings.

B: I'll call them. _____ (you/see) my umbrella?

6.5.3. EXERCISE THREE

COMPLETE THE TEXT WITH THE PRESENT SIMPLE OR PRESENT CONTINUOUS FORMS OF THE VERBS IN BRACKETS.

Every morning, Sarah (1) _____ (wake up) early and (2) _____ (make) a cup of coffee. She (3) _____ (enjoy) sitting by the window and (4) _____ (watch) the sunrise. On weekdays, she (5) _____ (leave) the house by 7:30 a.m. because she (6) _____ (work) as a teacher and (7) _____ (need) to be at school by 8:00 a.m. Today, however, is Saturday, so she (8) _____ (not/hurry). Right now, she (9) _____ (read) a novel and (10) _____ (relax) on the couch. Her cat, Muffin, (11) _____ (sleep) next to her. Sarah (12) _____ (love) weekends because she (13) _____ (have) more time to do the things she (14) _____ (enjoy).

6.5.4. EXERCISE FOUR

WRITING PROMPTS TO ENCOURAGE CREATIVE USE OF THE PRESENT CONTINUOUS

Here are some writing prompts designed to encourage the creative use of the present continuous tense. Each prompt includes a scenario where actions are happening in the moment or over a temporary period, suitable for practicing this tense.

Prompt 1: A Day in the Life

Imagine you are describing a typical day in your life to a friend. Write a paragraph detailing what you are doing from the moment you wake up until you go to bed. Use the present continuous tense to describe your activities.

Example:

Right now, I am waking up to the sound of my alarm clock. I am stretching and getting out of bed. Then, I am brushing my teeth

and getting dressed for work. On my way to the office, I am listening to my favorite podcast. At work, I am checking emails and attending meetings. During lunch, I am chatting with my colleagues. In the evening, I am going to the gym and working out. Finally, I am having dinner and watching TV before going to bed.

Prompt 2: Vacation Adventures

Write a story about a vacation you are currently on. Describe the activities you and your friends or family are doing each day. Use the present continuous tense to bring the story to life.

Example:

We are currently on vacation in Hawaii, and it's amazing! Right now, we are lounging on the beach and soaking up the sun. My brother is snorkeling in the crystal-clear water, and my parents are taking a walk along the shore. In the afternoon, we are planning to go hiking up a volcano. Later, we are trying some delicious local food at a nearby restaurant. Every evening, we are watching the beautiful sunset over the ocean.

6.6. CONCLUSION

As we conclude our journey through "Exploring the Present Continuous: Theory and Practice," we hope you have gained a deeper appreciation for this versatile tense. Whether you're a student, a teacher, or simply a language enthusiast, mastering the present continuous opens doors to clearer communication and richer expression. Keep practicing, keep exploring, and keep embracing the beauty of language in all its forms.

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CHAPTER 7

PAST CONTINUOUS TENSE

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7.1. INTRODUCTION

Tense is a part of grammar which is referring to the time of the situation (Greenbaum & Nelson, 2019) when writer want to explain activities and events in written text. By using tenses correctly, there will be a good communication and it can also avoid misunderstanding in communication because tenses indicate time when situation proceeds place and detects a situation time (Bukit, 2020). The English tense consists of two categories, they are past and non-past (Hackmack, 2001) or present and past (Greenbaum & Nelson, 2019). While based on Student Learning Support Service (2022), actually there are 12 tenses which are combination between tense (relating to time) and aspect (how the verb is experienced as a completed action or still in progress). The illustration can be seen in Table 7.1:

Table 7.1. Types of Tenses

| | | TENSES | | | |
|---------------|------------------------------------|------------------|-------------------|---------------|-------------|
| | | Past | Present | Future | |
| ASPECT | Simple | Helped | help/helps | will help | |
| | Perfect | had helped | has/have helped | will | have helped |
| | Progressive/ Continuous | was/were helping | is/am/are helping | will | be helping |
| | Perfect | had been | have/has | will | have |
| | Progressive/ Continuous | helping | been helping | been | helping |

The other tenses are formed with parameters such as aspects or perfects. In the English language, aspect comprises the feature [+ progressive] or [- progressive] (Hackmack, 2001). Aspects is also a part of grammar referring to the way that the time of a situation is viewed by the speaker or writer. Aspect is indicated by a combination of auxiliary and verb form. There are two aspects of verbs, they are the perfect aspect and the progressive aspect (Greenbaum & Nelson, 2019). The perfect aspect is formed by combining the auxiliary ‘have’ and ‘has’ in the present form or ‘had’ in the past one with the past participle verb. For example: *I have written a letter* (Present Perfect) and *I had heard a lot about you before we met* (Past Perfect). While the progressive aspect is formed by combining auxiliary ‘is, am, are’ for the present and ‘was, were’ for the past with present participle verb. For example: *She is driving a new car* (Present Progressive) and *He came to my house when I was sleeping* (Past Progressive). In this chapter, the writer will discuss about Past Continuous Tense in detail.

7.2. PAST CONTINUOUS TENSE

According to the Cambridge Dictionary, Past Continuous Tense is the grammatical form used for an action that someone was doing or an event that was happening at a particular time, while according to The Macmillan Dictionary Past Continuous Tense is the tense used to talk about actions or behavior that were begun and ended at some time in the past. Based on the definition above it can be concluded that Past Continuous Tense is used to describe an activity happening or in progress at a specific time or during a period of time in the past. Past Continuous Tense is formed by ‘was/were’ + ‘verb-ing’. Here is the explanation table for the formula and example in Past Continuous Tense:

Table 7.2. Structure of Past Continuous Tense

| | Formula | Examples |
|------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Affirmative | Subject + was/were + Present Participle (V-ing) | a. I was watching the news in television. b. My parents were cooking in the kitchen. |
| Negative | Subject + was/were + not + Present Participle (V-ing) | a. I was not watching the news in television. b. My parents were not cooking in the kitchen. |
| Interrogative | Was/were + Subject + Present Participle (V-ing)? | a. Was I watching the news in television? Possible answers: 'Yes, I was'. or 'No, I was not'. b. Were my parents cooking in the kitchen? Possible answers: 'Yes, they were'. or 'No, they were not'. |
| Negative Interrogative | Was not/were not + Subject + Present Participle (V-ing)? | a. Was not I watching the news in television? Possible answers: 'Yes, I was'. or 'No, I was not'. b. Were not my parents cooking |

| | | | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | in the kitchen? Possible answers: 'Yes, they were'. or 'No, they were not'. |
| Information Question (Affirmative) | What/Why was/were + Subject + Present Participle (V-ing)? Who + was/were + Present Participle (V-ing)? | + a. | What were the men doing in the office at night? Possible answer: <i>The men were finishing the final report.</i> b. Who was accompanying you last night? Possible answer: <i>My father was accompanying me last night.</i> |
| Information Question (Negative) | What/Why not/were not + Subject + Present Participle (V-ing)? Who + was not/were not + Present Participle (V-ing)? | + was not + a. | Why were not the students enjoying the class? Possible answer: <i>They were boring.</i> b. Who was not sleeping last night? Possible answer: <i>My father was not sleeping last night.</i> |

The Difference between Simple Past Tense and Past Continuous Tense

This table shows the difference application of Simple Past Tense and Past Continuous Tense.

Table 7.3. Simple Past Tense vs Past Continuous Tense

| | Examples | Usage |
|------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Simple Past Tense | a. I ate in the restaurant last night. | Simple Past Tense is used to talk about an event or an activity that began and ended in the past. |
| | b. I did not go to the movie. | |
| | c. Did you come to Mr. Andrew class yesterday? | |
| | a. I ate dinner at 7 p.m. | Simple Past Tense means the action started at the time. It means that 'I started to eat dinner at 7 p.m.' |
| Past Continuous Tense | a. I was watching K-Drama when I fell asleep. | Past Continuous Tense is used to describe activities that were happening or in progress at a specific time or during a period of time in the past. |
| | b. She was not cooking her dinner last night. | |
| | c. Were you sleeping when I called? | |
| | a. I was eating dinner at 7 p.m. | Past Continuous Tense means the action started before the time. So, the sentence means that 'I started to eat dinner before 7 o'clock'. |

7.3. FUNCTIONS OF PAST CONTINUOUS TENSE

There are some functions of Past Continuous Tense, such as:

1. Interrupted action in the past

Past Continuous Tense is used to describe an action in progress was interrupted by another one in the past.

For example:

- a. *I was sleeping* when *my father came* home.
- b. When *she was cleaning* the room, *someone stole* her motorcycle.
- c. *What were you doing* when *you broke* your arm?

2. Specific time as an interrupting

In Past Continuous Tense, a specific time is used to interrupt an action, while in simple past a specific time is used to show an action began or finished.

For example:

- a. Last night at this time, *I was watching* a movie with my friends.
- b. At midnight, *we were still riding* through the forest.
- c. Yesterday at 8 o'clock in the morning, *it was raining*.

This sentence uses Past Continuous Tense. This sentence means that *the rain started earlier before 8 o'clock in the morning and at 8 o'clock in the morning the day was still raining*.

Yesterday at 8 o'clock in the morning, it rained.

This sentence uses Simple Past Tense. The time shows that *the rain started at 8 o'clock in the morning*.

3. Parallel action

Past continuous tense can be used to show two actions were happening at the same time in the past.

For example:

- a. Prisha was studying when her mother was cooking in the kitchen.

- b. I was reading a novel when my father and my brother were watching a football match on television.
 - c. While they were eating their dinner, they were also having a meeting and discussing their planning for their holiday.
4. Atmosphere or details about background of the story.
Past continuous tense can be used to describe an atmosphere of parallel action at particular time in the past.

For example:

- a. When I came to the school, I saw *some students were standing* in front of their class, *some others were talking* to each other, *the teachers were sitting* in the office and *preparing* the material for the class. *The headmaster was yelling* one of students who was *throwing* rubbish in the pool.
- b. When I woke up in the morning, *the sun was shining* brightly, *the birds were chirping* and the air was so fresh. I saw *some children were playing* football in the field while *their parents were watching* their children enthusiastically. *They were enjoying* the day.

5. Habitual action in the past

Past Continuous Tense can be used to express habitual action in the past but is not done in the present. Adverbs of frequency are usually used in this sentence.

For example:

- a. They *were always coming* to the office late.
 - b. I *was making mistakes all the time* when I was a kid.
 - c. He *was constantly trying* to impress his crush.
6. Ongoing actions at a specific time

Past Continuous Tense can be used to express an action was in progress at every moment during a period of time or in other word the action started before the time and continued afterwards.

For example:

- a. *I was working* as an engineer in May.
- b. *They were sitting* at the office all day yesterday.
- c. *What were you doing* at 11 p.m. last night?

WHEN AND WHILE

‘When’ and ‘while’ are time expressions which are commonly used in Simple Past Tense and Past Continuous Tense. In other words, the function of ‘when’ and ‘while’ is they can relate two events or activities in the past which happened (Simple Past Tense) or were happening (Past Continuous Tense) at the same time. ‘When’ indicates that the event or the activity happened in a sequence or in short action or event and it is not something in progress. Sometimes ‘when’ is followed by Simple Past Tense. For example:

- a. When the store *closed*, we *went* home. or
We *went* home when the store *closed*.
- b. When I *was* a kid, I *could* speak Spanish. or
I *could* speak Spanish when I *was* a kid.
- c. When her husband *got* a new job, she *seemed* much more relaxed. or
Sohpia *seemed* much more relaxed when her husband *got* a new job.

Based on the example above, it shows that clauses with ‘when’ are usually in the Simple Past Tense. If the verbs in the clauses are in the simple past, the action in ‘when’ clause happened first. ‘While’ is time expression to indicate long events or long activities in progress. Clauses with ‘while’ are most in Past Continuous Tense. For example:

- a. *I was cooking* in the kitchen, while *my parents were watching* drama television in the living room. or

While my parents were watching television in the living room, I was cooking in the kitchen.

- b. *What were you doing while you were standing in line? or While you were standing in line, what were you doing?*
- c. *Cynthia was studying in her bedroom while her mother was making dinner. or While Cynthia's mother was making dinner, she was studying in her bedroom.*

Based on the example above, there are two clauses using 'while'. It means there were two activities that happened in the same time in the past. 'While' could be placed in the beginning or in the middle of the sentence. Simple Past Tense and Past Continuous Tense can be implemented in one sentence. In this situation, 'while' is used for Past Continuous sentence, and 'when' is used for Simple Past sentence. In other word, when in the sentence, there are two tenses it means that one activity began before the other one was in progress when the second activity interrupted it.

For example:

When :

- *My mother was watching K-Drama when my father called her.*
- *The children were playing on the ground when their parents came home.*
- *The cat was hiding behind the door when the doorbell rang.*

Or

While :

- *My father called my mother while she was watching K-Drama.*

- *The parents came home from the office while their children were playing on the ground*
- *The doorbell rang while the cat was hiding behind the door.*

PASSIVE SENTENCE

The passive is a form of sentence that the subject does not refer to the person or thing responsible (directly or indirectly) for the action. When an active sentence turns into a passive sentence, the direct object of the active sentence becomes the subject of the passive sentence.

The direct object (dO) or the indirect object (iO) of the active sentence becomes the subject (S) in the passive sentence, and the subject (if retained) appears after the verb in a by-phrase. In changing active into passive, the sentence should add an additional auxiliary (a form of auxiliary *be*) and the verb should change into past participle (Greenbaum & Nelson, 2019). Here is the formula passive sentence for Past Continuous Tense: Subject + Auxiliary *be* + *being* + Verb 3 (Past Participle) + *by* + Noun

For example:

Active sentence : *I (S) was reading a novel (dO).*

Passive sentence : *A novel (S) was being read (past participle) by me.*

Active sentence : *The policemen (S) was investigating the car accident (dO).*

Passive sentence : *The car accident (S) was being investigated by the policemen.*

Active sentence : *A group of scientists (S) was predicting the location, extent and strength of twister (dO) using new tool and method.*

- Passive sentence : *The location, extent and strength of twister* were being predicted by a group of scientists using new tool and method.
- Active sentence : I bought a new laptop while *the technician* (S) was fixing *my laptop* (dO) in the store.
- Passive sentence : I bought a new laptop while *my laptop* (S) was being fixed by the technician in the store.
- Active sentence: : *My mother* (S) was cleaning *my room and my clothes* (dO) while I was studying in my friend's house.
- Passive sentence : *My room and my clothes* (S) were being cleaned by mother while I was studying in my friend's house.

7.4. EXERCISES

7.4.1. EXERCISES ONE

A. FILL IN THE CORRECT FORM OF THE PAST CONTINUOUS TENSE.

1. Yesterday at 8 p.m. I dinner. (prepare)
2. Iin laboratory. (work)
3. They Math from 7 to 10 yesterday. (study)
4. My father to the radio while my mother a Korean movie. (listen/watch)
5. Tania you last night, but you not in. (call/be)
6. The dog in the field. (run)
7. The gardener the flowers. (water)
8. The girls in the class yesterday. (sing)
9. I at 9 p.m. yesterday. (sleep)
10. Sonia and Junio Everest Mountain two days ago. (climb)

B. PUT THE VERBS INTO THE CORRECT TENSE – PAST TENSE OR PAST CONTINUOUS TENSE.

1. My mother (come) home, (open) the refrigerator and (check) for the food stock.
2. Sorry, I (not/open) the door, I (take) a bath when the doorbell (ring).
3. My laptop (go) off while I (send) an email. So, I (decide) to go home.
4. A: What you when I you last night. (be/do/call)
B: Sorry. I when you me last night. (sleep/call)
A: Oooo... So, that's why there no answer. (be)
5. Nobody the teacher when she the lesson. (listen/explain).
6. When he to the office, he his secretary a phone call to the company clients and the other staffs busy on their job. (come/see/make/be)
7. While my mother the house, she some glasses and plates. (clean/break).
8. A: What you when the thieves the things in the house? (be/do/steal).
B: I to my Stella's house to do my homework. (go)
9. Quena: you Korean Drama when I to your house? (be/watch/come)
Talita: Yes, I (be)
10. When I my homework, my fatherhis car and my motherfor dinner. (do/fix/cook)

7.4.2. EXERCISE TWO

A. MAKE THE CORRECT FORM OF PAST CONTINUOUS TENSE

1. when/they/live there?

2. your mother/lunch?

3. they/drink coffee/when they/arrive?

4. she/not/practice/enough.

5. it/not/snow.

6. how/they/feel?

7. he/not/watch movie.

8. where/you/go/when/I/meet you?

9. she/not/feel good.

10. it/rain/when/we/want/go for lunch.

B. Change these active sentences into passive sentences

1. My mother was baking some cookies for my brother.

2. Tommy and his friends were watching a triller movie yesterday.

3. The students were cleaning the class when the teacher was at the office.

4. I was washing my shoes.

5. I was studying English all night.

6. I was writing an essay all day yesterday.

7. Merry was painting a beautiful scenery.

8. Johny was waiting the bus at the bus stop.

9. Jenny was singing her favorite song.

10. Bella was visiting her grandma.

C. Change these passive sentences into active sentences

1. The flowers and trees in the garden were being planted by my parents.

2. The final project for English subject was being submitted by the students.

3. This house was not being designed by the engineer.

4. ‘The Pony Girl’ was being written by Nutella.

