

Emergence of the English Present Perfect

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Abstract

Previous research studies have shown that tense and aspect are acquired in a particular order and tense is usually acquired before aspect. The purpose of this investigation was to test the claim that learners in general must master the simple past (SP) at an accuracy rate of 85.9% before they begin to acquire the present perfect (Bardovi-Harlig, 2001). Fifteen Thai learners of English completed a cloze test, translation test, and a writing test. Results revealed that learners showed an average SP accuracy rate of 72.7% when the present perfect emerged. A strong correlation was also found between the SP accuracy rate and number of use of the present perfect. Explanation of results and implication of the results are discussed.

KEYWORDS: tense, aspect, present perfect, simple past, second language acquisition, EFL learners

Previous studies reveal that the acquisition of tense and aspect follows a particular order (Bardovi-Harlig, 1998: 2001; Dietrich, Klien, & Noyau, 1995). These findings were a result of two main research approaches. The meaning-oriented and the form-oriented approaches.

The former investigates tense and aspect acquisition from a semantic and pragmatic perspective. Studies are mainly interested on how learners express temporality at any given stage of their development, how they move from one stage to another, and what factors contribute to their development. These studies have suggested that the order moves from a pragmatic to a lexical and finally a grammatical expression of temporality (Giacolone Ramat & Banfi, 1990; Schumann, 1987; Comrie, 1985 cited in Bardovi-Harlig, 2000). That is, learners progress from using discourse principles such as chronological order, to using adverbials and then verbal morphological markings.

Form-oriented studies focus on the emergence of verbal morphology in expressing temporality. After studying the acquisition of temporal expression of a variety of languages (e.g., English, German, Dutch, Swedish, etc.), Dietrich, Klien, and Noyau (1995) summarized four general principles that account for the order of temporal acquisition. First, acquisition of temporal expressions is a slow and gradual process. There is no sudden leap in the development and the incorrect and correct usage will co-exist for a long time. After learners use of temporal expressions have increased along with established form and function associations, the learner moves from incorrect to more correct usage. Second, in these associations, form is usually acquired before function. That is, many of the verbal morphological markings that emerge do not have appropriate association to their function. Third, irregular morphology is acquired before regular morphology. Although the regular morphology has simple formation rules, the irregular forms are acquired earlier. This implies that the acquisition process is not absolutely dominated by rule learning. Since verbs with irregular formation are more frequently used and are also more simpler to distinguish, it is logical they are acquired first. Finally, tense is marked before aspect. Learners of English may show early forms of progressive and perfect but their meaning has not yet been clearly substantiated. Below are two specific studies that reflect these principles of the acquisition.

Klein (1995) carried a longitudinal investigation of verbal morphology development of two Italian and two Punjabi learners of English working and studying in England. Informal conversations based on personal experiences, retell of films and guided conversations were gathered over a three year period. The average distance of the recordings was about a month. Results revealed an order of past temporal expression acquisition beginning with simple past, then the present perfect and finally the past perfect. Participants' expression of temporality were described in two steps. First, they form a simple but functional basic variety. Their utterances consisted of simple nouns, base form verbs, no use of copula verbs, and temporal adverbials that show position. Andrea seem not to develop over this stage. Lavina, however, showed further progress in her development. She exhibited more morphological forms although they were not always consistent with their proper functions. She also showed more accurate use of the simple past than developing use of aspect. Her irregular verb forms also showed higher frequency than regular forms.

Similarly, Bardovi-Harlig (1994b) conducted a longitudinal study of emergence of the past perfect. The study focuses on learners' use of rhetorical devices, especially tense contrast and adverbials in reverse-order reports (ROR). RORs are clauses or sentences that are not organized in a chronological order (e.g., When I went down stairs, he had already left). Written personal narratives and elicited retell tasks were collected over a 10 month period from English L2 learners from four different L1 backgrounds (i.e., Arabic, Japanese, Korean and Spanish) enrolled in an intensive English program in the U.S. Every verb type used for past time reference were coded for verbal morphology and counted. Appropriate use of the past tense was calculated as the ratio of the past tense forms used in the number of obligatory context. Results revealed that learners used chronological order, tense contrast, and predominantly adverbials to mark ROR. The researcher also found that learners needed to acquire the simple past and the concept of ROR before they were able to acquire the past perfect regardless of instruction.

