

The Presentation of Tense and Aspect Grammar in English Textbooks

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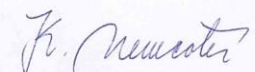
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ABSTRAKT

Táto bakalárska práca poukazuje na gramatické kategórie sloves, predovšetkým čas a vid. Práca sa zo začiatku sústreďuje na definovanie základných termínov ako sloveso, čas, slovesný čas a vid. Taktiež sa zameriava na kombináciu slovesného času a vidu. Hlavným cieľom tejto bakalárskej práce je analýza spomínaných gramatických kategórií v anglických cvičebniciach na určitých úrovniach. Práca obsahuje pohľady niekoľkých autorov na gramatiku slovesného času a vidu.

Kľúčové slová: čas, prítomný čas, minulý čas, budúci čas, dokonavý vid, nedokonavý vid

ABSTRACT

This bachelor thesis points out verbal categories, especially tense and aspect. At the beginning, the thesis focuses on definitions of fundamental terms such as verb, time, tense and aspect. Moreover, it deals with combination of tense and aspect. The main aim of this bachelor thesis is analysis of mentioned verbal categories in English textbooks at certain levels. It includes several authors' views of tense and aspect grammar.

Keywords: time, present tense, past tense, future tense, perfective aspect, progressive aspect

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INTRODUCTION

Tense and aspect, verbal categories, are interesting parts of English grammar. Both of them have specific features and cannot be taken as one unit. From the morphological viewpoint, English grammar distinguishes only past tense and present tense. Moreover, there are two types of aspect – progressive and perfective. Tense and time are two different concepts, but interconnected. Whereas tense is grammatical issue, time represents boundless part of life.

This bachelor thesis is divided into three chapters. First of all, verbs and their categories such person, number, mood, and voice are defined briefly. Since tense and aspect are essential phenomena of the thesis, the major part of the first chapter focuses on explanation of them. It provides general explication of connection between tense and time. Furthermore, there are the main uses of past, present, and future tense included. The thesis contains theory and occurrence of progressive aspect with certain types of verbs. Afterward, four kinds of perfective aspect are described. Even though tense and aspect are separate verbal categories, they are able to be combined together. Consequently, 12 verb forms arise and each of them is characterized. The theory in this part is accompanied by lots of sample sentences in order to make it comprehensible.

Secondly, the following chapter deals with analysis of the presentation of tense and aspect in selected English textbooks. This thesis concentrates on how these two categories are viewed and explained by several authors at particular language levels. Whether they distinguish tense and aspect or simply state that there are only tenses and do not take into consideration aspect as such. At first, books at lower levels are used for analysis tense and aspect grammar and then those at higher levels which demonstrate grammar similarly, but more elaborated.

Thirdly, the last chapter of the thesis comprises analysis of chosen textbooks which take into account tense and aspect as two different verbal categories combining together. Although books at upper intermediate and advanced level are analyzed in the second chapter, these two levels are applied in the third chapter due to different views of grammar.

The main aim of this bachelor thesis is to analyze how tense and aspect grammar is presented in English textbooks and to show that the interpretation of tense and aspect in the books varies according particular language levels.

1 VERBS

Verbs are considered as ones of parts of speech. Word categories are divided between major or open and minor or closed and verbs belong to the first group because they are able to create new forms of words. Four factors, specifically semantics, morphology, syntax and phonetics, can be helpful for identifying parts of speech. However, the last one is the least appropriate and reliable.

Firstly, semantics may be used for recognizing verbs. They are known for the fact that they represent some action (*climb*) or state (*fade*). However, this factor is not always suitable because the verb *climb* can also be determined as a noun.

From the morphological point of view, verbs can be identified e.g. according to derivational morpheme *-ize* (*organize*) or *-ify* (*clarify*). Moreover, inflectional morphemes such as *-ed* (*played*), *-s* (*plays*) or *-ing* (*playing*) signalize that the word may be the verb. (Emonds and Veselovská 2011, 3-4).