5. The students were being taught how to play piano well by the pianist.

7.5. CONCLUSION

Past Continuous Tense is one of English tenses which function is to express an event or an activity happening or in

progress at a specific time or during a period of time in the past. Forming a sentence using Past Continuous, it should use helping verb (was and were) and also present participle verb (Verb + ing). ‘When’ and ‘while’ is commonly used in Past Continuous sentence. Their function is to combine two events or activities that one activity began before the other one was in progress when the second activity interrupted it or in other words a shorter action interrupts a longer action.

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who was born in 1986, is an English lecturer in Pontianak State of Polytechnic. She started her career in 2008 as English lecturer. She has worked as lecturer for 16 years. She finished her Undergraduate Degree in 2007 in Tanjungpura University, West Kalimantan. Then, she continued her Master Degree in 2010 and finished in 2012 in Sebelas Maret University, Solo, Central Java. She has taught English in Civil Engineering Department, Architecture Department and Electrical Department. This is the third time she writes a book chapter. The author hopes that this book can be useful and can be a reference for the readers.

CHAPTER 8

PAST PERFECT TENSE

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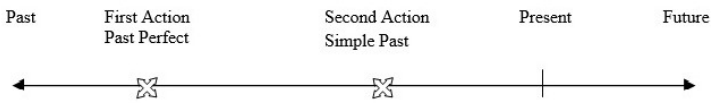
8.1. HOW TO USE THE PAST PERFECT

The past perfect is often used to refer to a situation that occurred at some past time before some other past time (Androutsopoulos, 2002). It is used to show that one action or event happened before another past action, event, or time. It is used to make it clear that one event happened before another in the past. It doesn't matter which event is mentioned first, the tense makes it clear which one happened first.

The past perfect simple is used to describe one action that happened before another action in past. In many cases a complete sentence is written in two parts with two different tenses. First, the past perfect simple refers to the action that happened first or earlier. Second, past simple refers to the action that happened second or latter.

Azar (1993) states that, simple past tense is used to talk about activities or situations that began and ended at a particular time in the past. Where Cliff (2002) stated that the simple past tense is used for a completed action at one specific time in past. The past perfect tense is the past equivalent of the present perfect. The actions viewed in retrospect from a point in the past are expressed by the past perfect tense. (Thomson and Martinet, 1986). Past tense is used to indicate that something happened at a specific time in the past, we use the past simple we can either say when it happened, using a time adverb, or assume that the hearer already knows when it happened (Martin, 2005).

The past perfect describes an action complete before a certain moment in the past (Jayanthi, 2003). The sequence of actions that occurred in the past needs to be considered. The initial actions can be expressed with Past Perfect and subsequent actions with Simple Past Tense. The past perfect is usually used in combination with another past action in the simple past. Using the past perfect allows us to show which action happened first. The past perfect action happened before the simple past action.



First Action: I cleaned the room.

Second Action: The guests arrived.

1. After I *had cleaned* the room, the guests arrived.
2. Before the guests arrived, I *had cleaned* the room.
3. I *had cleaned* the room when the guests arrived.

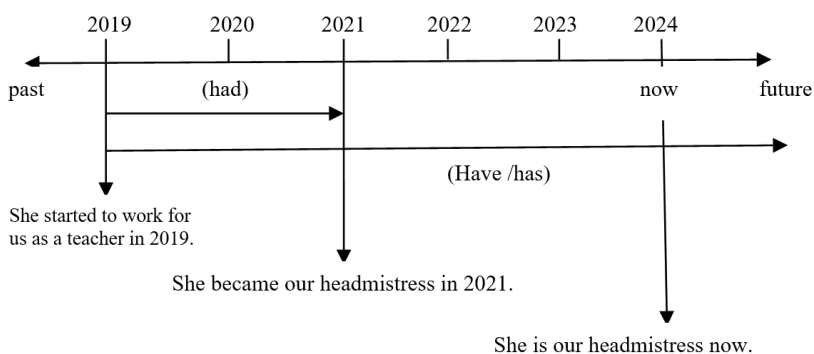
First Action: You switched off the light.

Second Action: You left home.

1. After you *had switched off* the light, you left home.
2. Before you left home, you *had switched off* the light.
3. You *had switched off* the light when you left home.

Both the present perfect and past perfect tenses are used to refer to past actions and events, they serve different purposes. Present perfect covers a past-to-present period of time. The present perfect simple is a form of the present tense and is connected to a present situation. It describes something which has already happened and which is still important in the present. Frank (1992) states “structurally the term perfect signifies that a

form of have accompanies a verb as an auxiliary”. The present perfect tense is formed with has /have the past participle (Murphy, 1994). The present perfect tense expresses an action that began in the past and has recently been completed or is continuing in the present (Langan, 2003). The use of the present perfect tense is to talk about past action which are not recent, but which are still with us part of our experience and knowledge. The present perfect is used to describe a past action that has present consequences or an action that began in the past and may continue. The past perfect is used to describe a past action that occurred before another action (in the past simple tense).



She *has been* our headmistress *for three years*. Before that, he *had worked* for us as a teacher *for two years*.

Table 8.1. Present Perfect and Past Perfect Tense

| Present Perfect Tense (Has/Have + V3) | Past Perfect Tense (Had + V3) |
|-----------------------------------------------------|----------------------------------------------------|
| I have spent a lot of time working in the hospital. | I had spent a lot of time working in the hospital. |
| You have taught him all about the lesson. | You had taught him all about the lesson. |
| We have graduated from this university. | We had graduated from this university. |
| They have enjoyed the holiday. | They had enjoyed the holiday. |

| | |
|----------------------------|----------------------------|
| He has helped us. | He had helped us. |
| She has been a student. | She had been a student. |
| It has appeared in a book. | It had appeared in a book. |

8.2. PAST PERFECT FORMS

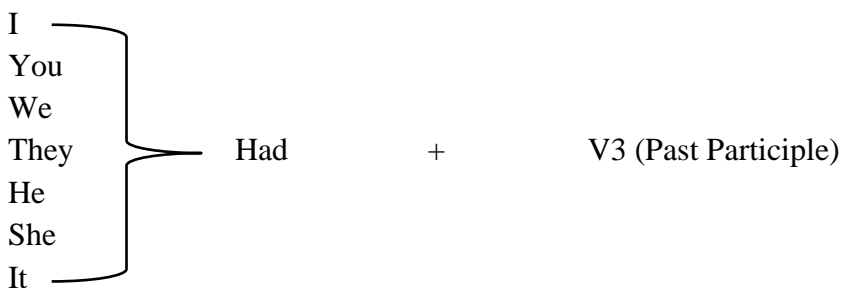
This tense refers to a non-continuous action that was already completed in the past. Such sentences are formed by using the Past form of the auxiliary verb ‘had’, followed by the past participle form of the verb.

Table 8.2. Common Irregular Verbs in the Past Perfect Tense

| Base Form | Past Simple | Past Participle | Past Perfect Tense |
|------------------|--------------------|------------------------|---------------------------|
| to be | was/were | been | Had been |
| to go | went | gone | Had gone |
| to come | came | come | Had come |
| to do | did | done | Had done |
| to see | saw | seen | Had seen |
| to have | had | had | Had had |
| to eat | ate | eaten | Had eaten |
| to take | took | taken | Had taken |
| to make | made | made | Had made |
| to say | said | said | Had said |
| to get | got | got | Had got |
| to stop | stopped | stopped | Had stopped |
| to finish | finished | finished | Had finished |
| to listen | listened | listened | Had listened |
| to sleep | slept | slept | Had slept |
| to call | called | called | Had called |
| to help | helped | helped | Had helped |

HOW TO FORM AFFIRMATIVES

The past perfect simple is formed by using the auxiliary verb *had* together with the V3 (past participle). The V3 (past participle) form of a regular verb looks just like a regular verb in the past simple.

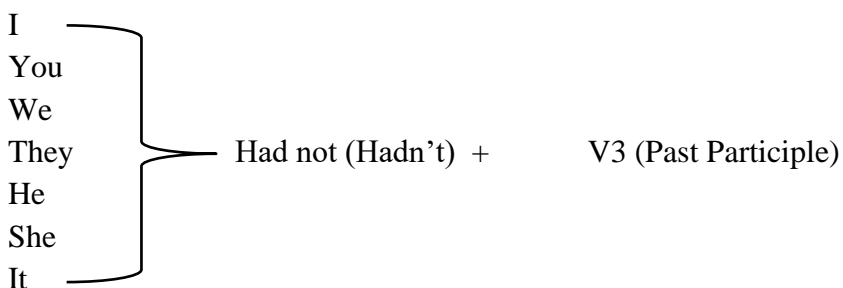


For examples:

1. Alvia *had finished* her assignment by the due date.
2. Refa *had taken* the exam before class.
3. We *had participated* in emergency rescues.

HOW TO FORM NEGATIVES

In negative sentences, it is formed by using the auxiliary verbs *hadn't* (had not) together with the V3 (past participle) form of the verb.

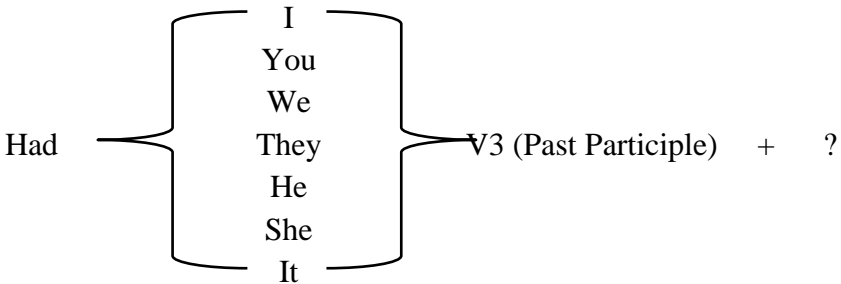


For examples:

1. Alvia *hadn't finished* her assignment by the due date.
2. Refa *hadn't taken* the exam before class.
3. We *hadn't participated* in emergency rescues.

HOW TO FORM QUESTIONS

To create a question that will be answered with *yes or no*, start the question with *had* (*hadn't* for a negative question) then add a subject (the person or thing that had done the action) followed by the V3 (past participle) form of the verb and only then add the rest of the sentence.



For examples:

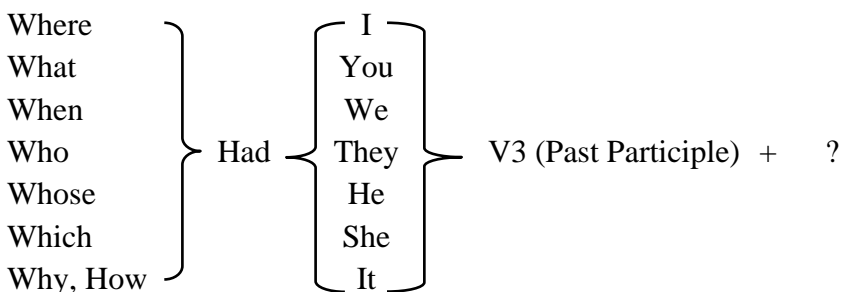
1. *Had* Alvia *finished* her assignment by the due date? Yes, she had/ No, she hadn't.
2. *Had* Refa *taken* the exam before class? Yes, he had/ No, he hadn't.
3. *Had* we *participated* in emergency rescues? Yes, we had/ No, we hadn't.

Answers for Yes/No Questions

- I → Yes, I had / No, I hadn't
You → Yes, you had / No, you hadn't
We → Yes, we had / No, we hadn't
They → Yes, they had / No, they hadn't
He → Yes, he had / No, he hadn't
She → Yes, she had / No, she hadn't
It → Yes, it had / No, it hadn't

8.3. WH-QUESTIONS IN THE PAST PERFECT

Wh- questions (also called question words) are the questions which start with Wh-. Wh-Question are questions beginning with where, what, when, who, whose, which, why and how (Park, 2000). These questions are expected receiving an answer. A Wh-Question is used for seeking content information relating to persons, things, facts, times, places, reasons, manners, etc. Wh-Question differ depending in the kind of content information sought. WH-Questions



For examples:

1. Where had Alsya lived before he came here?
2. What had caused the noise?
3. When had Farvi climbed the mountain?
4. Who had left the party when you arrived?
5. Whose team had won the match?
6. Which had he liked more?
7. Why had you revised the essay before class?
8. How long had the trip taken?

TAG QUESTIONS IN THE PAST PERFECT

Mas'ud, F (2005) defines that tag questions are sentences or statements which used to give statement or information to other. In addition, Azar (1992) states tag questions are used to expect the listeners to agree with the idea (giving idea while asking questions at the same time). The meaning of a question tag

depends on the voice. If the voice goes down, it isn't real question, only inviting the listener to agree with you. But if the voice goes up, it is a real question (Murphy, 2001). Tag questions are formed by writing a regular sentence in the past perfect simple, then by adding *hadn't* and a pronoun (I, you, we, they, he, she, it) and a question mark.

For examples:

(Negative Tag)

1. Dad had quitted his job due to stress, hadn't he?
2. The project had completed on time, hadn't it?
3. You had seen it before, hadn't you?

(Positive Tag)

1. Dad hadn't quitted his job due to stress, had he?
2. The project hadn't completed on time, had it?
3. You had never seen it before, had you?

CONTRACTION WITH PAST PERFECT

In informal situation, the subject and the auxiliary verb of Past Perfect are contracted. It is usually contracted in informal speaking and writing.

| | | |
|----------|---|--------|
| I had | → | I'd |
| You had | → | You'd |
| We had | → | We'd |
| They had | → | They'd |
| He had | → | He'd |
| She had | → | She'd |
| It had | → | It'd |

For examples:

1. I'd graduated from university.
2. We'd entered the classroom.

The 'd contraction is also used for the auxiliary verb would.
For example, she'd can mean:

1. She had → She'd
2. She would → She'd

But the main verb is in a different form, for example:

1. She had studied English. (past-participle)
2. She would study English. (base form)

In negative sentences, the auxiliary verb and 'not' are contracted.

For examples:

1. We hadn't cleaned the room.
2. You hadn't asked me about the information.

8.4. PAST PERFECT TENSES IN TIME CLAUSE

The interpretation of time not only depends on the adverbial expression.

a) With after

| |
|-------------------------------------------|
| After + Past perfect , Simple past |
|-------------------------------------------|

For example:

- *After* I had graduated from this university, I went to Singapore.
- *After* she had talked to him, she went to work.

b) With before

| |
|--------------------------------------------|
| Before + Simple past , Past Perfect |
|--------------------------------------------|

For example:

1. *Before* we came to live in Indonesia, we had lived in London
2. I had submitted my book chapter *before* the deadline.

c) With till / until

| |
|--------------------------------------------------|
| Till / Until + Past Perfect , Simple Past |
|--------------------------------------------------|

For example:

1. We didn't leave you *until* you completed the report.
(We left after you completed the report)

d) With as soon as

| |
|------------------------------------------------|
| As soon as + Past Perfect , Simple Past |
|------------------------------------------------|

For example:

1. *As soon as* I had bought new handphone, I gave my old handphone to my brother.
2. *As soon as* Fayfa had watched the movie, she said good night to her mum.

e) With when

| |
|------------------------------------------|
| When + Simple Past , Past Perfect |
|------------------------------------------|

For example:

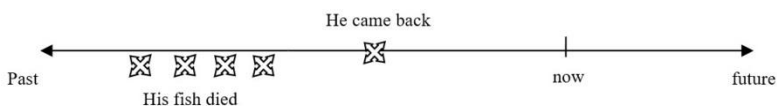
When he left home, I had washed the clothes.
(I started to wash the clothes and finished them before he left home)

f) With by the time

By the time + Simple Past , Past Perfect

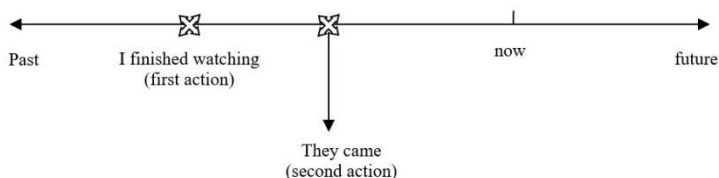
For example:

By the time the scientists found a cure for Covid-19, many people had died of it.



For example:

By the time he came back from holiday, all her fish in the aquarium had died



For example:

By the time they came, I had finished watching.

8.5. CONCLUSION

The past perfect is usually used in combination with another past action in the simple past. Using the past perfect allows us to show which action happened first. It is used to make it clear that one event happened before another in the past. The past perfect action happened before the simple past action. The past perfect shows the earlier action and the past simple shows the later

action. Past Perfect Tense describing the two past events in a clause structure, the first completed action must be described in the Past Perfect Tense, the action that is completed later in the Simple Past Tense. In sum, this tense talks about the past in the past.

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CHAPTER 9

FUTURE CONTINUOUS TENSE

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9.1. INTRODUCTION

The Future Continuous Tense is an essential element of English grammar that allows us to describe actions that will be ongoing at a specific time in the future. As Michael Swan highlights in *Practical English Usage*, "The Future Continuous is often used to talk about activities or events that are expected to be in progress at a particular time in the future" (Swan, 2005, p. 208). This tense not only helps convey a clearer picture of future events but also makes your speech and writing more precise and varied.