As previous studies have shown, learners acquire the English tense and aspect in a particular order. The studies above indicate that learners have to acquire the past tense at a particular level in order to move on to acquiring aspect. However, only a few studies have attempted to measure the past tense accuracy rate in relation to emergence of aspect. What is more, only one study, described below, investigated the relationship of the simple past and emergence of the present perfect in L2 learners.

Bardovi-Harlig (2001) conducted a longitudinal study investigating the emergence of the present perfect. Written and oral texts were collected over a nine month period in average. The written texts, which accounted for the majority of the data, consisted of journal entries, compositions, essay placement exams, and elicited narratives. The oral texts included interviews and film-retell tasks. These tasks were completed by learners from four L1 backgrounds (i.e., Arabic, Japanese, Korean, and Spanish) who were attending an intensive English program (IEP) at a well-recognized university in the United States. Appropriate use of the simple past was calculated as the ratio of the past tense forms used in the number of obligatory context. Emergence was accounted for when the learners demonstrated the first appropriate attempt of the present perfect regardless of spelling and morphological errors. Results indicated that the present perfect emerged after the simple past revealed a stable rate of appropriate use (mean group rate, 85.9%). The researcher explains that while learners were acquiring the present perfect, they had to restructure their knowledge of the use of the simple past. This resulted in the overgeneralizations (i.e., learners used the present perfect in the environment of simple past and present) and undergeneralizations (i.e., learners used the simple past and present in the present perfect's environment) of learners' use. It was also found that instruction had the effect of increasing learners' production of the present perfect.

In sum, it has been suggested that tense and aspect acquisition has a predictable order and that the order is universal. Recently, the emergence of the English present perfect seem to follow a particular order. That is, before learners begin to acquire the associations of its form and meaning, they must already have a high competence in the use of the simple past at 85.9% appropriate use (Bardovi-Harlig, 2001). Since the emergence of the English present perfect has not been attested elsewhere, it is worth investigating whether the findings would hold true if repeated. The purpose of this

study is to examine whether Thai learners of English acquire the simple past at a high accuracy level before showing emergence of the present perfect.

Research questions

1. What is the simple past accuracy rate for Thai learners of English who show emergence of the present perfect?
2. What is the relationship between simple past accuracy rate and use of the present perfect?

Method

Participants

The participants were 24 Thai learners of English, 13 males and 11 females. The age average was 24.1 (S.D. 5.06). All 24 participants have learned English as a foreign language in classrooms in Thailand for an average of 10.2 years (S.D. 2.88). The focus of the curriculum has been devoted to grammar (e.g., tense, clause and sentence structure). Nine participants were considered high proficiency learners based on their educational experience in an English speaking country and their current regular active use of English. Eight of the high proficiency learners have studied at the undergraduate level in an English speaking country for 2 years in average. One of the high proficiency learners has received a bachelor degree in English. Fifteen participants were considered low proficiency learners; fourteen are doing a remedial course at Khon Kaen University, Nong Khai campus and one has been in the United states for only five months, but is not enrolled in any kind of formal education.

Target structure

The target structure for this study was the present perfect aspect and the simple past. The structure and function of the present perfect aspect was based on the descriptions in a grammar reference book, a grammar text book, and an article (Azar, 1992; Biber, Johansson, Leech, Conrad, & Finegan, 1999; Inoue, 1979). The form and function used to code the present perfect were as follows.

The structure of the present perfect is have/ have + ed-participle. The functions are separated into four categories. First, the present perfect is used to describe an activity or situation that began in the past but has continued up to the present time.

- (a) I have studied for an hour.
- (b) I have been a teacher for 20 years.

Second, the present perfect is used to describe activities or situations that occurred (or did not occur) in an unspecified time in the past.

- (c) Jim has already eaten lunch.
- (d) Ann hasn't eaten lunch yet.