Taking into consideration syntax, it is the most reliable factor because of English strict word order. Verbs are usually considered as superordinate elements and stand as a head in the verb phrase VP [_{VP} *to often **play** tennis*]. If the verb is finite, sentence function of VP is predicate and if the non-finite verb occurs in the clause, then the sentence function can be arbitrary. See the following examples. (Emonds and Veselovská 2011, 76-78).

(1) [**To speak** English fluently] is a must nowadays. – subject

(2) She loves [**playing** with her sister]. - object

In addition to this, finite verb phrase agrees with subject in the same person and number as in (3). On the other hand non-finite verb phrase is not influenced by subject as in (4).

(3) **She goes** to school.

(4) [For her **to find** convenient job] is difficult.

As it is shown in (4) non-finite verbs can be in the forms of infinitive, *-ed* participle (*walked*) or *-ing* participle (*walking*). (Leech and Svartvik 2003, 284-285).

1.1 Types of verbs

According to Emonds and Veselovská (2011, 79) verbs are divided into lexical, auxiliaries and modals. Huddleston and Pullum (2012, 74) state that most of verbs belong to the lexical verbs and they are characterized by six forms of paradigm, which is “the set of inflectional forms of a variable lexeme”.

They (2012, 75) add that auxiliaries and modals are specific because of limited amount of verbs. The first one comprise *do*, *be* and *have* whereas the second one are composed of e.g. *may*, *can*, *will*, *shall* etc. Emonds and Veselovská (2011, 81) explain that modals differ from the lexical verbs in several ways. They do not occur in verbal categories like tense (5) because it does not take any morphology of three tenses. If it is stated like in (5), it is not obvious whether he should visit his grandfather at the present or in the future. Moreover, modals are not used with aspect (6) as well as voice (7) and mood (8). They do not take subject – verb agreement.

(5) *He should visit his grandmother.*

(6) **He is shoulding visit his grandmother.*

(7) **His grandmother is shoulded visit.*

(8) **He would should visit his grandmother.*

1.2 Verbal categories

Emonds and Veselovská (2011, 68) claim that verbal categories are person, number, tense, aspect, mood and voice. Dušková (2003, 165) points out that these are based on inflectional morphology. How verbal categories are inflected will be analyzed in following chapters.

1.2.1 Person and number

Concerning person and number, there is necessary to state that person and number of finite verbs is in concord with subject in the sentence. Taking into consideration present tense and past tense, all lexical verbs, auxiliaries and modals have changeless form in each person both in singular and plural. However, one exception occurs if lexical verbs are used in third person singular, present tense, which requires suffix *-es* (*plays*). Only one auxiliary verb *be* has different patterns in each person singular, but the same form *are* in plural in terms of present tense. (Dušková 2003, 214)

1.2.2 Mood

Dušková (2003, 244-248) defines mood as one of verbal features which refers to intent of person in the communicative sphere and is related to modality of sentence. According to type of sentence mood is divided into four categories, specifically indicative, imperative, conditional and subjunctive.

First of all, the use of **indicative mood** is in declarative as well as interrogative sentences. Moreover, it expresses some facts as it is shown in the example below. It distinguishes from other moods by being compatible with tenses what is indicated also in the examples below.

(9) *The first one of the race wins/won the gold medal.*

Secondly, verbs in **imperative mood** are used in imperative sentences and means mainly order. First type of imperative mood called simple is characterized by the usage in second person, what makes it different from the indicative mood used with each person. Imperative mood is special case when English strict word order is not complied since subject is omitted (*Read it!*). I must be used only in present tense. When it comes to another type of imperative mood named descriptive, it is created by the verb *let* and used in first and third person. Word order in the sentence formed by descriptive imperative mood is shown in example (10). This type of mood does not occur in past tense.

(10) *Let's write this essay.*

Third form of mood called **present conditional** expresses the presence or future whereas past conditional is in connection only with the past and its function is referring to unreality; see example (11). Undoubtedly, condition is the basis of conditional mood. It is rather used instead of indicative one when person prefers to be more polite (12).