Understanding and using the Future Continuous Tense effectively can greatly enhance your communication skills. According to Graham Leech and Jan Svartvik in *A Communicative Grammar of English*, "The Future Continuous can provide a sense of predictability and certainty to future actions, adding to the speaker's confidence in their plans" (Leech & Svartvik, 2002, p. 94). This sense of certainty and predictability is crucial for articulating future plans and ongoing actions with clarity.

In this chapter, we will delve into the theory behind the Future Continuous Tense. We will explore its structure, usage, and nuances, providing you with a comprehensive understanding of how to use it effectively. Additionally, you will find exercises designed to reinforce your learning and help you master this important grammatical concept. By the end of

this chapter, you should feel more confident in using the Future Continuous Tense in both your writing and speaking, making your communication about future events more fluent and precise.

The Future Continuous Tense is a crucial aspect of English grammar, vital for discussing actions that will be in progress at a particular moment in the future. This tense helps us convey a clearer and more detailed view of future events, enhancing both spoken and written communication. Raymond Murphy in *English Grammar in Use* notes that "the Future Continuous is particularly useful for indicating that an action will be happening at a specific time and is often used to avoid making plans sound too definite" (Murphy, 2004, p. 86). This means that when we use the Future Continuous Tense, we are not only stating that an action will happen but also emphasizing that it will be ongoing at a specific future time, thus providing more context and depth to our descriptions of future plans and events.

Understanding and using the Future Continuous Tense correctly can significantly improve your fluency and precision in English. By describing actions that will be happening at a set future time, you can provide a more vivid and accurate account of future events. As Huddleston and Pullum explain in *The Cambridge Grammar of the English Language*, "The Future Continuous is used to indicate that a particular action will be ongoing at a specific point in the future, thereby adding a layer of specificity and detail to the narrative" (Huddleston & Pullum, 2002, p. 188). This sense of ongoing action helps the listener or reader understand not just what will happen, but when and how long it will be occurring, thereby providing a clearer picture of future events.

The Future Continuous Tense is particularly useful in various practical contexts. For instance, when discussing schedules and plans, it allows us to describe activities that will

be happening over a period of time. For example, "I will be working on my project all afternoon" indicates that the action of working will span across a significant portion of time, providing a clear picture of the speaker's plans.

Furthermore, this tense is often used in polite inquiries and offers. If you want to ask someone about their availability or future plans politely, you might say, "Will you be joining us for dinner tomorrow?" This not only conveys your question but also subtly suggests the timing and ongoing nature of the event. Using the Future Continuous Tense can help in making predictions about future events, especially when combined with other tenses for a richer narrative. For instance, "By the time you arrive, I will be finishing my report" combines the Future Continuous with the Future Perfect to show a sequence of actions.

This subchapter will provide a comprehensive overview of the Future Continuous Tense, including its structure, common usage scenarios, and practical applications. You will learn how to form this tense correctly, explore its various uses through detailed examples, and practice with exercises designed to reinforce your understanding. By mastering the Future Continuous Tense, you will be able to communicate future events with greater clarity and confidence, enhancing both your spoken and written English skills.

9.2. STRUCTURE OF FUTURE CONTINUOUS TENSE

The structure of the Future Continuous Tense consists of three main components: **the subject, the auxiliary verbs "will be" or "shall be," and the present participle (verb + -ing).** For example, in the sentence "I will be studying," "I" is the subject, "will be" is the auxiliary verb, and "studying" is the present participle. This tense is used to indicate actions that will

be ongoing at a specific future time, providing a clear picture of future events.

To form the Future Continuous Tense in **affirmative** sentences, we follow this structure:

Subject + will/shall + be + verb-ing.

For example:

She will be working.

They will be traveling.

In **negative** sentences, we add "not" after "will" or "shall":

Subject + will/shall + not + be + verb-ing.

For example:

She will not be working.

They will not be traveling.

For **questions**, we place "will" or "shall" before the subject:

Will/Shall + subject + be + verb-ing?

For example:

Will she be working?

Shall we be traveling?

The Future Continuous Tense is particularly useful for emphasizing the duration and progress of an action at a specific future moment. For instance, "At 8 PM tomorrow, I will be watching my favorite TV show" indicates that the action of watching TV will be in progress at that specific time. According to Betty Azar in *Understanding and Using English Grammar*, this structure helps provide clarity and specificity about future events, making communication more precise and dynamic (Azar, 1999, p. 120). Raymond Murphy, in *English Grammar in*

Use, also notes that this tense is invaluable for discussing future plans and arrangements, adding a sense of anticipation and structure to the speaker's narrative (Murphy, 2004, p. 85).

Understanding the structure and application of the Future Continuous Tense allows for more effective and nuanced communication. It enables speakers and writers to convey not only what will happen but also the context and ongoing nature of future actions. This mastery is essential for achieving fluency and accuracy in English.

9.3. COMMON USES OF FUTURE CONTINUOUS TENSE

The Future Continuous Tense is versatile and useful in several contexts, helping to convey actions that will be ongoing at a particular time in the future. Here are some common uses:

1. Future Actions in Progress

This tense is used to talk about actions that will be happening at a specific future time. It emphasizes that the action will be in progress at that particular moment. For example:

"Tomorrow at 9 AM, I will be taking my English test."

This sentence indicates that the action of taking the test will be ongoing at 9 AM tomorrow.

2. Simultaneous Future Actions

The Future Continuous Tense can describe two actions happening at the same time in the future. This usage helps to show that multiple events will overlap. For instance:

"While you are working, I will be preparing dinner."

This highlights that the action of preparing dinner will be happening concurrently with the action of working.

3. Polite Inquiries

This tense is often used to make polite inquiries about someone's future plans. Using the Future Continuous Tense

in questions can make the request or inquiry sound less direct and more courteous. For example:

"Will you be joining us for dinner?"

This polite question inquires about future plans without sounding too forceful.

4. **Emphasizing Future Events**

The Future Continuous Tense can also be used to highlight events that are expected to happen as a matter of course. This usage adds a sense of certainty to the statement. For example:

"Don't call me at 8 PM; I will be attending a meeting."

This sentence emphasizes that attending the meeting is a scheduled and definite event.

Rodney Huddleston and Geoffrey K. Pullum, in *A Student's Introduction to English Grammar*, explain that the Future Continuous Tense "provides a way to describe future events with a focus on the temporal progression, thus giving a more detailed and dynamic view of what is to come" (Huddleston & Pullum, 2005, p. 133). This tense allows for a richer and more nuanced description of future activities, making your communication clearer and more effective. By understanding these common uses, you can apply the Future Continuous Tense appropriately and confidently in your conversations and writing, enhancing your overall proficiency in English.

TIME EXPRESSIONS COMMONLY USED

Understanding time expressions is essential for using the Future Continuous Tense effectively. These expressions help specify the timing of actions that will be ongoing at a particular moment in the future, providing clarity and context. Here are some common time expressions frequently used with the Future Continuous Tense:

1. **Specific Times:** Time expressions like "at 9 AM," "at midnight," "at lunchtime," etc., are used to indicate that an action will be in progress at a precise future time.
Example: "At 8 PM tonight, I will be watching my favorite TV show." This sentence tells us exactly when the action of watching TV will be happening.
2. **This Time Next (Week/Month/Year):** This phrase is used to project what will be happening at the same time in the future, often creating a comparison with the present.
Example: "This time next week, I will be relaxing on the beach." This shows that the action of relaxing will be ongoing at the same time next week.
3. **By (a specific time):** Using "by" indicates that the action will be ongoing up to that point and might continue beyond it.
Example: "By the time you arrive, I will be finishing my homework." This suggests that the action of finishing homework will be in progress around the time of arrival.
4. **When/While:** These conjunctions introduce another action or event that will coincide with the ongoing future action.
Example: "While you are reading, I will be cooking dinner." This indicates that both actions will be happening simultaneously.
5. **All Day/All Night/All Morning:** These phrases emphasize the duration of an ongoing action throughout a specific period.
Example: "I will be studying all night for the exam." This shows that the studying will be happening continuously throughout the night.
6. **For (a period of time):** This expression indicates the duration for which an action will be ongoing in the future.

Example: "I will be working on the project for the next three hours." This sentence specifies that the action will be in progress for a set duration.

Using these time expressions correctly can make your use of the Future Continuous Tense more precise and understandable. According to Raymond Murphy in *English Grammar in Use*, "Time expressions play a crucial role in clarifying when future actions will be happening, making your statements more accurate and informative" (Murphy, 2004, p. 95). In daily conversations, these time expressions help you convey your plans and predict future activities more clearly. For example, when discussing plans with a friend, you might say, "At this time tomorrow, I will be traveling to New York," which gives your friend a clear picture of your schedule.

In professional settings, using these expressions can help in planning and organizing future tasks. For instance, a manager might say, "By 5 PM, we will be reviewing the project proposal," providing a clear timeline for team activities. Mastering the use of these time expressions with the Future Continuous Tense will enhance your ability to communicate about future events with clarity and precision, making your English more effective and fluent.

TIPS AND TRICKS FOR USING FUTURE CONTINUOUS TENSE

1. Focus on Specific Future Times:

The Future Continuous Tense is most effective when you want to highlight that an action will be happening at a specific future moment. Use clear time markers to indicate when the action will be in progress. For example, "At 8 PM tomorrow, I will be watching a movie." This emphasizes the ongoing nature of the action at a precise time. According to

Betty Azar in *Understanding and Using English Grammar*, "Using specific time expressions helps learners clearly identify when an action will occur" (Azar, 1999, p. 120).

2. Use with 'While' and 'When':

Combining the Future Continuous with "while" and "when" can help indicate two simultaneous actions. For example, "While you are reading, I will be cooking." This construction is useful for showing overlapping activities, which adds depth to your descriptions. Raymond Murphy notes in *English Grammar in Use* that "the Future Continuous is particularly useful for talking about actions that will overlap with other future events or times" (Murphy, 2004, p. 85).

3. Avoid Overuse:

Although the Future Continuous Tense is useful, overusing it can make your sentences awkward. Balance its use with other tenses to keep your writing fluid and natural. Using this tense selectively ensures that your speech and writing remain clear and engaging. As Quirk et al. point out in *A Comprehensive Grammar of the English Language*, "The Future Continuous Tense often overlaps with other tenses to give a fuller picture of the future" (Quirk, Greenbaum, Leech, & Svartvik, 1985, p. 126).

4. Practice with Real-Life Scenarios:

Think about your future plans and describe them using the Future Continuous Tense. This will help you internalize its structure and usage. For instance, you could say, "Next weekend, I will be visiting my grandparents." Practicing with real-life scenarios makes learning more relevant and practical.

5. Be Mindful of Context:

The context in which you use the Future Continuous Tense is crucial. For example, in formal writing or speaking, this

tense can convey a more polished and detailed narrative. It's important to choose the tense that best fits the situation. Michael Swan in *Practical English Usage* emphasizes that "context determines how and when to use different tenses effectively" (Swan, 2005, p. 208).

6. Combine with Other Tenses:

Using the Future Continuous Tense alongside other tenses can provide a richer description of events. For instance, "I will be finishing my report while she is preparing the presentation." This combination helps convey a more complete picture of future plans. According to Huddleston and Pullum in *The Cambridge Grammar of the English Language*, "Combining tenses allows for more detailed and nuanced expression" (Huddleston & Pullum, 2002, p. 180). By following these tips and tricks, you can effectively use the Future Continuous Tense to enhance your communication skills. Practice regularly, be mindful of context, and use clear time markers to make your descriptions precise and engaging.

9.4. EXERCISES

9.4.1. EXERCISE 1: FORMING THE FUTURE CONTINUOUS

Transform the following sentences into the Future Continuous Tense.

1. I (study) _____ at 10 AM tomorrow.
2. She (work) _____ on her project next Monday.
3. They (travel) _____ to Japan this time next year.
4. We (have) _____ a meeting at 3 PM today.
5. He (play) _____ football at 6 PM this evening.

Answers:

1. I will be studying at 10 AM tomorrow.
2. She will be working on her project next Monday.
3. They will be traveling to Japan this time next year.
4. We will be having a meeting at 3 PM today.
5. He will be playing football at 6 PM this evening.

9.4.2. EXERCISE 2: IDENTIFYING THE CORRECT USE

Choose the correct Future Continuous form for each sentence.

1. At 7 PM tonight, I _____ (will be watching/will watch) the movie.
2. She _____ (will be reading/will read) the book when you call her.
3. They _____ (will be playing/will play) tennis tomorrow afternoon.
4. We _____ (will be visiting/will visit) the museum at this time tomorrow.
5. He _____ (will be having/will have) dinner with his family next week.

Answers:

1. At 7 PM tonight, I will be watching the movie.
2. She will be reading the book when you call her.
3. They will be playing tennis tomorrow afternoon.
4. We will be visiting the museum at this time tomorrow.
5. He will be having dinner with his family next week.

9.4.3. EXERCISE 3: CREATING SENTENCES

Create sentences using the Future Continuous Tense with the following prompts.

1. At 10 AM tomorrow (I/work) _____.

2. Next Friday (she/travel) _____.
3. This time next year (we/study) _____.
4. At 6 PM tonight (they/eat) _____.
5. Next month (he/attend) _____.

Answers:

1. At 10 AM tomorrow, I will be working.
2. Next Friday, she will be traveling.
3. This time next year, we will be studying.
4. At 6 PM tonight, they will be eating.
5. Next month, he will be attending.

9.4.4. EXERCISE 4: COMPLETING THE DIALOGUE

Complete the dialogue using the Future Continuous Tense.

Maria : What will you be doing tomorrow evening?

John : I (watch) _____ a movie. What about you?

Maria : I (work) _____ on my project. Will you be free after that?

John : Yes, I (finish) _____ by 9 PM. We can meet then.

Maria : Great! I (call) _____ you at 9:30.

Answers:

John : I will be watching a movie. What about you?

Maria : I will be working on my project. Will you be free after that?

John : Yes, I will be finishing by 9 PM. We can meet then.

Maria : Great! I will be calling you at 9:30.

9.5. CONCLUSION

Mastering the Future Continuous Tense is a crucial milestone in enhancing your English proficiency. Understanding its structure and usage, as well as distinguishing it from other

tenses, enables you to describe actions that will be ongoing at specific times in the future with greater accuracy. This tense is particularly useful for providing a sense of predictability and continuity to your descriptions, as noted by various experts in the field of English grammar. Regular practice is essential for internalizing the rules and nuances of this tense. Engaging with exercises and applying the Future Continuous Tense in real-life scenarios will reinforce your learning and build your confidence. As emphasized by Betty Azar in *Understanding and Using English Grammar*, practical application is key to mastering any grammatical structure (Azar, 1999, p. 120). It is important to remember that language learning is a gradual and cumulative process. Consistent and focused practice is the foundation of proficiency. Integrating the theories and exercises discussed in this chapter into your regular study routine will significantly enhance your ability to use the Future Continuous Tense effectively. Over time, you will find yourself using this tense with ease and precision, both in written and spoken English. In conclusion, by dedicating time and effort to mastering the Future Continuous Tense, you are taking a significant step towards achieving fluency and accuracy in English. Keep practicing, stay persistent, and enjoy the journey of learning. Soon, you will be adept at using the Future Continuous Tense to enrich your communication. Happy learning!

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CHAPTER 10

FUTURE PERFECT TENSE

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10.1. INTRODUCTION

The future perfect tense in English is a verb tense used to describe actions or events that will have been completed by a certain point in the future. This tense is particularly useful for indicating that an action will be finished before another action or time in the future, providing a sense of completion to the future action. The future perfect tense is useful for discussing future achievements and ensuring that certain actions or conditions will be fulfilled before a specified future time. For example, "By next year, I will have graduated from the university" indicates that the speaker expects to complete their studies before the next year ends. This tense is often used with time expressions such as "by the time," "by next year," or "by 9:00," which specify the future point by which the action will be completed (Cook & Boyles, 2023; Liashuk, 2023; Walter, 2023; Wood, 2023).

Formation of Future Perfect Tense

The future perfect tense is formed using the formula:

Subject + will have + Past Participle of the Verb.

This formula consistently emphasizes the use of the auxiliary verb "will" followed by "have" and then the past participle form of the main verb to construct sentences in the future perfect tense (Cook & Boyles, 2023; Liashuk, 2023; Shahdoost, 2023; Walter, 2023; Wood, 2023). The past

participle of a verb is usually formed by adding -ed to the end of the regular verbs, but irregular verbs have different forms. For example, the past participle of "run" is "run," and the past participle of "eat" is "eaten."

Usage of Future Perfect Tense

The future perfect tense is used in several contexts:

1. To indicate that an action will be completed before a specific time in the future: For instance, "By next year, I will have graduated from college." This sentence suggests that the action of graduating will be completed before the specified time in the future, which is next year (Cook & Boyles, 2023; Liashuk, 2023; Shahdoost, 2023; Walter, 2023; Wood, 2023).
2. To express actions that will be finished before another action takes place in the future: An example of this usage is, "She will have left for the airport by the time you arrive." Here, the departure for the airport is an action that will be completed before another future action, which is your arrival (Cook & Boyles, 2023; Liashuk, 2023; Shahdoost, 2023; Walter, 2023; Wood, 2023).
3. To describe the duration of an action up to a point in the future: For example, "By the end of the month, I will have worked here for five years." This sentence emphasizes the duration of working up to a certain future point (Liashuk, 2023; Shahdoost, 2023). **Examples of Future Perfect Tense**
 - a. "By 2025, we will have found a cure for the disease."
 - b. "He will have completed the project before the deadline."
 - c. "They will have moved to a new city by next summer."