Third, the present perfect is used to describe activities that occur repeatedly in the past at unspecified times.

- (e) I've been to that theater five or six times.
- (f) I've had three tests so far this week.

Forth, the present perfect is often used to with the adverbial *since* that marks the starting point in the past of an activity that continues until present.

- (g) Erica has lived in this city since 1989.
- (h) I have known Ben since we were in kindergarten.

The simple past form is separated into regular and irregular verbs. Regular verbs in the simple past are inflected by adding -ed at the end of the verb.

- (i) I finished my work two hours ago.

Irregular verbs in the simple past change their form or remain in the form of a bare infinitive.

- (j) That man took his wallet.
- (k) I cut my finger while cooking last night.

The simple past is used to describe an activity or state that was in the past and has ended. It can be accompanied by adverbials that show the time of the activity as in sentence (c) above.

The adverbial *then* can also be used with the simple past to mark the progression of activities in the past.

- (l) And [**then**] they said have you heard of the paper? And I said yes but not as er as a window. [**Then**] they said well and [**then**] I realized that it was Fennite. (Biber et. al, 1999)

The verbs in this study were coded for present perfect and simple past according to the description above. The verbs themselves were not separated into any semantic or lexical category.

Design

The materials used in this study were designed to elicit the use of the past simple and present perfect tense. Three types of tasks were used including 1) a cloze test, 2) translation task, and 3) a writing task.

The cloze test. The purpose of the cloze test was to test participants' accuracy regarding the appropriate use of the present perfect and the simple past tense. The items were adapted from present perfect and past simple tense cloze exercises from various sources (Azar, 1992; Murphy, 1992; Zante, Daise, Noloff, & Falk, 2000). The test included 30 items with 43 gaps. Of the 43 gaps, 14 were present perfect slots. Sixteen were simple past slots, and the other 13 were distracters of other tenses. There were more simple past slots because the main objective was to analyze the simple past accuracy rate. Test takers were expected to change the form of the verbs provided in parentheses to its appropriate form-meaning association. The contexts for each target structure were piloted as being adequate for test takers to make appropriate choices (see appendix A).

The translation task. The purpose of this task is to elicit more use of the present perfect and past simple by Thai learners of English. It was still semi-structured. Learners were constrained by the context to provide appropriate tense. These were also piloted and edited. There were of 15 Thai sentences to be translated to English. Seven required the use of the English present perfect for appropriate translations. Five required the use of the past simple tense and three are distracters that require other tenses for correct translation (see appendix B).

The writing task. The final task was designed to elicit participants' production of the present perfect and past simple tense in a more natural environment. The topic ask participants to write, in about 250 words, activities in the past week, month or year. They were also ask to describe activities they have and have not done during that period. The task was piloted by native speakers and advanced non-native speakers (see appendix C).

Procedure

Piloting. All three tasks were piloted to ensure whether they were able to elicited the use of the present perfect and the simple past tense. Native speakers and

advanced non-native speakers of English were asked to do the cloze test and writing task. Thai advanced learners of English were asked to do the translation task. Items from the test and tasks were adjusted according to their effectiveness. Tasks that did not elicit the target form were replaced with new items.

Data collection. For participants in Thailand the cloze-test and translation task were administered in class time. The class was a remedial integrated skill English course. Thus, in order not to consume too much class time they were administered on two separate days. Participants were given 30 to 40 minutes to complete each task. The cloze test was administered first, followed by the translation task. The writing tasks were given as homework assignments. They were given three days to complete it. The administration of the tasks were not counter-balanced since learners performance on each tests were not needed to be compared. They were strictly informed not to plagiarize or copy their friends by the course instructor in Thailand. The tests were sent to the instructor via e-mail. The researcher went through the details of how to administer the test with the teacher via e-mail and phone. After all tests were completed, they were electronically scanned and sent to the researcher via e-mail.

For participants living in Flagstaff, the researcher made an appointment to do all three tests on one day. The test was administered at one location at the same time. The researcher administered and collected the paper tests. Tests were also administered to other participants who were studying in Australia and Japan. The researcher sent the tests via e-mail. They were strictly told not to plagiarize or consult anyone while doing the tests. The tests were sent back via e-mail and printed out for analysis. Out of 24 participants, 15 completed all the three tests. Consequently, these fifteen were used for the analysis.