(11) *If he had gone on holidays, **he would have been relaxed.***

(12) *I would ask you to help me.*

Leech (2004, 114-115) also deals with this topic and defines the fourth one of all moods named **subjunctive** “as a supposition”. He adds that while present subjunctive represents some real plan (13), past subjunctive expresses some unreal hypothesis.

(13) *I insist he go on holiday next week.*

In comparison with indicative mood, present subjunctive lacks suffix *-s* in terms of verbs in present tense, third person and auxiliary verb *be* stands instead of ‘*am, is, are*’ in the sentence. Structure of that sentence is in the following example.

(14) *He recommends that she be the new participant.*

Quirk et al. (1985, 155-157) adds that present subjunctive can be further divided into mandative and formulaic one. The first one is highly used in subordinate *that*-clauses; however superordinate clause has to refer to “demand recommendation, proposal, resolution, intention, etc.” The example of mandative subjunctive is shown above (14). This type of subjunctive occurs rather in American English than British one. On the

contrary to mandative subjunctive, formulaic one occurs in independent clauses. Nowadays it is considered as unpopular. See the example of formulaic subjunctive.

(15) *God bless mankind.*

Leech (2004, 115) also states that difference between past subjunctive and indicative is that the first one requires *were* instead of *was*, which is used in second case. This grammar issue occurred a lot less these days is shown below. It is used rather formally.

(16) *She behaved as if she were there.*

1.2.3 Voice

Quirk (1985, 159-160) states that the active and passive voice is considered as other verbal categories. Taking into consideration morphology of voice, it is formed by the verb *be* or *get* plus *-en*. Moreover, sentence does not change the meaning if it is formed by active voice or passive one. This case is demonstrated in the next examples where the first sentence is active and second one is passive.

(17) *Veterinarian cured the ill dog.*

(18) *The ill dog was cured by veterinarian.*

The process of transforming the first sentence to the second one is called passivization. Subject in active sentence changed into adjunct in passive one is not the obligatory step. However, the necessary point when passivizing is that “active object becomes the passive subject”. Considering semantic roles, agent remains the same in both cases. Semantic role *patient* represents the same word in active as well as passive sentence.

Taking into consideration function of passivization, firstly it enables agent to be omitted. Deletion of agent can be due to unnecessary of information expressed by agent or irrelevancy of information. Secondly, passivization allows agent to be rhematized. It means that new information expressed by agent stands at the end of the sentence. (Emonds and Veselovská 2011, 22-23)

1.3 Tense

The one of the main objectives of this bachelor thesis is concentration on the next verbal category named tense. Emonds and Veselovská (2011, 69) define the tense as “grammaticalised version of time”. The notion tense is used in grammar. It is stated that “tense is related to the moment of the speech act” what can be understood as the choice of speaker or writer to decide which tense is the most suitable for that moment. They claim that English grammar contains three tenses – past, present and future. Moreover, Comrie

(1976, 2) adds that tense can be divided into absolute one used with finite verb phrases (19) and relative one occurred with non-finite verb phrases. (20). “Absolute tense relates the time of the situation described to the present moment,” whereas relative tense relates to the time of some other situation.

(19) *He wrote the essay yesterday.*

(20) *When speaking about Marry, I did cry all the time.*

Taking into consideration morphology of verbs, Biber et al. (2007, 453-454) states that “English verbs are inflected for only present tense and past tense”. However, modals, non-finite clauses and imperative ones do not have tense. Considering verbs in present tense, they are inflected by “suffix *-s* on the third person singular”, otherwise they preserve base form in other persons and plural. Considering past tense, it is visible by suffix *-ed* in terms of regular verbs.

1.3.1 Tense and Time

Concerning connection between tense and time, the sentence in present tense should express the situation happening in the present time. See the example below.