Negative and Question Forms

The future perfect tense can also be used in negative and question forms.

For negative sentences "not" is inserted between "will" and "have," as in "I will not have finished the report by tomorrow."

For questions the structure changes to "Will + Subject + have + Past Participle of the Verb?" as in "Will you have arrived by 8 PM?"

The future perfect tense offers a way to talk about future actions or events with a specific reference to their completion before a certain point in time. It is a powerful tool in English grammar that helps provide clarity and specificity about future occurrences, emphasizing the completion of actions within a future context (Cook & Boyles, 2023; Liashuk, 2023; Mathews, 2023; Shahdoost, 2023; Walter, 2023; Wood, 2023).

10.2. WHEN TO USE FUTURE PERFECT TENSE

The future perfect tense is useful for discussing future achievements and ensuring that certain actions or conditions will be fulfilled before a specified future time. The future perfect tense is used in English to describe actions that will have been completed by a specific point in the future. Here are the primary scenarios when you would use the future perfect tense:

1. Completed Action Before a Future Point

The future perfect tense is used to express that an action will be completed before a certain future time or event. This is often used with a deadline or a specific event that marks the end of the action (Craig, 2023; Pool, 2021; Seonaid, 2023; Shrives, 2023; Wagner, 2023).

Example: "By next month, I will have finished this project."

2. Duration Up to a Point in the Future

This tense can also describe how long something will have continued up until another action or time in the

future(Craig, 2023; Seonaid, 2023). Example: "By the time he retires, he will have worked here for 25 years."

3. **To Emphasize the Completion of Actions**

When you want to emphasize that an action will be completely finished before another future action begins, the future perfect tense is appropriate(Craig, 2023; Pool, 2021; Seonaid, 2023; Shrives, 2023; Wagner, 2023). Example: "She will have left by the time you arrive."

4. **Before Another Future Action**

It is used to indicate that one action will be completed before another action takes place in the future(Craig, 2023; Pool, 2021; Seonaid, 2023; Shrives, 2023; Wagner, 2023). Example:

"The team will have finished the report before the meeting starts."

5. **Specifying a Future Completion with 'By'**

Often used with time expressions starting with "by" (e.g., by 3 PM, by next week), indicating that the action will be completed any time before the specified future point but not later than this point(Seonaid, 2023; Wagner, 2023). Example:

"I will have completed the analysis by next Tuesday."

These scenarios highlight the utility of the future perfect tense in planning, forecasting, and discussing future achievements or completions relative to other events or deadlines. To use the future perfect tense in a sentence, you follow the structure:

Subject + "will" + "have" + Past Participle form of the main verb

This tense is used to describe actions that will have been completed by a certain point in the future. Here are some

examples to illustrate how to use the future perfect tense in sentences:

1. **Completion by a Specific Time:**

Example: "By next month, I will have finished the book."

This sentence indicates that the action of finishing the book will be completed before the specified future time (next month).

2. **Before Another Future Event:**

Example: "She will have left for the airport by the time you arrive."

Here, the sentence communicates that the action of leaving for the airport will be completed before another future event (your arrival).

3. **Duration Until a Future Point:**

Example: "By the end of the year, we will have lived in this city for five years." This example shows the use of the future perfect tense to indicate the duration of an action (living in the city) up until a certain point in the future (the end of the year).

4. **Negative Form:**

Example: "They will not have completed the project by the deadline." To form a negative sentence in the future perfect tense, insert "not" between "will" and "have."

This sentence indicates that the action of completing the project will not be finished before the specified time (the deadline).

5. **Question Form:**

Example: "Will you have arrived by 8 PM?" To ask a question in the future perfect tense, invert "will" and the subject.

This question inquires whether the action of arriving will be completed by a specific time (8 PM).

Remember, the key to using the future perfect tense correctly is to focus on actions that will be completed before a certain future time or event (Cook & Boyles, 2023; Liashuk, 2023; Walter, 2023; Wood, 2023).

10.3. COMMON TIME EXPRESSIONS USED WITH FUTURE PERFECT TENSE

Time expressions are crucial in constructing sentences in the future perfect tense as they specify the point in the future by which the action will have been completed. Here are some common time expressions used with the future perfect tense:

1. **By** This is used to indicate a specific time in the future by which the action will be completed.
Example: "I will have finished my report by Friday." (MacDonald, 2023)
2. **By the time** This phrase is used to denote a future moment before which the action will be completed.
Example: "By the time he leaves today, he'll have finished all his emails." (Bell, 2023)
3. **Before** Used to express that an action will be completed at any point before a certain time.
Example: "The film will have finished before we have dinner." (Bell, 2023)
4. **In** (a day's time / two months' time / five years' time) - Indicates the end of a period within which the action will be completed.
Example: "In three years' time, I'll have graduated from university." (Mathews, 2023)
5. **When** This is used when the completion of the action coincides with the occurrence of another event.
Example: "She'll have already gone home when we arrive at the party." (Bell, 2023)

6. **Until/till** Although less common, these can be used to discuss the duration up to a certain point.
Example: "He will not have done it by this evening."(Vernon, 2024)
7. **By then** Refers to a future time by which the action will have been completed. Example: "By then, I will have finished the project."(Vernon, 2024)
8. **By the end of** Specifies a deadline within a larger time frame.
Example: "I will have finished my report by the end of this month."(Vernon, 2024)

These time expressions help frame the future perfect tense by clarifying the timeline and emphasizing the completion of actions before specified future moments.

THE DIFFERENCE BETWEEN “BY” AND “WHEN” IN THE FUTURE PERFECT TENSE

In the context of the future perfect tense, "by" and "when" are used to set the timing of actions, but they serve different purposes and convey different nuances of time.

1. Using "By" in Future Perfect Tense

"By" is used to indicate a deadline or a specific time before which an action will be completed in the future. It sets a limit or a point in time that the action will not exceed. When using "by," the focus is on the completion of the action before a certain future moment. Example:

"By the time I graduate from college, I will have studied in schools for 16 years."(Townsend, 2023) This sentence emphasizes that the total duration of study will reach 16 years at or before the moment of graduation.

2. Using "When" in Future Perfect Tense

"When" is used to refer to a specific time at which another action will take place, linking the completion of one action to the occurrence of another. It does not necessarily imply a deadline but rather points to a simultaneous or consequential timing. Example:

"When Norton retires, I will have made him a millionaire."(Shrives, 2023)

This sentence suggests that the action of making Norton a millionaire will be completed at the time of his retirement, highlighting the coincidence of both events.

In summary "by" is typically used to emphasize that an action will be completed before a specified time, serving as a deadline. In contrast, "when" is used to link the completion of an action to the occurrence of another event, focusing on the timing relationship between two events. Both are used in the future perfect tense to give clarity on the timing and completion of actions relative to future events.

10.4. COMMON MISTAKES IN FUTURE PERFECT TENSE

Common mistakes in using the future perfect tense often stem from errors in auxiliary verb usage, forming the past participle, applying the tense inappropriately, and omitting the necessary time frame. Here are some specific mistakes highlighted across the sources:

1. Using the Wrong Auxiliary Verb

A frequent mistake is using incorrect auxiliary verbs like "would have" or "should have" instead of the correct "will have" in the future perfect tense(Smith, 2023). Example of incorrect usage: "By the time I get there, I would have finished my work."

Correct usage : "By the time I get there, I will have finished my work."(Smith, 2023)

2. **Incorrectly Forming the Past Participle**

Another common error is incorrectly forming the past participle of the main verb. Regular verbs form the past participle by adding "-ed" to the base form, while irregular verbs have unique past participle forms(Smith, 2023).

Incorrect: "By the time we arrive, he will have went home."

Correct: "By the time we arrive, he will have gone home."(Smith, 2023)

3. **Using the Future Perfect Tense When Not Appropriate**

Misapplying the future perfect tense in situations where the time frame is not clear or specific can lead to confusion. In such cases, it's better to use the simple future tense(Smith, 2023).

Incorrect: "I will have a meeting tomorrow."

Correct: "I have a meeting tomorrow."(Smith, 2023)

4. **Forgetting to Include the Time Frame**

Omitting the specific time frame is a common mistake when using the future perfect tense. The tense always includes a specific time frame like "by tomorrow" or "by the end of the week"(Smith, 2023).

Incorrect: "I will have finished my project."

Correct: "I will have finished my project by the end of the week."(Smith, 2023)

5. **Confusing Future Tenses**

Confusing the use of future continuous, perfect, and perfect continuous tenses is a mistake. Each of these tenses expresses different aspects of future actions or events(Ballan, 2023). For example, the future continuous tense is used for ongoing actions at a specific future time, the future perfect tense for actions completed before a certain future time, and the future perfect continuous tense

for the ongoing nature and duration of future actions up to a specific point(Ballan, 2023).

6. **Misusing Time Expressions**

Using appropriate time expressions is crucial when using the future perfect tense. Common time expressions for this tense include "by," "at," "for," "in," "by the time," and "before"(Ballan, 2023).

7. **Overusing the Future Perfect Tense**

While the future perfect tense can be useful, overusing it can make language sound stilted and unnatural. It should be used sparingly and in situations where it adds precision and detail(Raifsnider, 2023).

8. **Incorrect Auxiliary Verb Usage**

The correct auxiliary verb for the future perfect tense is "will have." A common mistake is using other modal verbs such as "would have" or "should have" instead. For example, saying "I would have finished" instead of the correct "I will have finished" is a mistake(Smith, 2023).

9. **Overcomplicating Sentences**

The future perfect tense should be used sparingly and only when necessary to avoid making sentences overly complicated. An example of overcomplication would be "By next year, I will have had a new car" instead of the simpler and correct "By next year, I will have a new car"(Liashuk, 2023). By avoiding these common mistakes, learners can use the future perfect tense more effectively and accurately in their writing and speaking(Ballan, 2023; Liashuk, 2023; Raifsnider, 2023; Smith, 2023).

10.5. SOME TIPS TO USE FUTURE PERFECT TENSE EFFECTIVELY AND NATURALLY

Using the future perfect tense effectively and naturally in English involves understanding its structure, appropriate

contexts, and nuances. Here are some tips to help you use this tense more effectively:

1. **Understand the Structure:** The future perfect tense is formed with the subject, followed by "will have" and the past participle of the verb. For example, "She will have completed the report."(Lider et al., 2023; Raifsnider, 2023)
2. **Use Specific Time References:** Always include a specific time reference when using the future perfect tense. This helps clarify that the action will be completed before a certain future time. Common time expressions include "by tomorrow," "by next week," or "by the end of the year."(Raifsnider, 2023)
3. **Contextual Usage:** Use the future perfect for actions that will be completed before another action or time in the future. It is particularly useful for expressing the completion of goals, predictions, or plans(Cabag, 2023; Raifsnider, 2023).
4. **Practice with Examples:** Regular practice can help you internalize the structure and use of the future perfect tense. Try converting sentences from simple future to future perfect to see how the meaning changes. For example, change "I will finish this book" to "I will have finished this book by tomorrow."(Raifsnider, 2023)
5. **Use in Conditional Sentences:** The future perfect can be used in conditional sentences to speculate about future outcomes. For example, "If you have finished your homework by 7 PM, we can go out for dinner."(Raifsnider, 2023)
6. **Avoid Overuse:** While the future perfect tense is useful, it's less commonly used in everyday conversation than other tenses. Use it when it's necessary to emphasize the completion of actions by a specific time in the future, but

don't overuse it to avoid sounding overly formal or unnatural(Lider et al., 2023; Raifsnider, 2023).

7. **Negative and Interrogative Forms:** Be comfortable forming negative and interrogative sentences in the future perfect. For negatives, use "will not have" (or "won't have"), and for questions, invert "will" and the subject. For example, "Will you have completed the project by Monday?"(Lider et al., 2023; Raifsnider, 2023)
8. **Listening and Reading Practice:** Listen to native speakers or read texts where the future perfect is used. This can help you understand how and when to use the tense naturally in various contexts(Raifsnider, 2023).
9. **Teaching and Explaining:** If you're in a position to teach or explain something, use the future perfect to discuss what will have been achieved by a certain point. This can be particularly effective in academic or professional settings(Pigariiev & Kramarenko, 2022; Raifsnider, 2023).

By following these tips and regularly practicing, you can improve your ability to use the future perfect tense effectively and naturally in both spoken and written English(Cabag, 2023; Lider et al., 2023; Pigariiev & Kramarenko, 2022; Raifsnider, 2023).

10.6. EXERCISES FOR FUTURE PERFECT TENSE

Here are some exercises for practicing the future perfect tense, categorized into three types: **fill in the blanks**, **multiple choice**, and **sentence completion**. Each category includes 10 examples to help reinforce comprehension of the future perfect tense. These exercises are designed to help learners practice forming and using the future perfect tense in various contexts(Cunningham, 2023; Gegechkori, 2023; Ilyas, 2023; Murphy, 2023).

10.6.1. EXERCISE ONE: FILL IN THE BLANKS

Complete the sentences using the future perfect tense of the verbs in brackets:

1. By next July, he will have _____ school. (finish)
2. Next year, he will have _____ for 20 years. (marry)
3. All of the passengers will have _____ in by 5. (check)
4. By next month, he will have _____ into his new house. (move)
5. I am sure the building will have _____ by next September. (complete)
6. By the time the teacher comes in, we will have _____ down all the new words. (write)
7. The secretary will have _____ all the letters by this afternoon. (post)
8. They will have _____ all the books by the time we get there. (sell)
9. By the end of the year, all the refugees will have _____ to their home countries. (return)
10. The snow will have _____ by the end of April. (melt)

10.6.2. EXERCISE TWO: Multiple Choice

Choose the correct form of the future perfect tense:

1. By the year 2050, scientists _____ a cure for cancer.
A) will have discover
B) have will discovered
C) will have discovered
D) discovered will have
2. By the time I'm 30, I _____ married.
A) won't have got
B) will not have get
C) will get
D) will have got

3. If you don't hurry up, the film _____ by the time we arrive.
- A) won't have finished
 - B) will be finished
 - C) will not finish
 - D) will have finished
4. I _____ this exercise by the time the football match starts.
- A) will have finished
 - B) will finish
 - C) won't have finished
 - D) will haven't finished
5. Jim's train was due at 6. He _____ by now.
- A) will have arrive
 - B) won't have arrived
 - C) will have arrived
 - D) will not have arrived
6. Sheila _____ the scholarship by the time she starts school in September.
- A) will have got
 - B) needn't have got
 - C) won't have got
 - D) been have got
7. By this time next month, I hope they _____ building the community center.
- A) will have finished
 - B) will finished
 - C) won't have finished
 - D) won't not have finished
8. By this time tomorrow night we _____ in Australia.
- A) will be arrive
 - B) will have arrived
 - C) won't arrive
 - D) won't have arrived

9. The team _____ at the exhibition for five hours by the time I arrive there.
- A) will have worked
 - B) will be working
 - C) will work
 - D) won't have worked
10. By the time we get on the plane, they _____ already _____ the luggage.
- A) won't have already loaded
 - B) won't have loaded
 - C) will have already loaded
 - D) will already have loaded

10.6.3. EXERCISE THREE SENTENCE COMPLETION

Complete the sentences using the future perfect tense:

1. By next week, I (finish) reading this novel.
2. She (baked) the cookies before we arrive.
3. By the time the doctor arrives, the patient (not take) medicine.
4. By December, I (complete) my course.
5. By this time next year, I (complete) 10 years of my job.
6. By Sunday, I (finish) this novel.
7. She (bake) the cookies before we arrive.
8. By the time the doctor arrives, the patient (not take) medicine.
9. By December, I (complete) my course.
10. By this time next year, I (complete) 10 years of my job.

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AUTHOR'S PROFILE



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The author is a public policy researcher who works at the research institution **IPOSS Jakarta**. He was born in Magetan on January 19, 1971. He completed his Master of Statistics at the University of New South Wales, Sydney, Australia in 1998 with the support of ADCOS (Australian Development Cooperation Scholarship) from the Government of Australia. He had completed his Master of Management Program at the University of Indonesia in 1995 with the support of *Bank Internasional Indonesia* Scholarship. His undergraduate was completed at the Bogor Agricultural University (IPB University) in Bogor majoring in Statistics of the Faculty of Mathematics and Science in 1993 with the support of *KPS-Pertamina* Scholarship. The author had accomplished his elementary education up to high schools in Maospati, Magetan. Along with his career, he has been assigned as member of Board of Commissioners or Supervisors and/or Audit Committee on various companies or institution operating in various sectors such as sea-port management, cellular telecommunications, banking, infrastructure financing, securities and brokerage, plantation, coal mining, property and recreations, and plantation fund management. The author has very strong interests to conduct research in the area of public policy, economics, finance, human capital, and corporate governance.