Analysis

After receiving the tests, the items were checked for attempts of use in its appropriate context. The unit of analysis was types of verbs. The verb type was labeled as either appropriate present perfect usage or simple past usage. Appropriate was defined as correct choice of tense and aspect regardless of its form. Thus, mistakes on spelling and grammatical inflections were ignored. Next, the total number of appropriate use was tallied for each participant. The simple accuracy test was used to measure participants' accuracy of the simple past (SP). The MS Excel program was used to calculate the accuracy score. The formula was $(\text{number of appropriate verb type} / \text{total context of verb type}) \times 100$.

To determine emergence of the present perfect, emergence was defined as appropriate use of the present perfect with at least three types of verbs. Thus, participants who used three or more different types of verbs in the present perfect in its appropriate context were considered to have demonstrated emergence. Using three types of verbs as a criteria was to ensure that the use was achieved by mere chance. In previous studies emergence was accounted for when the target form first appeared, even if it was one time (Bardovi-Harlig, 2000, p.94).

The relationship between the simple past accuracy rate and the use of the present perfect was determined by using the Pearson correlation test.

Results

It has been claimed that learners who first show emergence of the present perfect, demonstrate the use of the simple past tense at an accuracy of 85.9% on average (Bardovi-Harlig, 2001). The purpose of this study was to test this claim. Twenty-four Thai learners of English participated in this study but nine did not complete all three tests. As a result, data from 15 participants who completed all three tests were analyzed. This section of the paper will discuss the results from tests.

Table 1

Simple Past Accuracy and Emergence of the Present Perfect

Name	Simple past accuracy rate (%)	Present perfect verb type (n)	Emergence of present perfect
Nut	86.11	8	Yes
Grit	84.62	8	Yes
Fon	84.62	3	Yes

Table 1 (cont')

Simple Past Accuracy and Emergence of the Present Perfect

Name	Simple past accuracy rate (%)	Present perfect verb type (n)	Emergence of present perfect
Nam	82.14	3	Yes
Aphichai	80.00	7	Yes
Sucheewa	80.00	5	Yes
Voravit	64.29	9	Yes
Sasivimon	64.00	4	Yes
Pariyawan	58.33	4	Yes
Kiattipong	45.45	2	No
Songpon	42.86	7	Yes
Ananchai	42.86	2	No
Virasak	28.57	0	No
Bandit	28.57	1	No
Supalerk	14.29	0	No

Table 1 shows the simple past (SP) accuracy rate of all 15 participants. The highest simple past (SP) accuracy rate was 86.11%. The lowest SP accuracy rate was 14.29%. The mean score was 59.11 and the standard deviation was 24.01.

Table 1 also illustrates the number of present perfect aspect produced by each participant. The highest number of present perfect produced was nine. The lowest number of the present perfect produced was none.

Table 1 further reveals the number of participants that showed emergence of the present perfect. As described in the previous section, the emergence of the present perfect was defined as learners' use the present perfect in an appropriate environment with at least three unique verbs. Ten participants demonstrated emergence of the present perfect. When emergence of the present perfect was compared with SP accuracy rate, results reveal that the highest SP accuracy rate that demonstrates the emergence was 86.11%. The lowest SP accuracy rate that demonstrated emergence

was 42.86%. The mean score for participants who showed emergence of the present perfect was 72.7% and the standard deviation was 14.54.

Table 2

Mean score of present perfect accuracy rate

	Min	Max	Mean	S.D.
Present perfect accuracy rate	35.24	41.33	38.31	2.83

Table 2 illustrates the mean and standard deviation of the present perfect accuracy rate. The mean score was 38.31% and standard deviation was 2.83.

Table 3

Correlation between SP accuracy rate and present perfect use (n=15)

	M	S.D.	<i>r</i>	<i>p</i>
SP accuracy rate	59.11	24.01	.67	.006*
Present perfect use	4.20	3.00		

**p* < .01

Table 3 shows the correlation between SP accuracy rate and present perfect use. Results reveal a strong correlation ($r = .67, p < .01$).