(21) *She feels very exhausted.*

In addition to this, mentioned relationship of present tense and time can be viewed from two perspectives. Firstly, present tense may express “a state existing at the present time” shown in the example (22). Secondly, it assigns to “present habitual behavior” like in example (23). (Biber 2007, 454)

(22) *He considers it as the right idea.*

(23) *She often rides a bicycle without helmet.*

Leech (2004, 6) adds that simple present indicating state is considered as unrestrictive because of limitless duration (24). On contrary, simple present expressing events also called ‘instantaneous present’ because of duration of the event is not unrestrictive but rather short. See following example (25).

(24) *She lives in Prague.*

(25) *Messi strikes at net.*

Furthermore, present tense does not stand only for present time but also for what happened in the past and will happen in the future. The historic present tense is considered as special case, when past time is expressed by the present tense, which is mainly typical for jokes and conversations characterized by verbs like *tell*, *say* or *go*. (Biber 2007, 454)

(26) *She goes to factory one day and says I hate this job.*

Leech (2004, 11-12) adds to the topic of the historic present that it is more typical for conversation of the young people in terms of usage e.g. verb *say* rather than *said*. Even though historical issues happened in the past, it is able to use present tense because some historical works and their authors e.g. pictures, books are taken as if they are alive. It depends on speaker or writer which tense he or she chooses and how he or she perceives the situation.

On the other hand, present tense, used for marking future time, is found in conditional clause like in example (27) and in the clauses containing time adverbial seen in the example (28). (Biber 2007, 454) Leech (2004, 64) adds that present tense can express future time by *that-clauses* and *wh-clauses* like in (29).

(27) *If he does his homework today, he will have better feeling tomorrow.*

(28) *The airplane takes off at six o'clock on Monday.*

(29) *I hope that we manage this conference.*

Logically, past tense means something what happened in the past time and does not continue up today. However, grammar may contain some exception so past tense can represent present time, usually in the case of conversation like in the example below. Here both tenses can be applicable but tone of voice is considered as crucial factor. When using polite tone, past tense is preferred because it does not sound demanding or busily, see example (30). (Leech 2004, 15) Biber (2007, 456) adds that past tense can be related to future time what is shown in example (31).

(30) *I thought you would help me in the afternoon.*

(31) *She was going to attend the class, but she was suddenly sick.*

Following line illustrates what was mentioned above, that present tense can be used in connection with past time and future time as well. Moreover, past tense can refer to past time as well as future time. On the other hand, past time does not correspond with present or future time. The similar case is future time which does not go back to present and past time.

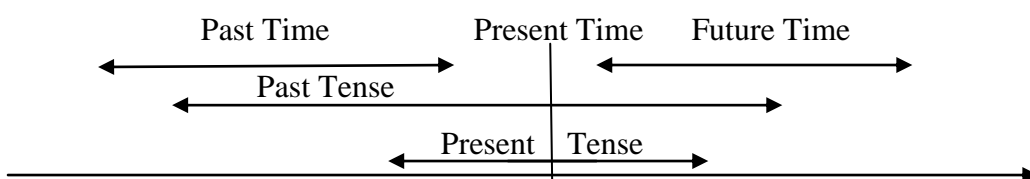


Figure 1: Tense and Time (Leech 2004, 4)

1.3.2 The Use of the Simple Present Tense

Simple present tense occurs in the sentence when content expresses permanent truth such as in the following example. Therefore it is used especially in the fields of science, geography, mathematics, and proverbs as well. (Leech 2004, 6)

(32) *Women give birth to babies.*

When something repeats regularly and it is known as habit, the simple present tense is suitable to use. Adverbs have tendency to appear in this case and may be hints for recognizing the simple present tense. Moreover, something observed or declared is expressed by this tense. (Alexander 2003, 170) According to Leech (2004, 8), ‘performative speech – act verbs’ e.g. *give, say, refuse* often occur in simple present if they are used rather formally during some ceremonies. See the example.