CHAPTER 11

FUTURE PERFECT CONTINUOUS TENSE

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11.1. INTRODUCTION

In this unit, we will talk and discuss the future perfect continuous tense in terms of the definition, patterns or formulations followed by examples, usage (comparing the different use among future continuous, future perfect continuous, future perfect, and future perfect continuous), common mistakes, example sentences, and practice exercises. Future perfect continuous tense, or also referred to as the future perfect progressive tense, is one of the English tenses that English learners should learn and understand well. It is a grammatical tense used to express an action or activity that will be ongoing until a specific moment in the future. In real life, this tense is rarely used compared to the other verb tenses.

In other words, the future perfect progressive or continuous tense indicates an ongoing and progressive action that is anticipated to be completed at a specific point in the future. This tense is formed by using a combination of modal auxiliary “will” followed by have been and present participle of the verb (V+ing). The patterns or formulations of the future perfect continuous tense are divided into four different kinds of sentences; affirmative / positive (+), negative (-), interrogative (?), and negative interrogative (-?).

(+) S + will + have + been + Ving

We will have been flying to Tokyo.

(-) S + will + not + have + been + Ving
won't

We will not have been flying to Tokyo.
won't

(?) Will + S + have + been + Ving + ?
Will we have been flying to Tokyo?
Yes, we will. / No, we will not.

(-?) Will + S + not + have + been + Ving + ?
Won't + S
Will we not have been flying to Tokyo?
Won't we

The modal auxiliary “will” can be contracted with the subjects (I’ll, you’ll, we’ll, they’ll, she’ll, he’ll, it’ll). for negative interrogative sentence, we have two forms. We put “not” directly after the subject of the sentence and “not” can be put before the subject of the sentence, but it must be contracted with the modal auxiliary verb “will” (**correct:** won't, **incorrect:** willn't).

11.2. USAGE OF FUTURE PERFECT CONTINUOUS COMPARED TO FUTURE CONTINUOUS AND PERFECT CONTINUOUS.

In order to have better understanding about future perfect continuous tense, let's have a look at the differences among future continuous, future perfect, and future perfect continuous tense seen from the usage in daily basis.

| Future Continuous | Future Perfect | Future Perfect Continuous |
|-----------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|
| I will be flying to Tokyo. You will be flying to | I will have flown to Tokyo. You will have flown | I will have been flying to Tokyo. You will have been |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Tokyo.</p> <p>We will be flying to Tokyo.</p> <p>They will be flying to Tokyo.</p> <p>He will be flying to Tokyo.</p> <p>She will be flying to Tokyo.</p> <p>It will be flying to Tokyo.</p> | <p>to Tokyo.</p> <p>We will have flown to Tokyo.</p> <p>They will have flown to Tokyo.</p> <p>He will have flown to Tokyo.</p> <p>She will have flown to Tokyo.</p> <p>It will have flown to Tokyo.</p> | <p>flying to Tokyo.</p> <p>We will have been flying to Tokyo.</p> <p>They will have f been flying to Tokyo.</p> <p>He will have been flying to Tokyo.</p> <p>She will have been flying to Tokyo.</p> <p>It will have been flying to Tokyo.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1. FUTURE CONTINUOUS TENSE

We can use the future continuous tense to talk about:

- a. Something that is predicted to start before a particular point of future time, and that may continue after this point (often the result of a previous decision or arrangement)
 1. When it goes into orbit, the spacecraft will be carrying 30 kilos of plutonium.
 2. Anna will be helping us to organise the party.
- b. A future activity that is a part of the normal course of events or that is one of a repeated or regular series of events.
 1. Dr. Daveran will be giving the same talk in room 103 at ten next Thursday.
 2. Will you be driving to work, as usual?
- c. express an activity or an action that will be in the progress at a time in the future. In other words, it is an action in progress at a specific time in the future (the equivalent of Present and Past Continuous Tense).
 1. They are flying to Tokyo at this moment. (Present Continuous)

2. They were flying to Tokyo at this time yesterday. (Past Continuous)
 3. They will be flying to Tokyo at this time tomorrow. (Future Continuous)
- d. occasionally, as an alternative to “going to” for a future plan or “be doing” for a future arrangement.

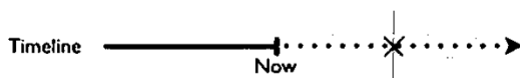
Future plan:

1. Are you going to use my car this evening? (Present Continuous)
2. Will you be using my car this evening? (Future Continuous)

Future arrangement:

1. I am having dinner with Sue this evening. (Present Continuous)
2. I will be having dinner with Sue this evening. (Future Continuous)

They will be flying to Tokyo this time tomorrow.



We can often use either the future continuous or the present continuous when we talk about arranged activities or events in the future.

1. We will be leaving for Tokyo at 7:00 in the evening. (timetabled) *or*
2. We are leaving for Tokyo at 7:00 in the evening.

When we don't want to indicate willingness, intention, invitation, etc., we prefer to use the future continuous instead of **will**.

For example, if our guests have stayed longer than you wanted, and we don't know when they are leaving, we might ask:

1. Will you be staying with us tonight? (asking about their plans) *rather than*
2. Will you stay with us again tonight? (They might think this is an invitation)

Another example of future continuous tense:

1. I will begin to study at seven. You will come at eight. **I'll be studying** when you come.
2. Right now I am sitting in class. At this same time tomorrow, **I will be sitting** in class.

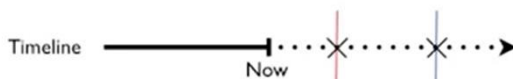
2. FUTURE PERFECT TENSE

We use the future perfect to:

- a. say that something will be ended, completed, or achieved by a particular point in the future.
 1. By the time you get home I will have read the history book from page one to ten.
 2. I'm sure his awful behaviour will soon have been forgotten. (= passive form)
- b. expresses an action or an activity that will be completed either before a specific moment or before another action or event takes place in the future. (Note: **by the time** introduces a time clause; the simple present is used in a time clause.
 1. They will have left for Tokyo by this time tomorrow.
 2. The film will have finished by midnight.
 3. She will have done her homework by the time we arrive.

4. We will have painted the house by the time she returns.
Note: The second (later) action is always in the Present Simple Tense

The film will have finished by midnight.



3. FUTURE PERFECT CONTINUOUS TENSE

We use future perfect continuous tense to:

- a. indicate an action or activity that will have started, will have continued for some time and will still be in progress in the future either before a specific moment, or before another action takes place.
 1. They will have been flying to Tokyo for a few hours by this time tomorrow.
 2. The film will have been running for two hours by midnight.
 3. She will have been doing her homework for several hours by the time we arrive.
 4. We will have been painting the house all day by the time she returns.

Note: The second (later) action is always in the Present Simple.

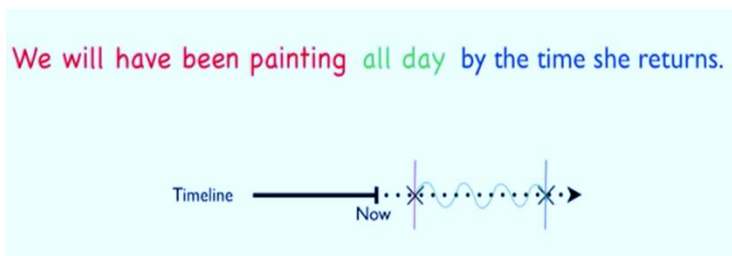
- b. emphasize the duration of an activity that will be in the progress before another time or event in the future takes place.
 1. I will go to bed at 10 P.M. My father will get home at midnight. At midnight I will be sleeping. I will have been sleeping for two hours by the time my father gets home.
 2. Next year I will have been working in this company for 15 years.

With both the future perfect and future perfect continuous we usually mention the future time (e.g. *By the time you get home*, *Next year*)

Sometimes the future perfect and the future perfect continuous tense have the same meaning.

1. When my father retires next month, he will have worked for 40 years.
2. When my father retires next month, he will have been working for 40 years.

Notice that the activity expressed by either of these two tenses may also begin in the past.



The future continuous, future perfect, and future perfect continuous tense can also be used to say what we believe or imagine is happening around now:

1. We could ask to borrow Joe's car. He **won't be using** it today – he went to work by bike.
2. Most people will have forgotten the fire by now.
3. Tennis fans will have been queuing at the Wimbledon all day to buy tickets.

We can use the future perfect continuous to say what we think was happening at a point in the past.

Motorist Vicky Hesketh will have been asking herself whether speed cameras are a good idea after she was fined £100 last week for driving at 33 mph in a 30 mph zone.

11.3. EXAMPLE SENTENCES

1. By the end of the month, they will have been living in their house for a year.
2. In a few months, I will have been studying English for two years.
3. By the time the concert starts, the band will have been rehearsing for hours.
4. Next week, she will have been working on the reseach project for six months.
5. By the year of 2030, technology will have been advancing rapidly for several decades.
6. In a year, they will have been traveling around the world for a considerable amount of time.
7. By the time the baby is born, the couple will have been anticipating parenthood for nine months.
8. Next summer, we will have been running our family business for a decade.
9. By the end of the day, the team will have been collaborating on the project for weeks.
10. Next year, he will have been pursuing his passion for photography for a decade.
11. In a decade, renewable energi sources will have been replacing traditional ones extensively.
12. I will have been waiting for your coming terribly by the time you return from your trip.

COMMON MISTAKES

Future simple instead of future continuous or future perfect (continuous)

Incorrect : I will drive to work this time tomorrow.

Correct : I will be driving to work this time tomorrow.

(This is an action taking place at a specific time in the future. It doesn't use simple future but future continuous)

Incorrect : We will attend a conference next week.
Correct : We will be attending a conference next week.
(This is a future arrangement. For future arrangement, it uses future continuous, not simple future)

Incorrect : He will pack his bags tomorrow morning because he will leave for Mexico tomorrow afternoon.
Correct : He will be packing his bags tomorrow morning because he will be leaving for Mexico tomorrow afternoon.
(First verb is a future plan, so it uses future continuous, not simple future. And the second verb is a future arrangement. It should use future continuous.)

Incorrect : The show will end by 7.00 P.M.
Correct : The show will have ended by 7.00 P.M.
(An action which is completed before specific time in the future. It uses future perfect, not simple future)

Incorrect : She will go to bed by the time we get back.
Correct : She have gone to bed by the time we get back.
(This is an action which is completed in the future before another action happens. It uses future perfect, not simple future.)

Incorrect : They will work here for 20 years by the end of the year
Correct : They will have been working here for 20 years by the end of the year.
(An action in the future and will continue some time in the future before the end of the year.)

11.4. EXERCISES

11.4.1. EXERCISE ONE

Directions: Put verbs into the correct form (Future Perfect Tense).

1. By 10 o'clock, we (finish) _____ our homework.
2. They (leave) _____ the classroom by the end of the hour.
3. We (go) _____ home by next week.
4. She (return) _____ from her holiday by 6 P.M.
5. (buy / he) _____ the new house by July?
6. The sun (not / rise) _____ by 4 o'clock.
7. (you/do) _____ the chores by 4 o'clock?

11.4.2. EXERCISE TWO

Directions: Put the verbs into the correct form (Future Perfect Continuous Tense).

1. By the end of the month, I (live) _____ in this city for almost twelve years.
2. By the end of this week, we (work) _____ on the project for a month.
3. By October the fifth, they (study) _____ English for three years.
4. By 10 o'clock, she (watch) _____ TV for two hours.
5. (she / not/ sleep) _____ for eight hours by 11 o'clock?
6. We (look / not) _____ for him for 40 days by next Saturday.

7. (they / wait) _____ for their parents going back home for three hours?

11.4.3. EXERCISE THREE

Directions: Put the verbs in brackets in the correct tense (Future Perfect Or Future Perfect Continuous Tense).

1. By 2018 we (live) _____ in Jakarta for twenty years.
2. He (write, not) _____ a book by the end of the year.
3. (finish, you) _____ this novel by next week?
4. He (read) _____ this book for 15 days by the end of this week.
5. At 6 o'clock, she (wait) _____ for 2 hours.
6. (study, you) _____ English for 3 years?

11.4.4. EXERCISE FOUR

Directions: Complete the sentences. Use any appropriate tense of verbs in parentheses.

1. Ann and Andy got married on June 1st. Today is Juni 15th.
They (be) _____ married for two weeks.
By Juni 8th, they (be) _____ married for one week.
By Juni 29th, they (be) _____ married for four weeks.
2. This traffic is terrible. We're going to be late. By the time we (get) _____ to the airport, Yuri's plane (arrive, already) _____, and he'll be wondering where we are.

3. The traffic was very heavy. By the time we (get) _____ to the airport, Yuri's plane (arrive, already) _____.
4. This morning I came to class at 9:00. Right now it is 10:00, and I am still in class. I (sit) _____ at this desk for an hour. By 10:30, I (sit) _____ here for half an hour. By 11:00, I (sit) _____ here for two hours.
5. Classes start at 9:00 every day. It's 9:30 and the school bus is late. When the bus gets to school, classes (begin) _____. The teachers (teach) _____ since 9:00.
6. I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Surabaya, we (drive) _____ for twenty straight hours?
7. Go ahead and leave on your vacation. Don't worry about this work. By the time you (get) _____ back, we (take) _____ care of everything.
8. I don't understand how those marathon runners do it! The race began more than an hour ago. By the time they reach the finish line, they (run) _____ steadily for more than two hours. I don't think I can run more than two minutes!
9. We have been married for a long time. By our next anniversary, we (be) _____ married for 43 years.

11.4.5. EXERCISE FIVE

Directions: Complete both sentences in each pair with one verb from the box. Use the future continuous (**will / won't be + Ving**) in one sentence and **will / won't + V1** in the other.

| | | | | |
|-------------|--------------|-------------|------------|-------------|
| <i>give</i> | <i>leave</i> | <i>move</i> | <i>use</i> | <i>work</i> |
|-------------|--------------|-------------|------------|-------------|

1. A. We _____ in an hour or so, so make sure your suitcase is packed.
 B. Without more cheap housing, families _____ the village and find homes in town.
2. A. _____ you _____ late at the office again? I want to know when to cook.
 B. a: We need to get this order sent out before Monday.
 b: Well, I _____ over the weekend if that will help.
3. A. I _____ my car until next week, so you can borrow it if you like.
 B. My grandad _____ a computer. He says he's very happy with his old typewriter.
4. A. Is your suitcase very heavy? I _____ you a hand with it if you like.
 B. Dr. Daveran _____ evidence at the trial of James Morgan next week.
5. A. He's parked his car across our drive and says he _____ it. Shall I call the police?
 B. The two schools _____ to a single campus at the beginning of June.

11.4.6. EXERCISE SIX

Make sentences with a beginning from (i), a verb from (ii) (either in the future perfect or future perfect continuous tense), and an ending from (iii). Number 1 has been done as the example.

| (i) | (ii) | (iii) |
|-----------------------------------|----------------|--------------------------------------------------|
| 1. The weather forecast says that | act achieve | ... the objective was set ourselves when we took |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>the rain _____</p> <p>2. If the company is making a profit by the end of the year then we _____</p> <p>3. In two years' time Morneau _____</p> <p>4. I am confident that I _____</p> <p>5. This book on Proust is really difficult. On Saturday I _____</p> <p>6. As delegates who arrived _____ early _____</p> | <p>clear</p> <p>finish</p> <p>discover</p> <p>read</p> | <p>over.</p> <p>.... by the morning and tomorrow will be dry.</p> <p>.... for 50 years, and shows no sign of retiring from the theatre.</p> <p>.... the report before the end of the week.</p> <p>.... it for a month, and I'm still only half way.</p> <p>.... there have been some late changes to the conference programme.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1. The weather forecast says that the rain will have cleared by the morning and tomorrow will be dry.
2. _____

3. _____

4. _____

5. _____

6. _____

I (8) _____ the rest of the family entertained while he's away.

A. will have kept

B. will be keeping

Then they (9) _____ to Kyoto

A. will all be going

B. will all have been going

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CHAPTER 12

PAST FUTURE TENSE

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12.1. INTRODUCTION

In the previous chapters, we have already discussed Past Tense and Future Tense. Woods (2010) described the use of Past Tense to talk about an event that happened prior to the present moment. Meanwhile, she also discussed Future Tense, which is about an event that has not happened yet in the future. In other words, we use past tense to discuss an activity that happened in the past, whereas future tense is used to describe an activity that has not occurred yet. Regarding those two types of tenses, we would like to explore another type of tenses that refers to a combination of both grammatical constructions. This concept deals with conveying an activity that was planned or expected to occur in the future, but it was seen from a past viewpoint. Since it focuses on talking about the future event in the past time, it is usually called “Past Future Tense.” However, it is actually not a formal term used in English grammar. Although it is unofficial, in Merriam-Webster’s collegiate dictionary, the term “Past Future” exists. It is defined as an adjective or a noun. It is an adjective because it is connected to a verb form that indicates a future action, which is typically constructed in English with modals “*would or should*,” viewed from a past perspective. Besides, it is also considered a noun because it refers to a past or future verb form or tense of a language.