Discussion

Summary of findings

The purpose of this study was to attest the claim that the present perfect emerges after L2 learners demonstrate a stable rate of accurate use of the simple past (SP) tense at 85.9% on average. Fifteen Thai learners of English participated in the study, nine were considered high proficiency learners and six were considered low proficiency learners. Participants was administered a cloze test, translation test, and a writing test that was designed to elicit the use of the SP and present perfect. Results revealed a SP accuracy rate mean score of 72.7% when learners showed emergence of the present perfect. The lowest SP accuracy rate that showed emergence was 42.86%. A correlation analysis also revealed a strong relationship between the use of the present perfect and accurate use of the SP ($r = .67, p < .01$).

Explanation of findings

The findings from this study suggest that L2 learners of English acquire the SP before the present perfect tense. This finding corresponds with previous studies that have found that the English SP tense is usually acquire before aspect (Bardovi, 1994b: 2001; Klien, 1995). Thai learners of English in this study do seem to deviate from this order. The accuracy rate of the present perfect usage ($x = 38.31$) is lower that the accuracy rate of the SP ($x = 59.11$). Evidently, learners possess more knowledge of the SP than the present perfect at this point. What is more, the correlation analysis between the accuracy rate of the SP and the present perfect use suggests that the more accurate learners are at using the SP the more they are able to use the present perfect ($r = .67, p < .01$).

In respect to the emergence of the present perfect, the mastery of the SP ($x = 72.7\%$) seemed to be a prerequisite for learners. However, the degree of accuracy was not as high as had previously been suggested (85.9%). Bardovi-Harlig (2001) found that appropriate use of the SP ranged from 75% to 93% when the first present perfect

emerged. This study shows that the SP accuracy rate ranged from 42.86% to 86.11% when the present perfect emerged (except for the case of Kiattipong whose SP accuracy rate was 45.45% but showed no emergence of the present perfect). As shown, the time of emergence in this study (42.86%) was much lower than the previous study (75%). In fact, four learners who were under 75% SP accuracy rate (i.e., 64.3%, 64%, 65.3%, and 42.9%) showed appropriate use of the present perfect at the emergence level. This indicates that learners who have not yet acquired the SP at such a relatively high level are still able so acquire the present perfect. In fact, the learner who attained 42.86% SP accuracy demonstrated a high number of the present perfect usage (7).

Conversely, Kiattipong who demonstrated a slightly higher rate of SP accuracy at 45.45% did not show emergence of the present perfect. This could be due to the amount of exposure to the present perfect. As shown, Songpon who demonstrated lower accuracy rate of the SP (42.86%) showed emergence of the present perfect tense. According to the background information, Songpon has been in the United States for at least five months now while Kiattipong has never had such an experience. This could imply that exposure to the language can influence the developmental sequence.

Table 3

Appropriate Use of the Present Perfect in Obligatory Contexts

Present perfect obligatory context	Appropriate use		
	Number of use	Total context	Accuracy (%)
Continued activity up to present	37	105	35.24
Activity at an unspecified time in the past	22	60	36.67
Repeatable activity	31	75	41.33
Uses with since	18	45	40

In order to understand better learners' knowledge of the present perfect tense at his stage, a post hoc analysis of the accuracy rate of the present perfect in its obligatory context was calculated. Results revealed a rather balanced accuracy in each obligatory context. Learners exhibited highest meaning association of the present perfect with repeatable activities. The lowest meaning association was with activities continued up to present. However, the accuracy rate in each obligatory context are slightly different. This implies that learners do not associate the meaning and function of the present perfect with a single context. Learners seem to develop present perfect meaning and function associations with the four contexts simultaneously. Another reason may be that the four obligatory contexts are false dichotomies. That is, each obligatory context is not semantically different from one another.

- (m) We haven't finished this exercise yet.
- (n) Have you ever eaten at Mae Ploy's?
- (o) George W. Bush has visited France many times.
- (p) I have known her since I was a freshman in high school.