(33) *I pronounce you husband and wife.*

Leech (2004, 13 - 17) adds one more usage of this tense occurring “in newspapers, especially in headlines”. The function of present tense in this case may be to catch attention by “brevity and vividness”. In spite of the fact that past tense is used in narratives, present tense occurs in narratives as well, especially stage directions are written in present tense, see example (34). In addition, travel itinerary and instruction manual tend to consist of verbs in present tense. These are characteristic mainly by a sequence of events, which is shown in example (35).

(34) *Sarah comes to the stage and starts singing.*

(35) *At first we visit St. Paul’s Cathedral and then we move to London eye.*

1.3.3 The Use of Simple Past Tense

Generally, simple past tense is usually recognizable by time adverbials referring to some event happened in the past time. In comparison with present tense, past tense prefers event to state because event is completed action. From the point of view how past events happened there is distinction into simultaneous events and events in sequence. The order of verbs in the sentence depends on this distinction. See following examples.

(36) *He felt sick and looked very ill.*

(37) *He did homework and cleaned the house.*

The first sample sentence refers to simultaneous events and exchange of the verbs does not influence the meaning of the sentence. However, second sample sentence indicates that

events happened in sequence and when order of verbs is changed, it means different order of events.

Considering usage of simple past tense, it is extensive mainly in narratives regardless they deal with fiction, true stories or even science fiction which is typical for future references. (Leech 2004, 13-15) Any more than simple present tense whose usage is connected with habit, past tense expresses habit typical for past time (38). (Alexander 2003, 176)

(38) *I ate chocolate every day but nowadays I have another habit.*

1.3.4 Future Tense

‘Will’

Leech (2004, 55-56) states that there are several forms how to refer to future time. Mostly, modal verb *will* followed by infinitive is considered as the only morphological expression of future tense. Taking into consideration *will*, this modal auxiliary expressing modality is connected with future because of uncertainty of what might happen in the future. Therefore *will* mainly refers to prediction like in the next example.

(39) *It will be sunny day tomorrow.*

Leech (2004, 57) also states that sentences containing *will* referring to future events are anticipated to have time adverbials otherwise they can be considered as ‘factual empty’. For example sentence (40) tends to need definite time such as *next week*. Similarly as past and present tense, future can be found in narratives (41). Military orders quite often combines *will* (42).

(40) *It will snow.*

(41) *Will that prince gain the heart of poor girl?*

(42) *You will not speak until I allow it.*

1.4 Aspect

According to Comrie (1976, 1-3) aspect belongs to verbal categories. Aspect and tense cannot be taken as the same or similar grammatical issue. Tense was analyzed above and aspects can be defined as “different ways of viewing the internal temporal constituency of a situation.” Moreover, Quirk et al. (1985, 188) state that aspect does not express the time of utterance as tense does. (Emonds and Veselovská (2011, 69) add that “aspect provides

additional condition for the action.” There are two types of aspect in English, called **perfective** and **progressive**.

1.4.1 Progressive aspect

Taking into consideration progressive aspect, it consists of auxiliary verb *be* and following lexical verb takes the suffix *-ing*. It refers to action in progress. (Emonds and Veselovská (2011, 69) Leech (2004, 18) states that aspect may be characterized by the fact that it also refers to “inside view of a happening”. It is not used in written language much but rather in spoken one. Therefore speaker’s attitude to the particular situation sometimes influences the choice of present simple or progressive present. See example (43) and (44) where the first one rather relates to the longer period of my life and second one to the moment happening right now, it is evident that I have smile on face.

(43) *I feel happy!*

(44) *You are feeling happy!*

There are classes of verb which can be used with progressive aspect. First of all are ‘**momentary verbs**’ which are not characterized by duration as it is logical from the notion itself. However, when using progressive aspect in this case, meaning of the verb can express “a series of events” (2004, 24) what may evoke some duration.

(45) *She hiccoughed.* – once

(46) *She was hiccoughing.* - several times

It is obvious in the sentences above that the first one stands for one action happened momentarily so past simple is used whereas the second one means that action was repeated so progressive past is better choice.