Past Future Tense is a theory that we will be exploring in this chapter. Our life is not always ideal; sometimes, in the

reality of life, many things might go wrong, and they do not work as planned. This grammatical form will help us express the gap between former intentions and the realities of a situation. In this case, by delving into the past tense of “will,” we are able to notice how “would” is employed to talk about any events in the future that were said or thought in the past time, revealing a crucial twist in the future as they did not come to fruition. It is highlighted by Asiza (2017), who mentioned this form as unreal or “contrary to fact.” Moreover, she said that it is used to express a failed plan, formerly an activity that was going to be done but was not carried out. Accordingly, this tense can be used to talk about past intentions and how they were not fulfilled in reality.

It is necessary to note that this Past Future Tense is also known as “Future in the past.” It refers to a situation when a speaker wants to refer to a prior time when a specific event was still in the future—even if it has already happened—they use the expression “Future in the Past” (Nordquist, 2018). Cambridge Dictionary described the use of “Future in The Past” to bring up a past event that was still in the future when it was said at the moment of speaking. Moreover, Markham (2023) stated that the “Future in the Past” discussed events that were thought or believed to be the future at one point in the past which existed at the time of writing or speaking. He then said that it did not even matter whether those future events actually happened in the future or not. Similar to that, BBC Learning English also explains that this form can be used for planning and predicting events that occur as well as those that do not. Therefore, it can be concluded that regarding the term “Future in the Past,” it is not essential whether those events or activities will happen or not in the future.

Nevertheless, the term “Future in the Past” is somewhat broader than “Past Future Tense”. Hewings (2005) explicated several grammatical forms to discuss activities or events that

occurred in the future at a specific point in the past. These structures are made by converting the verbs that are commonly used to discuss the future into their past forms. From his elaboration of those various provided examples, one of them showed us the use of “would” to express the idea of “The future seen in the past.” It is taken from the past form of the modal “will.” He said that these sentence forms are frequently used in reporting speech. In addition, he also explained that, for some reason, certain events were just stated without even knowing whether they really occurred or not. To understand this concept, we need to consider native English speakers' views on using the language, which might be different from ours. Brooks (2021) pointed out that learners probably will struggle to understand this concept because, in many languages, this kind of language form does not exist in their language. This concept might seem confusing at first, but it is just normal; just stay focused, and you will know.

12.2. PAST FUTURE TENSE

As we have previously discussed, Past Future Tense is not an official term in English Grammar. Therefore, it is still debatable whether "would" in Past Future Tense has the same function as the native speaker commonly says in "Future in the Past." Moreover, the word "would" has various meanings depending on the contexts and roles within the sentence. Aside from these contradictory views on the word “would,” learning this grammatical construction is important because it attempts to express intentions or predictions which are seen from a perspective at a specific moment in the past. In order to dive deep into this matter, let us discuss its forms and functions.

According to Nisa, Dwigustini, Pangestu, and Harmoko (2023), Past Future Tense can be interpreted as a form of sentence to express activities that would have been carried out in

the past but did not occur, leading to the occurrence of another event or being caused by another event. As discussed previously, Past Future Tense can be formulated by using the modal auxiliary “would,” which is a past form of the modal auxiliary “will.” It is used to talk about past intentions, predictions, and promises. In order to be able to grasp this material easily in both verbal and nominal sentences, let us start with the forms of verbal sentences focusing on actions or events.

Please

a. VERBAL SENTENCE

Please take a look at the *Table 12.1* below:

Table 12.1. Types, Forms, and Examples of Past Future Tense

| TYPE | FORM | SENTENCE |
|-------------------|-------------------------------------|---------------------------------|
| (+) Affirmative | S + would + V (base form) + O | He would make a huge impact |
| (-) Negative | S + would + not + V (base form) + O | He would not make a huge impact |
| (?) Interrogative | Would + S + V (base form) + O | Would he make a huge impact? |

All those examples deliver ideas of future events that are viewed from a particular time in the past. In this case, the modal auxiliary "would" is used when talking about past events, and at that time of speaking, the speaker wants to refer to an event that was in the future. Similar to other tenses, it can also be expressed in either negative or interrogative form.

Here are the explanations of the examples above:

1. Affirmative (+)

The sentence “He would make a huge impact” means that the speaker made a future prediction that somebody "he" would make a huge impact. Let us think about any possibilities to provide a context to this sentence. We can imagine that the

prediction is unfulfilled. So, the new sentence will be, "If he were given the opportunity, he would make a huge impact." This illustration creates a hypothetical situation in which he did not make a significant impact because he did not get the opportunity.

2. Negative (-)

The sentence, "He would not make a huge impact," implies that the speaker has a low expectation of the person "he" and that he would make a huge impact. We can add a sense of surprise, meaning that in the future, he actually made a huge impact. A new sentence is "If he was not prepared, he would not make a huge impact." This sentence explains that the speaker believes the man's success depends on his preparation.

3. Interrogative (?)

This question asks about the man's potential, such as his actions or presence, that will create a significant influence or substantial difference in a particular situation or field. Moreover, verbal sentences can also be made into passive voice form.

Table 12.2. *Active and Passive Forms of Past Future Tense*

| | TYPE | Active | SENTENCE |
|---------|-----------------|---------------------------------------------|----------------------------------------|
| ACTIVE | (+) Affirmative | S + would + V (base form) | He would make a huge impact |
| PASSIVE | (+) Affirmative | S + would + be + V3 (past participle) | A huge impact would be made by him |
| ACTIVE | (-) Negative | S + would + not + V (base form) | He would not make a huge impact |
| PASSIVE | (-) Negative | S + would + not + be + V3 (past participle) | A huge impact would not be made by him |

The sentence “a huge impact would be made by him” is a passive form of the former sentence. To make it clear, we need to add some more information to create a hypothetical situation as an illustration. For example, let us say "If he were given the resources, a huge impact would be made by him." In this sentence, the speaker seems to think that the man actually has the potential to create a significant influence, but he does not have the means to support him to make it happen. It suggests that he could make a significant beneficial impact if he is provided with the proper resources. Another sentence is written in negative form: “a huge impact would not be made by him.” Let us consider the whole sentence, which is illustrated in this new hypothetical construction: "If he had the necessary skills and experience, he would made a huge impact." From this example, this clause highlights that the minimal impact he made could be the result of insufficient knowledge or expertise.

As we have already discussed verbal sentences, both in active and passive forms, we would like to give another explanation about nominal sentences. As a nominal sentence does not have a verbal predicate, it needs an infinitive “be.” These sentences focus on nouns, noun phrases, adjectives or adjective phrases.

b. NOMINAL SENTENCE

See the Table 12.3 below:

Table 12.3. *Nominal Sentence of Past Future Tense*

| TYPE | FORM | SENTENCE |
|-------------------|------------------------------|-------------------------------------|
| (+) Affirmative | S + would + be + Complement | It would be fun to play outside |
| (-) Negative | S + would + be + Complement | It would not be fun to play outside |
| (?) Interrogative | Would + S + be + Complement? | Would it be fun to play outside? |

Those sentences explain the use of past and future tense in nominal sentences. "It would be fun to play outside" suggests a meaning of the speaker's desire to play outdoors, which would be such a pleasant experience for him. Meanwhile, the second sentence implied the opposite meaning of the first one. In this case, the sentence "It would not be fun to play outside" suggests a negative expectation of the speaker. It expresses a lack of interest in playing outdoors. The last sentence, "Would it be fun to play outside?" is a question that shows the desire of the speaker to ask somebody else's opinion about playing outdoors; probably, he needs that information to decide whether he wants to participate in the outdoor activity or not. Overall, we have discussed both verbal and nominal sentences. Both verbal and nominal clauses focus on discussing future expectations from a past perspective. The key difference is in the structure; verbal clauses have a subject and a verb, whereas nominal clauses do not have action verbs, but they use "be" to connect the subject and other elements.

12.3. FUNCTION OF PAST FUTURE TENSE

Based on its functions, Past Future Tense is used to convey various purposes ranging from talking about plans, predictions and promises (Yuspik, Hariyanto, Dwiono, 2023). Here is the given explanation:

1. Plans

As Prakash and Ghuman (2023) have mentioned, the modal "will" is frequently used to convey future acts and intentions. Different from future tense, any plans or intentions for future action in this case are not perceived at this present moment. Instead, it was thought from the past perspective. For instance, somebody mentioned his plan in the past, which was to visit the museum in the future. This means that his plan might happen in the future because until this present moment, he still has not

visited that museum yet, or he has visited but did not mention when. In other words, it is just a statement without knowing whether he has fulfilled his intention or not. Past and future tense can also be used to explain a plan, event, or activity that did not work as planned. For instance, he would visit the museum, but it closed early for a private event. It means that at the time he spoke, he intended to visit the museum, but the plan failed because it was not open to the public because of a special event for a closed group.

2. Predictions

In simple future tense, one of the notable functions of the use of “will” is to express a prediction. As Murphy (2019) said, the use of “will” is to predict a future based on what one knows or believes. In addition, Dooley and Evans (1999) said that it is usually accompanied by the verbs think, believe, expect, and whatsoever. We can also use “would” as a past form of “will” in the Past Future Tense when we would like to talk about a prediction from our point of view in the past about a future event. According to Azar (2002), the word “would” conveys a goal or expected outcome. For example, somebody predicted that it would probably rain later. It means that it is predicted to rain. However, it is not known whether the prediction of the occurrence of rain in the future come true or not. However, Past Future Tense is helpful in highlighting the difference between a prediction and what actually happens in reality. In other words, it will not occur as predicted in the future. Eastwood (2002) said that “would” is a forecast regarding untrue conditions. For instance, “He said it would probably rain later, but the day turned out to be sunny and bright.” This sentence describes where a prediction was made, but it was not made. From that statement, we knew that his prediction was wrong because the reality was the opposite of what was predicted.

3. Promises

Murphy (2019) said that “will” is used by people in a situation when they want to make promises. To illustrate this, let us think of this example: "He promised that he would finish the project by Monday." In this case, we do not know whether he keeps his promise or not because the emphasis is on reporting his promise. Past Future tense helps us to tell broken promises or commitments. For example, “He promised that he would finish the project by Monday, but Monday came and went, and the project remained unfinished.” In this case, he broke his promise because he missed the deadline. This sentence clarifies that the project was not completed by the promised deadline. In general, the past-future tense prepares the reader for the potential disappointment and the possibility of promises being broken. It draws attention to the contrast between the optimistic expectations of the past and the uncertain realities of the future.

12.4. IMPLEMENTATION

In order to know how to communicate what someone expects to happen in the future, but from the perspective of the past, understanding “Past Future Tense” is applicable. This section is divided into two main parts. First, we will start by going over some examples and explanations of this tense's usage. Subsequently, to reinforce the comprehension, we will dive straight into a practical exercise that will enable you to practice using the Past Future Tense confidently.

A. EXAMPLE AND USAGE

Previously, we have discussed the functions of Past Future Tense. Then, in this part, we will see some examples and try to understand how to implement them for various purposes. As we may know, this type of tense helps us convey future plans, predictions, and promises that were made at a previous time.

There will be two cases that might happen. First, it might just report statements about future possibilities without knowing whether the events happened or not. Second, the events did not occur as they were planned, predicted or promised. We will explain both views in this section. Past Future Tense is used mainly to formulate the "If Clause", especially "Conditional Sentence Type 2" and Reported Speech.

a. Conditional Sentence Type 2

Dooley and Evans (1999) stated that conditionals are "If" clauses. It consists of two clauses, the "if -clause" as a hypothesis and the main clause as a result, and it is divided into four main types such as Type 0, Type 1, Type 2, and Type 3. Bur (2017) mentioned that Past Future Tense can be seen in the Conditional Sentence Type 2. Imaginary scenarios that run counter to current events and are therefore unlikely to occur in the present or the future are expressed using Conditional Sentences of Type 2. It denotes a hypothetical situation that is impossible to happen in the present or future; in a way, it does not come into reality. In other words, it is just an imagination when people think about what might happen in an unreal situation. It is added by Pauzan (2021), who said it states an action or activity that would have been carried out if the condition had been fulfilled in the past.

For example:

If she spoke English well, she would get a job at that international company. (This sentence means that she was not able to speak English fluently, so she was not accepted to work at that international company.)

b. Reported Speech

Reported Speech, also referred to as indirect Speech, is a way of communicating ideas without using direct quotes from other people. In a reported speech, verbs such as

"said," "told," "asked," or "replied" are usually employed to begin the reported Speech. Murphy (2019) clarified the use of reported Speech to tell somebody what someone has said or told. Moreover, Dooley and Evans (1999) explained that in reported Speech, a speaker expresses the same meaning even though he or she does not use the exact words as one said. In other words, reported Speech entails altering the original Speech's phrasing as well as its grammatical structure to restate the Speech under the same meaning. Regardless of the trustworthiness or effect of what someone else said in the past, reported Speech only conveys what the speaker stated previously. It prioritizes reporting the content of the Speech, even if it contains any future-focused statements like promises or predictions.

For example:

"He said that he would assist me in finishing this music project." In this statement, we can determine that the focus is just to report what someone "he" said in the past. This sentence also explores the expectation of the speaker without knowing whether "he" actually helped or not.

Meanwhile, it depends on the context; when we add some more information, the meaning might change accordingly. For example, "He said that he would assist me in finishing this music project, but unfortunately, he never did." From this example, we can clearly and straightforwardly see that the contrasting clause "but unfortunately, he never did" explicitly states the promise that wasn't kept or never made).

12.5. EXERCISE AND PRACTICE

A. *Identify and correct errors in these sentences using Past Future Tense!*

1. He will arrive at 5 PM. → He would arrive at 5 PM.
2. Sarah would calling me later. →
3. You will helped me. →
4. I would to come. →
5. She would arrives on time. →
6. Ali would be cleaned the house. →
7. She did not support that team. →
8. It would so cool. →
9. We prevent him. →
10. My dad told me that he came on time. →
11. It would be cause a panic. →

B. *Choose the correct answers from the multiple choice questions below using Past Future Tense!*

1. If I had more time, I
learn to play the guitar.
a. would
b. would be
c. would have
2. She the world if she had
enough money.
a. would be travelling
b. would travel
c. would like
6. She expected the interview
.... easy, but the questions
were tough.
a. would
b. would be
c. were
7. We expected the train
on time, but it was delayed.
a. would arrive
b. arrived
c. has arrived

3. He a book if he had more inspiration.
- would be written
 - would writes
 - would write
4. They believed the meeting smoothly, but there were technical issues.
- will go
 - would go
 - will be
5. He believed the medicine would work, but his symptoms persisted.
- would persist
 - would be persisted
 - persisted
8. I I would not tell anyone your secret.
- promise
 - promised
 - would promise
9. She firmly pledged she skip any more classes.
- was not
 - were not
 - would not
10. He his tools to anyone who needed them.
- would lend
 - would like
 - would borrow

12.6. CONCLUSION

In conclusion, the notion of "Past Future Tense," also called "Future in the Past" which we have discussed in this chapter, is not a formal grammatical term. However, this term is beneficial to explain the concept of how people can communicate their future expectations in the past form. From this chapter, we learn the importance of mastering Past Future Tense for fluent communication. By understanding the way "would" acts as the past tense of "will", we may observe how it refers to former plans, predictions, or promises in the past. Sometimes, it just attempts to convey a future expectation from a past viewpoint, like in reported Speech or expresses hypothetical future action or state of being based on a past perspective that did not come true. By understanding this type of tense relevant to any specific context, we can effectively communicate the timing and

sequence of events, enhancing clarity and precision in both written and spoken English. The "Past Future Tense", or so to speak "Future in the Past", allows us to feel a sense of surprise when expectations are not met, especially when describing unfulfilled plans, wrong predictions, and broken promises as it can be seen in conditional type 2 sentences. In addition, from the conditional sentence type 2, we can observe that it emphasizes the difference between past intentions and the realities in this current circumstance. Overall, it helps provide context for why specific actions did or did not take place based on what was expected or intended to happen in the future from a past point of view.

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CHAPTER 13

PAST FUTURE CONTINUOUS TENSE

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13.1. INTRODUCTION

Understanding tenses is a crucial part of attaining proficiency in English. A lack of understanding of these causes communication difficulties in English. These may include confusion regarding the temporal aspects of speech, such as the order of events, whether they have already occurred, are currently taking place, or are about to happen. As is widely recognized, English employs 16 tenses. They are classified into three distinct contexts: past, present, and future time (Azar, 2003, 1996). From a linguistic perspective, the distinctions between these 16 tenses are relatively straightforward to discern. However, some tenses present a challenge in differentiating their function and the precise circumstances in which they are used. Some such as the Past Future Continuous Tense are rarely used in everyday conversation, written communication, and scientific discourse.

The **Past Future Continuous Tense** appears more frequently in Indonesian Authors' English grammar books because these resources often provide a comprehensive overview of English grammar, including less frequently used tenses. This extensive approach aims to equip learners with a deep understanding of all possible grammatical structures, emphasizing even those forms that may be less relevant for daily conversation. In contrast, English grammar books by native authors usually focus on more practical and commonly used

tenses to align with the immediate needs of English language learners in natural communication contexts.