The statements above were based on a summary of a grammar text book, reference book, and article on the English present perfect (Azar, 1992; Biber et al., 1999; Inoue, 1979). They illustrate the use of the present perfect in the four

obligatory. Statement (a) is the present perfect used with activities that continue up to present, (b) with activities where time is left unspecified, (c) with repeatable activities, and (d) with since to express a point of departure. Inoue (1979) inserted that the meaning of the English present perfect is tied with the notion of 'current relevance.' Although she distinguishes the present perfect into the first three cases, they all adhere to current relevance. For example, statement (c) entails that the speaker perceives the activity as repeatable. When someone states "George W. Bush has visited France many times", it he can still do it again because he is still alive. If you change the subject from George Bush to President Kennedy, on the other hand, the present perfect cannot be used. The point, however, is that statement (c) can also be perceived as a continued activity up until present and an event of an unspecified time in the past. Thus, the perception of the meaning of the present perfect is not tied into one particular semantic category but all three. The same is with statement (b) "Have you ever eaten at Mae Ploy's?". The speaker focuses on the event rather than when it has taken place. Thus, he/ she is asking about an activity at an unspecified time in the past. However, the question is also speaking about an activity within the time frame of past to present. Therefore, the speaker may also be perceiving the present perfect in that regard.

In short, the statements above have been separated into different semantic categories but they can actually be placed into more than one. Therefore, what seems as learners' balanced development of each semantic category could be just the development of one concept and applied to all. Grammar books often separate the use of the present perfect according to the above categories. Whether this has helped learners acquire the present perfect is a matter of empirical evidence.

Implications

Although this study was not designed to answer any pedagogical questions directly, the findings may still be able to help teachers make certain decisions. Pedagogical implications from the findings in this study should be interpreted with caution. The fact that learners acquire the SP before present perfect does not mean that teachers should wait until learners have mastered the SP before they introduce the present perfect to learners. However, teachers should not expect learners to be able to produce the present perfect with a level of high accuracy when they may not be ready to. It is not imperative that learners have 85.9% accuracy of the simple past use in order to start acquiring the present perfect. This study suggests that learners will already have acquired a certain amount of accuracy of the present perfect use even though the SP knowledge is not yet highly accurate.

Another implication that can be made is that the present perfect may be made more of a complicated aspect to explain than it actually is. Grammar text books often distinguish the present perfect into several usages. Although this may make it clearer for learners to know different aspects of the present perfect, they should be reminded that each aspect is not exclusive but rather inclusive of the other meanings.

Limitations and future research

This study is not without limitations. First, the sample size is relatively small (15). Second, the study is cross-sectional. Thus, they cannot be fairly compared to Bardovi-Harlig's (2001) study which was longitudinal. Her study had a larger size of sample that was collected in a 9 month period at least. Third, the definition of

emergence in this study is not identical to Bardovi-Harlig's. In her study, it seemed that any first appropriate use of the present perfect was seen as an emergence. In the current study, emergence was defined as accuracy of the present perfect of at least three types of verbs. Thus, this definition is more constrained. A future longitudinal study with a larger sample will be able to help clarify the findings and suggestions made in this study. Future research should investigate whether one learners separate the meanings of present perfect according to the semantic categories that have previously been suggested.

Conclusion

The current study has revealed that emergence of the English present perfect is not constrained by 85.6% SP accuracy rate. This study found that learners showed emergence of the present perfect ranging from 42.9-86.11% SP accuracy rate and an average of 72.7%. It was also found that within this average, learners had acquired approximately 38.3% present perfect accuracy rate. Furthermore, there was a strong association between increasing knowledge of the SP and emergence of the present perfect. Finally, a post-hoc analysis suggests that when acquiring the present perfect, learners may acquire one of its semantic concept but are able to apply it to other context as well.