The second type of verbs occurring with progressive aspect is ‘**transitional event verbs**’ which refer to “approach to a transition, rather than the transition itself” (2004, 24). In other words, it describes the action towards the end. Verbs like *fall*, *start* or *die* belong to this category.

(47) *The vase was falling down when I entered the room.*

Quirk et al. (1985, 198) add that progressive aspect usually do not correspond with stative verbs e.g. *own*. That we own the company is considered as permanent state not in progress, therefore it cannot be used like in next example (47). Moreover, if the verb *think* refers to opinion and not activity, it cannot be used in progressive aspect.

(48) **We are owning the company.*

Leech (2004, 25) also claims that anti-progressive verbs such as *be* do not usually occur in progressive aspect. It does if it is viewed as right now. See the examples.

(49) *He is patient.*

(50) *He is being patient.*

1.4.2 Perfective aspect

Perfective aspect comprises of auxiliary verb *have* and the lexical verb followed has the suffix *-ed* or *-en*. It may relate to some completed action. (Emonds and Veselovská 2011, 69) Comrie (1976, 52) states that perfective aspect “relates some state to preceding situation”.

In addition, Comrie (1976, 56-60) claims that there are several kinds of perfect in English including ‘**perfect of result**’ indicating result of what happened before. It is shown in example (51) when using perfect it means that in the room there is cold now what can be taken as a result of open window whereas sentence (52) represents that the window is closed now.

(51) *The window has been opened several hours.*

(52) *The window was opened.*

Another kind of perfect called ‘**experiential perfect**’ suggests that some case happened more than once before. Typical examples used for identifying the first type of perfect from the second one state that *have gone* in this case stands for perfect of result while *have been* represents experiential perfect because she has been there for the first time and she can travel there for the second time and more.

(53) *She has gone to Liverpool.*

(54) *She has been to Liverpool.*

The third one is ‘**perfect of persistent situation**’ related to situation proceeding from the point of time before. The following sentence shows mentioned definition applied in practice so I studied here and I am studying nowadays.

(55) *I have studied here for three years.*

Last but not least form of perfect is ‘**perfect of recent past**’ occurred in cases when something has happened recently. However, exact time e.g. *this afternoon*, is considered as irrelevant in this case. The sentence below may be the part of the conversation when someone is shouting at the second person and as result second person answers:

(56) *I have heard you!*

1.5 Combination of Tense and Aspect

Tenses and aspects can be mixed together. As a result, 12 forms of verbs can be created and each of them represents particular meaning. All tenses - present, past and future, can occur with progressive as well as perfective aspect. Moreover, the following table shows these 12 combinations and points out that tense can be used with either progressive or perfective, but also with both of them. However, table indicates that it is not necessary to combine tense and aspect in each case. (Emonds and Veselovská 2011, 70)

	Past Tense	Present Tense	Future Tense
No aspect	<i>She learned.</i>	<i>She learns.</i>	<i>She will learn.</i>
Progressive Aspect	<i>She was learning.</i>	<i>She is learning.</i>	<i>She will be learning.</i>
Perfective Aspect	<i>She had learned.</i>	<i>She has learned.</i>	<i>She will have learned.</i>
Perfective + Progressive Aspect	<i>She had been learning.</i>	<i>She has been learning.</i>	<i>She will have been learned.</i>

Figure 2: Combination of Tense and Aspect (Emonds and Veselovská 2011, 74)

From the table it is evident that morphology is crucial when combining tense and aspect. Tense influences the morphemes of aspect. In other words, the choice of tense has impact on the perfective aspect morphemes such as *have* in present tense or *had* in past tense as well as progressive aspect morphemes like *is* or *was*. Not only tense but also person and number affect morphemes of aspect.

1.5.1 Tenses with progressive aspect

Taking into consideration specific combinations of tenses with **progressive aspect**, Leech (2004, 19-24) states how these structures function. Firstly, progressive aspect indicates actions or moments happening temporarily as it is illustrated in the example below. It signalizes that the action of *looking at* has the limited duration.