The details of the reason why this tense is difficult to find in any English grammar book by native authors are below:

1. **Complexity and rarity**

The past future continuous tense is a complex form and is not as commonly used in everyday speech and writing as other tenses. Native speakers often rely on simpler forms, like the past continuous or the past simple, to convey similar ideas. Its structure involves combining past, future, and continuous tenses, making it challenging to grasp and use accurately.

2. **Focus on More Common Tenses**

English grammar books often prioritize teaching more frequently used tenses that learners need to communicate effectively. Tenses like the present simple, past simple, present perfect, and future simple are emphasized because they cover a broader range of everyday situations.

3. **Overlap with Other Tenses**

The past future continuous tense is often used in contexts where other tenses can be sufficient. They share the same function in a specific context (Murphy, 2004; Suherman, 2014). For example, Past Future Tense instead of saying "He knew that I would be traveling," one might say "He knew that I would travel". The meaning can often be conveyed without using the past future continuous tense.

4. **Contextual and Stylistic Usage**

This tense is more likely to appear in specific contexts, such as advanced literary analysis or detailed storytelling, rather than in basic or intermediate grammar instruction. It's used to express nuanced aspects of time and expectation, which might be considered more advanced.

5. Educational Focus

Language education tends to focus on building foundational skills first. Advanced tenses and their uses are often covered later in more specialized or advanced grammar studies.

In summary, while the past future continuous tense is a valid and grammatically correct construction, its specialized and less frequent use means it's not always a primary focus in standard grammar textbooks. The Past Future Continuous Tense is also not a tense that most English speakers will encounter or use regularly.

13.2. PAST FUTURE CONTINUOUS TENSE

The term "past future continuous" might seem a bit confusing, but it refers to a specific grammatical construct. It isn't commonly discussed in grammar books, but it does exist. In other words, while "Past Future Continuous" isn't a standard term, the concept it describes is indeed part of English grammar. It's effectively used in English to express future actions from a past viewpoint, and it's most accurately referred to as the "Future Continuous in the Past". To gain a deeper understanding of the past future continuous tense, it is essential to explore the terminology that builds the term, namely the "past", the "continuous", and the "future".

1. The term "Past" in this tense refers to the fact that the sentence is constructed from the perspective of the past (Eastwood, 1994). This means that the action or event being discussed was expected, planned, or predicted to happen after a certain point in time that has already passed.

Example: "I knew" or "She said" refers to something understood or said in the past.

2. The "Future" indicates that the action being talked about was expected to happen in the future relative to the past

moment being described. However, it's important to note that it's not the future from the present perspective but from a past perspective.

Example: "would be" suggests an action that was anticipated or planned to occur after the past moment.

3. "Continuous" indicates that the action was expected to be ongoing (Swan, 2005) or in progress at a specific time in the future (from the past perspective). The continuous aspect is shown by the use of the verb in its -ing form (present participle).

Example: "be working" or "be studying" reflects an action that would be in progress at that future point in time.

If we put them all together, the “**Past Future Continuous Tense**” is a tense used to describe an action that someone in the past believed or expected would be happening at a specific future time.

Example: "I knew I **would be working** at 5 PM the next day."

This means that in the past, you expected that at a specific time in the future, you would be in the middle of working.

The structure combines the perspective of the past ("I knew"), the anticipation of a future event ("would"), and the ongoing nature of the action ("be working") or can be identified as:

Would be + present participle (verb + -ing)

13.3. THE FUNCTION OF THE PAST FUTURE CONTINUOUS TENSE

The past future continuous tense is a complex tense combining past, future, and continuous tense elements. Below is the function of the tense:

1. Reporting Speech

The past future continuous tense is often used in indirect or reported speech to describe actions expected to be ongoing at a future time.

Example:

Original statement: "I will be traveling to Paris next summer."

Reported speech: "She said *she would be traveling* to Paris next summer."

2. Talking about Plans That Didn't Happen

The past future continuous tense is typically used to describe actions that were expected to be ongoing at a future time from a past perspective, not necessarily to indicate that the plans didn't happen. However, it can imply that something was planned or anticipated but might not have come to fruition, depending on the context.

Example:

Mary thought she would be studying all day on Saturday, but she ended up going out instead.

(Here, the speaker is describing Mary's past expectation about what she would be doing in the future, even though it didn't actually happen)

3. Describing planned actions, expectations, or predictions in the past:

The past future continuous tense provides a way to look back at what was expected or planned to be happening at a specific future point, relative to a past time.

Example:

"I knew you *would be studying* when I arrived tomorrow."

(You're speaking in the past, looking forward to the next day, and saying you expected someone to be studying at that time)

Example:

"She thought they *would be playing* football at that time."

(She made a prediction about a future action from a past viewpoint)

Example:

"They knew that by this time last year, I *would be working* on the new project."

(From the perspective of the past, it was planned or expected that I would be engaged in the new project)

4. Expressing Hypothetical Action

The past future continuous conveys expectations or assumptions about future events as perceived from a past point in time. It often appears in conditional sentences, where the situation is dependent on a specific condition (Azar, 2002)

Example:

"If I were living in Chile, I would be working at a bank."

("If I were living in Chile" sets up a situation that is not true in reality; the speaker is not currently living in Chile. The use of "were" indicates a subjunctive mood, which is often used to discuss hypothetical or unreal situations. "I would be working at a bank" describes what the speaker imagines would be true if the condition were met "living in Chile". It expresses an ongoing action "working" that would occur in that imagined scenario.)

13.3.1. The Formula of The Past Future Continuous Tense

The formula of the past future continuous tense in the positive, negative, and interrogative form completed with examples and the context are presented in the following table:

| Formula | Example | Context |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(+) S + would be + verb (-ing)</p> <p>(-) S + would not be + verb (-ing)</p> <p>(?) Would + S + be + verb (-ing)?</p> <p>(+) <i>He would not be having a meeting at 10 AM on Friday.</i></p> <p>(-) <i>He would not be having a meeting at 10 AM on Friday.</i></p> <p>(?) <i>Would He be having a meeting at 10 AM on Friday?</i></p> | <p>a. <i>John said that he would be having a meeting at 10 AM on Friday.</i></p> | <ul style="list-style-type: none"> • Reporting Someone's Speech <p>John: "I will be having a meeting at 10 AM on Friday"</p> <p>John told his friend on Monday that he was going to have a meeting on Friday. So, if John's friend wants report what John said, He could say (a)</p> |
| <p>(+) She would be resting at home</p> <p>(-) She would not be resting at home</p> <p>(?) Would She be resting at home?</p> | <p>b. Rose assumed she would be resting at home, but she ended up working overtime.</p> | <ul style="list-style-type: none"> • Talking about Plans that Didn't Happen <p>Rose planned to have a rest at home but it did not happen because She ended up working overtime</p> |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(+) <i>She would be traveling to Bali by the end of December.</i></p> <p>(-) <i>She would not be traveling to Bali by the end of December.</i></p> <p>(?) <i>Would She be traveling to Bali by the end of December?</i></p> | <p>c. <i>She knew she would be traveling to Bali by the end of December.</i></p> | <ul style="list-style-type: none"> • Describing planned actions, expectations, or predictions in the past <p>Sarah is in the past, and she expected that she would be in the process of traveling at a specific time in the future (December).</p> |
| <p>(+) <i>I would be visiting the Louvre every weekend</i></p> <p>(-) <i>I would not be visiting the Louvre every weekend</i></p> <p>(?) <i>Would I be visiting the Louvre every weekend</i></p> | <p>d. <i>If I were living in Paris, I would be visiting the Louvre every weekend</i></p> | <ul style="list-style-type: none"> • Expressing Hypothetical Action <p>The speaker imagines living in Paris and regularly visiting the museum</p> |

13.4. EXERCISES

13.4.1. EXERCISE ONE: FILL IN THE BLANKS WITH THE CORRECT FORM OF THE VERB!

Remember: The past future continuous tense describes an action that was expected to be ongoing at a specific point in the past.

The structure is: **subject + would + be + verb-ing + object.**

- a. I thought they _____(play) tennis when I arrived.
- b. She knew she _____ (work) on her project tomorrow.
- c. They expected we _____(wait) for them at the airport.
- d. He believed she _____(study) all night for the exam.
- e. We _____ hoped _____ you _____
_____ (enjoy) _____ the party.
- f. I _____ told _____ him _____ I
_____ (sleep) at that time.
- g. She promised she _____(help) us with the project.
- h. They _____ expected _____ it
_____ (rain) tomorrow.
- i. He thought we _____(discuss) the plan at the meeting.
- j. We knew they _____(travel) to Europe this summer.
- k. She thought we _____ (discuss) the problem at the meeting.
- l. They _____ expected _____ the _____ children
_____ (play) in the garden.

- m. I knew you _____(wait) for me at the station.
- n. He believed they _____(build) a new house next year.
- o. We hoped it _____(not rain) during the picnic.
- p. She promised she _____(finish) the report by Friday.
- q. They _____ expected _____ the _____ train _____(arrive) late.
- r. I thought you _____(study) for the test all night.
- s. He _____ believed _____ we _____(enjoy) the concert.
- t. She knew they _____(travel) to Paris for their honeymoon.
- u. I thought they _____(redecorate) their house at that time.
- v. She _____ knew _____ we _____(prepare) for the exam.
- w. They expected the children _____(sleep) when they arrived.
- x. He _____ believed _____ you _____(wait) for the bus.
- y. We _____ hoped _____ it _____(stop) raining soon.
- z. She promised she _____(finish) the report by the weekend.

13.4.2. EXERCISE TWO: CHANGE THE SENTENCES BELOW INTO POSITIVE, NEGATIVE, OR INTERROGATIVE!

- a. (+) The guests would be arriving late.
(-) _____
(?) _____ ?
- b. (+) You would be watching the movie.
(-) _____
(?) _____ ?
- c. (+) We would be enjoying the vacation.
(-) _____
(?) _____ ?
- d. (+) They would be visiting their grandparents.
(-) _____
(?) _____ ?
- e. (+) We would be waiting for him at the airport.
(-) _____
(?) _____ ?
- f. (+) _____
(-) I would not be sleeping at that time.
(?) _____ ?
- g. (+) _____
(-) He would not be working on his new project by the end of the year.
(?) _____ ?
- h. (+) _____
(-) She would not be organizing the event on Saturday
(?) _____ ?

- i. (+) _____
(-) She would not be organizing the event on Saturday
(?) _____ ?
- j. (+) _____
(-) He would not be hiking in the mountains during his holiday
(?) _____ ?
- k. (+) _____
(-) _____
(?) Would they be celebrating New Year's Eve in Paris?
- l. (+) _____
(-) _____
(?) would she be exploring new cities throughout the summer?
- m. (+) _____
(-) _____
(?) Would he be meeting his new clients in Tokyo this time next month?
- n. (+) _____
(-) _____
(?) Would she be watching the sunset in Santorini during her vacation?
- o. (+) _____
(-) _____
(?) Would he be attending a seminar in the afternoon?

13.4.3. EXERCISE THREE: FILL IN THE BLANKS IN THE SENTENCES BELOW USING THE CORRECT FORM, THEN SELECT THE SUBSEQUENT SENTENCE IN THE BOXES PROVIDED.

Remember: The Past Future Continuous Tense is also used to talk about the plan that did not happen, the subsequent sentences in the boxes are the reasons why the plan did not go well. So, make sure to choose the right boxes.

but she ended up working overtime

but the offer got postponed

but she spent the day cleaning

but she went to a party instead

but his plans changed last minute

but the construction was delayed

but it rained all day

but the flight was cancelled.

but they came to her instead

but they stayed home due to travel
restrictions

- a. Mary _____ thought she _____ **(study)** for her exams, _____.
- b. He _____ believed _____ He _____ **(travel)** to Italy, _____.
- c. She _____ assumed _____ she _____ **(rest)** at home, _____.
- d. They _____ expected _____ they _____ **(move)** into their new house, _____.
- e. He thought he _____ **(play)** football on Saturday, _____.
- f. She _____ planned _____ that _____ she _____ **(visit)** her parents, _____.
- g. They _____ believed _____ they _____ **(celebrate)** their anniversary abroad, _____.
- h. He _____ assumed _____ he _____ **(start)** his new job, _____.
- i. She _____ was _____ sure _____ she _____ **(read)** her favorite book, _____.
- j. They _____ thought _____ they _____ **(prepare)** for their trip, _____.

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CHAPTER 14

PAST FUTURE TENSE

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14.1. INTRODUCTION

The concept of the "past future tense," also known as "future in the past," is an essential aspect of English grammar that allows speakers and writers to express future actions or states as they were perceived from a point in the past. This tense does not have a specific conjugation like simple past or future tenses. Instead, it is constructed using modal verbs and specific phrases, primarily "would" and "was/were going to." Imagine you are looking back at a moment in your past when you anticipated or planned something that would happen later. The past future tense enables you to communicate these anticipations, intentions, or predictions. For example, if today you say, "I will visit the museum tomorrow," and then refer to this plan from a future point, you would say, "I knew I would visit the museum the next day."

This tense is particularly useful in storytelling, reported speech, and hypothetical situations, providing a nuanced way to express actions and intentions that were expected or planned but not necessarily realized.

Importance of the Past Future Tense

1. **Narrative Clarity:** It helps in creating clear and coherent narratives when recounting past events and the expectations or plans associated with them.
2. **Reported Speech:** It is crucial for accurately reporting what someone said or thought in the past about a future event.

3. **Expressing Unfulfilled Plans:** It allows speakers to convey plans or expectations that did not come to fruition, adding depth to the context.
4. **Complex Time Relationships:** It helps describe complex relationships between different times, essential for advanced writing and storytelling.

By mastering the past future tense, one can improve their ability to convey intricate temporal relationships in both written and spoken English, enhancing clarity and precision in communication. The "past future tense" often referred to as "future in the past," is used to describe a future action or state as seen from a point in the past. This tense doesn't have a specific conjugation in English but is formed using modal verbs like "would" and sometimes "was/were going to."

14.2. FORMATION AND USAGE

FORMATION

1. Using "would"
 - (+) Affirmative: Subject + would + base form of the verb.
Example: She said she would go to the store.
 - (-) Negative: Subject + would not (wouldn't) + base form of the verb.
Example: She said she wouldn't go to the store.
 - (?) Question: Would + subject + base form of the verb?
Example: Would she go to the store?
2. Using "was/were going to"
 - (+) Affirmative: Subject + was/were + going to + base form of the verb.
Example: He was going to call you.
 - (-) Negative: Subject + was/were not (wasn't/weren't) + going to + base form of the verb.
Example: He wasn't going to call you.

(?) Question: Was/Were + subject + going to + base form of the verb?

Example: Was he going to call you?

USAGE

The "future in the past" tense is used to:

1. Express a planned action or intention from the perspective of a past point in time.

Example: She knew they would win the game.

2. Describe an event that was supposed to happen after a past moment.

Example: They were going to travel to Japan last year, but the trip was canceled.

3. Indicate an expected action or state that didn't happen.

Example: He thought she would arrive by noon, but she didn't.

4. Hypothetical Situations: To describe plans or intentions that were not realized.

Example:

1. I thought I **would go** to the gym, but I was too tired.

2. They said they **would meet** us at the restaurant, but they didn't show up.

5. Expressing Past Intentions: To talk about something someone was going to do but didn't end up doing.

Example:

1. She was going to bake a cake, but she ran out of time.

2. We were going to attend the concert, but it got canceled.

SIGNAL WORDS

Signal words and phrases commonly associated with the "future in the past" include:

1. "Said that"
2. "Thought that"
3. "Knew that"
4. "Was/were going to"
5. "Would"

EXAMPLES AND REFERENCES

Affirmative Examples:

1. "would": I knew that he would pass the exam.
2. "was/were going to": She was going to visit her grandmother.

Negative Examples:

1. "would": They said they wouldn't arrive on time.
2. "was/were going to": He wasn't going to help us.

Question Examples:

1. "would": Did you think she would join us?
2. "was/were going to": Were you going to tell me about the meeting?

USAGE IN CONTEXT

1. Reported Speech:
 - Direct Speech: "I will finish my homework," she said.
 - Reported Speech: She said she would finish her homework.
2. Narrative Tenses:
 - Past Perspective: When I was younger, I thought I would become a doctor.
 - Past Future: I was sure he would call me by the end of the day.
3. Conditional Sentences (Type 3):
 - If she had known, she would have helped.

14.3. EXERCISES

14.3.1. EXERCISE ONE: SENTENCE CONVERSION

Convert the following sentences from the present future tense to the past future tense.

1. She will travel to London next summer.

2. I will finish the article by the end of the July.

3. They will start their new project next week.

4. We will visit their house tonight.

5. He will meet his grandmother next month.

6. Our team will make new film next Monday.

7. The school holiday will end on July 13th.

8. The train will take off at 3 pm.

9. Your father will come home tomorrow.

10. Lucy will launch her book in June.

14.3.2. EXERCISE TWO: SENTENCE FORMATION

Form sentences using the prompts given, ensuring to use the past future tense.

1. My mom/ buy / New toys after school.

2. I / Play / the toys / with my sister.

3. She / prefer / a doll to a car.

4. The kids / be focused / and ready to play.

5. Roger / ride / the motorcycle after work.

6. He / come / to the party.

7. The party / start / by 6 p.m.

8. Everyone / enjoy / foods and drinks.

9. They / stay up / late.

10. We / be happy / to see each other.

14.3.3. EXERCISE THREE: FILL IN THE BLANKS

Fill in the blanks with the correct form of the verbs in parentheses using the past future tense.