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Appendix A

Test 1

จงทำประโยคให้สมบูรณ์โดยเปลี่ยนกริยาในวงเล็บให้ถูก tense
(ในบางข้ออาจต้องใช้กริยาช่วยหรือสลับคำในวงเล็บ)

ตัวอย่าง

1. I (leave) *am leaving* Bangkok tonight.

2. Why (you/do) *did you do* yesterday?

1. I (walk) _____ to school tomorrow morning. I need the exercise.
2. There (be) _____ a flight to Dallas at 7.02 tomorrow morning.
3. A: Are you going to finish your work before you go to bed?
B: I (finish, already) _____. I (finish) _____ my work two hours ago.
4. I dropped my vase. It (fall) _____ on the floor and (break) _____ into a hundred pieces.
5. Last night I had a good night sleep. I (sleep) _____ for nine hours.
6. A: Is Jim going to eat lunch with us today?
B: No, he (eat already) _____.
7. What (you/do) _____ tomorrow night?
B: No, he (eat, already) _____. He (eat) _____ an hour ago.
8. A: (Jean, study) _____ at the library this evening?
B: No. She (be) _____ at the student union.
9. A: Have you been to Europe?
B: I (be) _____ to Europe several times. In fact, I (be) _____ in Italy last year.
10. We (not finish) _____ this exercise yet.
11. Last week, my dog (dig) _____ a hole in the yard and (bury) _____ his bone.
12. Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school.
13. I (have, not) _____ any problems since I (come) _____ here.
14. Would George be angry if I (take) _____ his bicycle without asking.
15. A: When did it last rain?
B: It (not rain) _____ for ages.
16. When Alan slipped on the icy sidewalk yesterday, he (fall) _____ and (hurt) _____ his back. His back is very painful today.
17. Shhh. The baby (sleep) _____. The baby (sleep) _____ for ten hours every night.
18. Jack (lose) _____ his pocketknife at the park the day before. This morning he (go) _____ back to the park to look for it.
19. If I (be) _____, I wouldn't marry him.
20. (you/ be/ ever) _____ to Egypt?
21. A: (You, know) _____ Tom Adams?
B: No, I don't.
22. We (eat) _____ a lot yesterday, but we (not eat) _____ much so far today.
23. While Bob (take) _____ a shower, the phone (ring) _____.

24. Josh lives in Athens. He (live) _____ there all his life.
25. Mr. Clark (work) _____ in the bank for 15 years. Then he gave it up.
26. The president of the United States, George W. Bush, (visit) _____ France many times.
27. When we were on vacation, the weather (be) _____ terrible.
28. My grandfather died 30 years ago. I (never/ meet) _____ him.
29. Bob and Alice are married. They (be married) _____ for 20 twenty years.
30. If the company (offer) _____ me a job, I think I would take it.

Appendix B

Test 2

จงแปลประโยคดังต่อไปนี้ให้เป็นภาษาอังกฤษ และจงใช้ *tense* ให้ถูกต้อง

1. รถออกป้ายสองวันนี้

2. สมบัติไม่เคยมาเรียนตรงเวลา

3. เมื่อเรียนจบแล้ว เขาจะไปทำงานที่กรุงเทพฯ

4. เขาเคยไปเชียงใหม่สองครั้งแล้ว

5. เขากลับบ้านแล้ว

6. สุนัขทำการบ้านตั้งแต่เช้าแต่ยังไม่เสร็จเลย

7. เมื่อวานเขาไปดูหนังกับเพื่อน

8. เขาชอบอ่านหนังสือก่อนนอน

9. เมื่อเช้าเขาตื่นสาย เลยไม่ได้กินข้าวเช้า

10. ฉันรู้จักกับหอมตั้งแต่เราสิบขวบ

11. เคยกินข้าวที่ร้านแม่พลอยหรือเปล่า

12. ห้องสมุดไปทางไหน

13. ทีมชาติบราซิลได้บอลโลกมาห้าสมัยแล้ว และอาจจะได้อีกปี 2006

14. สมัยที่ยังมีชีวิตอยู่ สุนทรภู่เคยเดินทางไปหลายจังหวัด

Appendix B (cont')

15. เหอมนี้ฉันได้เอภาษาอังกฤษ

คำศัพท์สำคัญ

1. รถ = the bus
2. ตรงเวลา = on time