(57) *What are you looking at? I am looking at children playing.*

This example contains **present tense** in combination with progressive aspect. Whereas the verb *looking at* represents duration, the verb *look at* at present simple tense would refer to the point at time without duration. To extend issue if duration, it is considered as limited

referring that something is happening currently and not permanently, which is feature for present simple. See examples.

(58) *I am eating fish.* – at this moment

(59) *I eat fish.* – It is my habit, I eat it permanently.

Another feature of progressive aspect is unnecessary of actions to be completed. In addition, this issue could be connected with the **past tense**, where it is easily applied. However, it has to be stated that incompleteness is connected not only with past tense but also present and future tense. Concerning mentioned past tense, as it is shown in sentence (60) completion of the action is obvious, she is already on the ground while sentence (61) suggests that it is not certain she fell on the ground, someone could catch her in order to save her.

(60) *She fell from the tree.*

(61) *She was falling from the tree.*

Progressive past can be accompanied by adverbials not only in the form of phrase but also clause, which indicate when something was happened. The sentence below means that when I entered the room she was in the middle of action, I could see how she drew.

(62) *She was drawing when I came there.*

Leech (2004, 66-68) adds that last but not least **future tense** is followed by progressive aspect. The basis of this combination is expression of actions or states happening in the future with certain “temporal frame”, which is shown in the following example.

(63) *This time next year he will be teaching at Oxford University.*

1.5.2 Tenses with perfective aspect

Comrie claims (1976, 53-54) important to mention is that perfective aspect can refer to the situation happened in the past lasting up to this day. Leech (2004, 36-37) point out that **present tense** combining with perfective aspect occurs with state verbs. This structure is mostly used with time adverbials referring to the present e.g. *this evening*. See the example below. However, Comrie (1976, 54) claims that perfective aspect does not occur with time adverbials stating more precisely “the time of the past situation” such as *yesterday* or *at two o'clock*. See following example (65).

(64) *I have enjoyed the party this evening.*

(65) **I have enjoyed the party yesterday.*

The chapter *Perfective aspect* above contains other usages of present tense with perfective aspect because it was necessary to explain four types of this aspect and it was presented in present tense.

Concerning **past tense** plus perfective aspect, this structure expresses that states or actions happened before particular situation in the past. As it is illustrated in the sample sentence below, lesson started before she came.

(66) When she entered the classroom, the lesson had started.

The case with conjunction *after* could be confusing because simple past tense and past tense plus perfective aspect can be used. However, the crucial difference is that when using perfective aspect, it emphasizes the situation happened before as oppose to simple past tense indicating that something happened and then another action was performed. See this in the examples. (Leech 2004, 46-48)

(67) She did her homework after her mother had cooked the dinner.

(68) She did her homework after her mother cooked the dinner.

Another possibility how to combine tense and aspect is connection of **future tense** with perfective aspect. It refers to the fact that something will happen in the future before some situation. It is also called past in the future. According to sample sentence below, it means that the action of playing rugby will be performed in the future as well as finished before the visit. (Leech and Svartvik 2003, 56)

(69) I will have played the rugby by the time you visit me.

1.5.3 Tenses with perfective and progressive aspect

Quirk et al. (1985, 210-211) adds that tenses can occur both with perfective and progressive aspect. To start with **present tense** combined with two aspects, their main features are connected and consequently it expresses “temporary situation leading up to the present”. As it is evident in the example below (70), the process of reading is not finished whereas the usage of present tense only with perfective aspect would mean the result (71). Moreover, perfective progressive is used when there is evident result of what happened (72).

(70) I have been reading the book.

(71) I have read the book.

(72) You have been running. - You are all of a sweat.

Leech (2004, 51-52) adds that **past tense** mixes with perfective and progressive aspect. When this combination occurs, it corresponds with the patterns used in present tense. However, it relates to the happenings in the past which do not extend till present and does occur with time adverbials. See the example.