1. She said she _____ (go) to the gym after work.
2. They believed they _____ (win) the game.
3. I thought I _____ (finish) my homework by 8 PM.
4. We knew we _____ (arrive) late to the party.
5. He was sure he _____ (pass) the exam.
6. I knew Rini _____ (be able to work) this weekend.
7. He promised me that he _____ never (break) my heart.
8. We had feeling that someone _____ (come) to help us.
9. Her friend believed that she _____ (not be able to compete) in the tournament.
10. Aryo knew Linda _____ (go) with him to see the movie.

14.3.4. EXERCISE FOUR: REWRITE THE SENTENCES

Rewrite the following sentences using the past future tense.

1. She is going to buy a new car.

2. They are going to move to a new city.

3. I am going to take a vacation next month.

4. We are going to launch the new product next quarter.

5. He is going to start his own business.

6. everyone is going to write articles on different topics.

7. John is going to go to the library tomorrow.

8. Kids are going to play football in the field.

9. Judy is going to prefer tea to coffee.

10. Mother is going to go shopping in the traditional market on Sunday.

14.3.5. EXERCISE FIVE: MULTIPLE CHOICE

Choose the correct past future tense for the sentences below.

1. She promised she _____ (a. would call, b. will call) me when she arrives.
2. They hoped they _____ (a. would complete, b. will complete) the project on time.
3. I assumed I _____ (a. would see, b. will see) you at the meeting.

4. We expected that the weather _____ (a. would improve, b. will improve) by the weekend.
5. He thought he _____ (a. would finish, b. will finish) the book by the end of the week.
6. She said she _____ (a. will call, b. would call) me later.
7. They thought they _____ (a. are going to win, b. were going to win) the match.
8. He hoped he _____ (a. would finish, b. will finish) the task by evening.
9. I assumed I _____ (a. would meet, b. will meet) her at the cafe.
10. We believed we _____ (a. are going to, b. were going to) arrive on time.

14.3.6. EXERCISE SIX : CORRECT THE MISTAKES

Find and correct the mistakes in the following sentences.

1. She said she will be home by 7 PM.

2. They thought they will arrive early.

3. I knew I will finish the book by the weekend.

4. We believed we will win the competition.

5. He promised he will help me with my homework.

6. Susi was sure she will win the competition.

7. Aleesya's grandparents were hoping they will see her next summer.

8. Zyan said he will see the festival at 9 a.m.

9. Her mother believed she will pass the examination.

10. Aryan was sure he will be the next super star.

14.3.7. EXERCISE SEVEN: COMPLETE THE DIALOGUE

Fill in the blanks with the correct past future tense of the verbs in parentheses.

A : What did Sarah say about the meeting?

B : She said she _____ (attend) the meeting at 10 AM.

A : And what about the presentation? Did they think they _____ (finish) it on time?

B : Yes, they believed they _____ (complete) it before the deadline.

A : I was hoping I _____ (see) her there.

B : She mentioned she _____ (be) there early to prepare.

14.3.8. EXERCISE EIGHT : MATCH THE HALVES

Match the beginnings of the sentences (Column A) with the correct endings (Column B).

Column A

1. She said she would
2. They believed they would
3. I thought I would
4. We knew we would
5. He was sure he would
6. Andy said he would
7. Jammy remarked Cindy would
8. Aleesya told me she
9. Tata said he would not
10. Fatia and Fatih told me they would

Column B

- a. meet us at the park.
- b. arrive on time.
- c. pass the exam.
- d. visit her parents.
- e. finish the project.
- f. not drink coke.
- g. repair the car
- h. phone her friend.
- i. learn new skills
- j. clim the tree.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

14.3.9. EXERCISE NINE : TRANSFORMATION

Transform the following sentences from direct to indirect speech, incorporating the past future tense.

- 1. "I will call you tomorrow," she said.

- 2. "We will finish the assignment by Friday," they said.

- 3. "I will attend the conference next week," he said.

4. "We will go on a trip next month," they said.

5. "I will help you with your homework," she said.

14.3.10. EXERCISE TEN: SHORT PARAGRAPH

Write a short paragraph (6-8 sentences) about a past event, incorporating at least three examples of the past future tense.

14.4. CONCLUSION

The past future tense, often manifested through constructions like "would" and "was/were going to," plays a crucial role in English grammar. It allows speakers to discuss intentions, expectations, and plans from a past perspective, bridging the gap between what was anticipated and what actually happened. This tense is essential for expressing actions and states that were supposed to occur in the future relative to a past point in time. Its proper use enriches narrative complexity, aids in reported speech, and enhances the clarity of conditional statements. Understanding and mastering the past future tense enables more precise and nuanced communication, particularly when recounting events or conveying indirect speech.

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CHAPTER 15

PAST FUTURE PERFECT CONTINUOUS TENSE

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15.1. INTRODUCTION

This chapter discusses one of the most complex yet interesting tenses in English grammar which is Past Future Perfect Continuous Tense. This tense is also known as the past future perfect progressive tense. This tense is considered as the last tense among sixteen tenses in the English grammar. Even though barely used, this tense remains important to be learnt in order to get a thorough understanding in terms of tenses. Regarding the terminology of the Past Future Perfect Continuous Tense, this tense combines four kinds of tenses: past tense, future tense, perfect tense, and continuous tense. Having knowledge related to the four tenses will be helpful in learning and comprehending the Past Future Perfect Continuous Tense. Additionally, understanding the Past Future Perfect Continuous Tense is not merely about learning a grammatical pattern; it is about an ability to express ideas or activities which require a time series.

This chapter covers both theories and practices so the knowledge gained can be applied into exercises to deepen comprehension. The theoretical section is started by exploring definition of the Past Future Perfect Continuous Tense, formulation or patterns of the tense and it is ended by describing the functions of the tense. Meanwhile, the practical section presents various types of questions which can enhance

understanding in the use of Past Future Perfect Continuous Tense in the context.

Past Future Perfect Continuous is used to express an event that would have been ongoing for a certain period of time in the past. Past Future Perfect Tense is the form of sentence used to reveal and express activities or events that occurred in the past and still existed taking place at a certain point or during a certain period on the past (Yuspik, Hariyanto, & Dwiyono, 2023). This definition is supported by SusyLOWATI (2015) conveying that Past Future Perfect Continuous Tense is a verb form that is used to describe an event that would or had happened and was being carried out in the past. Irawati (2016) stated that Past Future Perfect Continuous Tense is a tense that can be used to retell a job or event that would happen in the past. Endarti (2015) added that Past Future Perfect Continuous Tense is used to express an event or work that has been started and is still ongoing, and there is still the possibility of continuing in the past.

Regarding the definitions above, it can be said that the Past Perfect Continuous Tense tells an event which will already be happening in the future, but the time context is in the past. The action has no connection at all to the present. Although the sentence contains perfect tense elements, the time signal element in this sentence has clear period provisions. It usually uses the word for or period which indicates how long the event occurred. The use of the Past Future Perfect Continuous Tense focuses on discussing events in the past. It could be that the action itself was imaginary or never happened at all. Example: Rania would have been watching TV for three hours by the time her father came home yesterday

Past Future Perfect Continuous Tense

The example shows that “would” indicates Past Future, “have” indicates Perfect and “been watching” indicates

Continuous, while “for three hours” shows the duration of the activity occurred.

15.2. FORMATION

As the other fifteen tenses, the Past Future Perfect Continuous Tense has its own formation or pattern. Having a good knowledge in defining the tense will be helpful in understanding the pattern of the tense. Here is the pattern of the Past Future Perfect Continuous Tense which is classified into the kinds of sentences (positive, negative, and interrogative)

A. Nominal Sentence

The nominal sentence is formed by Adjective, Noun, or Adverb (ANA) as a complement of subject. The patterns of Past Future Perfect Continuous Tense for the nominal sentence can be seen in the below table.

Table 15.1. The Patterns of Past Future Perfect Continuous Tense for Nominal Sentence

| Types of Sentence | Patterns | Example |
|--------------------------|----------------------------------------------------------|-------------------------------------------------------------------|
| Positive | S + would + have + been + being + ANA + Complement | She would have been being my friend for ten years. |
| Negative | S + would + not + have + been + being + ANA + Complement | She would not (wouldn't) have been being my friend for ten years. |
| Interrogative | Would + S + have + been + being + ANA + Complement + ? | Would she have been being my friend for ten years? |

B. Verbal Sentence

The verbal sentence is formed by verb, particularly in the form of –ing to show the continuous condition. The patterns of Past Future Perfect Continuous Tense for the verbal sentence can be seen in the below table.

Table 15.2. The Patterns of Past Future Perfect Continuous Tense for Verbal Sentence

| Types of Sentence | Patterns | Example |
|--------------------------|----------------------------------------------------|---------------------------------------------------------------------|
| Positive | S + would + have + been + V-ing + Complement | I would have been working in a prestigious company for 3 years. |
| Negative | S + would + not + have + been + V-ing + Complement | I would not have been working in a prestigious company for 3 years. |
| Interogative | Would + S + have + been + V-ing + Complement + ? | Would you have been working in a prestigious company for 3 years? |

Regarding the formation or patterns, there are several important points that should be considered. Below are the points.

- a. The past future perfect continuous tense is formed by adding the verb should or would.
- b. Would is the past form of will, while should is the past form of shall.

- c. This tense uses the verb-ing verb or also called the present participle, which corresponds to the name of the tense which contains "continuous."
- d. In using this tense, the auxiliary verb "Have" applies to all types of subjects, both singular and plural.
- e. The important thing to use in this tense is the perfect form of "be", namely "been."
- f. Complements can be written with objects, time information, or place information.

Like the other type of past future, in the Past Future Perfect Continuous Tense, the time signal used is similar to the future perfect continuous tense. However, it must be remembered that in the past future, all time signals must indicate past time.

Table 15.3. Time Signals of Past Future Perfect Continuous Tense

| Time signal | Meaning in Bahasa Indonesia |
|--------------------------|------------------------------------|
| By last week | Pada akhir minggu ini |
| By last month | Pada akhir bulan ini |
| By June last year | Pada Juni tahun lalu |
| By the end of this day | Pada penghujung hari ini |
| By the end of this month | Pada akhir bulan ini |

15.3. FUNCTION

Learning tenses is not only about remembering the patterns but also about understanding the use or function of the tense itself. By having better knowledge on both patterns and function, learners can be able to select the appropriate tenses in accordance with the contexts they need. Below are the three main functions of the Past Future Perfect Continuous Tense.

- a. *to state how long an event has been happening in the past*

Example:

1. I *would have been teaching* in SMA 97 Serang for six years by last March.
 2. They *would have been sailing* in the Pacific Ocean for five months by the end of this month.
- b. *to show events that will be taking place, but have already happened in the past*

Example:

1. By last June, I *would have been coaching* in a Secretary Course for two months.
2. My brother *would have been studying* in a Birmingham online short class for two weeks by the end of this month.

c. *to State an Assumption or Presupposition (Conditional Sentence)*

The Past Future Perfect Continuous Tense can also be used to make a presupposition or assumption sentence which is similar to a type 3 of conditional sentence.

Positive Sentence

Example:

1. I would have been finishing homework if my little brother did not disturb me yesterday.

Past Future Perfect Continuous Tense

If clause

2. She would have been graduating from a medical college if her father did not pass away last month.

Past Future Perfect Continuous Tense

If clause

Negative Sentence

1. I would not have been finishing homework if my little brother did not disturb me yesterday.

Past Future Perfect Continuous Tense

If clause

2. She would not have been graduating from a medical college if her father did not pass away last month.

Past Future Perfect Continuous Tense

If clause

Interrogative Sentence

1. Would she have been finishing homework if my little brother did not disturb me yesterday?

Past Future Perfect Continuous Tense

If clause

2. Would she have been graduating from a medical college if her father did not pass away last month?

Past Future Perfect Continuous Tense

If clause

15.4. EXERCISES

A. *Change the sentences below into Past Future Perfect Continuous Tense.*

1. Ryan sings with Selena Gomez.
2. Farhan hit the drum.
3. Shaqueena and I listened to the music.
4. Auriga kicked the ball.
5. Qiana eats the chicken porridge.
6. Aaron played guitar in the bed room.
7. Angelo sleeps in his room.
8. Rihana turned off the lamp before sleeping.
9. Smith whispered something to Emma.
10. Irena cooked corn soup.

B. *Please answer the questions by changing the verb in the bracket into Past Future Perfect Continuous Tense.*

1. What in the world would he have been going to Montreal for, at this time of year? (**what in the world/he/go/?**)
2. They did not know that I was ill, did they, or they would not have been dancing, poor little things? (**not/dance**)
3. It would have been breaking my contact in the spirit, though not actually in the letter. (**break**)
4. In another month, I would have had control of the men, and the property a good dividend. (**pay**)
5. To avoid this, sail was kept on the ship, though, under any other circumstances, with an open sea before her, she under bare poles. (**run**)
6. If Bolton had not turned back to buy the basket, he a house on which masons were working at the very moment when a ladder, carelessly placed against it, happened to fall with a crash. (**not/pass**)
7. There are women to whom all this warfare, but it was not so to Lee. (**divert**)

8. She was pretty nearly certain that some one the younger one when the younger one would have been needing that thing. (**protect**)
9. The poor creature was in a high fever, and to grant her request her to her death. (**send**)
10. If there had been, this house here empty all these years. (**not/stand**)
11. It fair. (**not/fight**)
12. If it had been like the one that fell in Siberia a few years ago, or the one that made the Winslow crater in Arizona- we about it. (**not/talk**)
13. If she had been a little Quaker girl, she of her sins, and making new resolves. (**think**)
14. If they wanted to send me a message, it For me at Kingston. (**wait**)
15. Did he then waste his time in what would seem wild imagination, when a more practically minded boy for work? (**apply**)
16. in accordance with his conscience to overlook her wily artifice? (**it/act/?**)
17. In another ten minutes, I suppose, odds and ends of chicken in the air. (**fly**)
18. Who would have thought such ideas through so young a head. (**run**)
19. My geographical knowledge of that country in its most important particular. (**want**)
20. If there had been any firing, I about by the Tibetan flank without a revolver in my hand. (**not/wander**)

C. Complete the following sentences with Past Future Perfect Continuous Tense or Simple Past Tense. Pay attention with the conjunctions “when” or “by the time”. Number 1 has been done for you as the example.

1. Karin would have been digging (**dig**) the garden for almost 2 hours by the time you came (**come**) yesterday.
2. I (**cook**) for an hour when Lala (**call**) at 10 o'clock last night.
3. By the time we (**get**) there yesterday, Ramora (**wash**) our dresses for almost 3 hours.
4. They (**hide**) for more than ten years by the time the police (**find**) them last year.
5. When Dhiau (**call**) me, I told him that her sister (**not live**) with him by the end of last week.
6. By the time the café (**close**), my friends and I (**discuss**) the issue for more than 3 hours.
7. Last month, I told him that (**not climb**) mountains by the time I (**get**) an accident.
8. she (**do**) the homework for about two hours when I (**come**) home last night?
9. (**not**) they (**teach**) you English for five years by the time you (**graduate**) last year?
10. we (**swim**) for two hours by the time she (**call**) us yesterday morning?

15.5. CONCLUSION

Past Future Perfect Continuous Tense is one of the tenses learned in English grammar. It is used to express the action that would have occurred or ongoing in the past in particular period of time. It is indicated by “would or should” to show Past Future, “Have” to show Perfect, as well as “Been + V-ing” to show Continuous.

ANSWER KEY

PART A

1. Ryan should have been singing with Selena Gomez.
2. Farhan should have been hitting the drum.
3. Shaqueena and I should have been listening to the music.
4. Auriga should have been kicking the ball.
5. Qiana should have been eating the chicken porridge.
6. Aaron should have been playing guitar in the bed room.
7. Angelo sleeps in his room.
8. Rihana should have been turning off the lamp before sleeping.
9. Smith should have been whispering something to Emma.
10. Irena should have been cooking corn soup.

PART B

1. would he have been going?
2. would not have been dancing
3. would have been breaking
4. would have been paying
5. would have been running
6. would not have been passing
7. would have been diverting
8. would have been protecting
9. would have been sending
10. would have been standing

11. would have been fighting
12. would have been talking
13. would have been thinking
14. would have been waiting
15. would have been applying
16. would have been acting
17. would have been flying
18. would have been running
19. would have been wanting
20. would have been wandering

PART C

1. would have been digging
2. would have been cooking; called
3. got; would have been washing
4. would have been hiding; found
5. called; would not (wouldn't) have been living
6. closed; would have been discussing
7. would not have been climbing; got
8. would she have been doing; came
9. wouldn't they have been teaching; graduated
10. would we have been swimming; called

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STEP BY STEP MASTERING 16 TENSES (THEORY AND EXERCISES)

- BAB 1** : Tenses
Siti Shofiyatun
- BAB 2** : **Simple Present Tense**
Nurul Fadillah
- BAB 3** : **Simple Past Tense**
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