(73) You had been reading the book over a month.

Quirk et al. (1985, 212) concludes this section with **future tense** in combination with two aspects. The meaning can be defined as continuous action happened before other action in the future. As it is shown in the following example, the process of reading the book has duration typical for progressive aspect and result, characteristic feature of perfective aspect.

(74) You will have been reading the book over an hour by the time I come back.

2 ANALYSIS OF THE PRESENTATION OF TENSE AND ASPECT

This chapter will focus on analysis of the presentation of verbal categories such as tense and aspect in English textbooks. These two have been elaborated from the theoretical point of view in the previous chapter. Since English can be taught at several levels, namely beginner, elementary, pre-intermediate, intermediate, upper intermediate and advanced, this bachelor thesis will analyze how tense and aspect are explained at each level.

The theoretical part of the thesis has stated that English grammar differentiates tense and aspect as separate categories which can be combined together. There are only three tenses and two aspects as it was proved above. However, not all English textbooks follow this grammatical issue. This statement will be proved in the following subchapters. The thesis will contain the analysis of four books at the first four levels and two books at upper intermediate and two books at advanced level as well. The lower number of books at these two levels is due to different explanation of grammar, which will be elaborated in chapter 3.

2.1 The Presentation of Tense and Aspect – Lower Levels

Lower levels such as beginner, elementary, pre-intermediate, and intermediate are advisable for people, especially students, who start learning English or have some basics in the grammar. Therefore, books explain the grammar digestedly and simply. It enables students to gain general knowledge about the grammar on which they can build when learning higher levels. In this section the focus will be on present, past and future tense explained in the textbooks at lower levels.

2.1.1 Beginner Level

The grammar of tense at beginner level is presented by Tom Hutchinson. According Hutchinson there are only two tenses such as **present simple** and **present continuous**. The first one is not defined in the textbook but there is its formation explained. The notion ‘subject verb agreement’ is replaced by the term ‘endings’. Present simple tense occurs with time adverbials such as *all the time*, *usually* or *every day*. (Hutchinson 2012, 43-44) The usage of the present continuous is when something “is happening now”. This tense is highly used with words like *at the moment* or *now*. (2012, 67-69)

Sarah Cunningham and Chris Redston present two tenses namely **present simple** and **past simple**. How they are formed and distributed in the sentence is shown in the book.

However, the use of these tenses is not mentioned there. The structure *going to* expresses future. (Cunningham and Redston 2002, 115-118)

These ideas are also used in the student's book *New English File* by Oxenden and Koenig. The authors explain two tenses, **present simple**, **past simple**, and the form *going to* in the same way as the authors above. Time adverbials typical for particular tense are enumerated in the book. (Oxenden and Koenig 2009, 92-100)

The fourth student's book *Success* by Mc Kinlay and Parsons includes three tenses such as **present simple**, **present continuous**, and **past simple**. However, the book does not contain any indication for future. It follows the concept of previous books in terms of not mentioned usage of tenses. (McKinlay and Parsons 2008, 2)

2.1.2 Elementary Level and Pre-intermediate Level

Murphy (1996, ix) states at the beginning of his practice book – *Essential Grammar in Use* that it will contain category of tense but the notion 'aspect' is not mentioned. It means that this author does not take into consideration the combination of these two at **elementary level**. It will be shown how he views the grammar of tenses, especially eight tenses.

To start with **present simple tense** he (1996, 10) claims that it has only two uses including things expressing truth and repeating regularly. See the example below. Concerning morphology, subject verb agreement is explained even from the perspective of spelling.

(1) *She always goes for a walk with dog at 6.30.*

Murphy (1996, 6) defines **present continuous** as tense referring to present moment happening right now which is the only fact that distinguishes it from the present simple tense. It has the structure consisting of *am/is/are + -ing*. It is shown in the example below.

(2) *She is sleeping at the moment.*

According to Murphy (1996, 30-34) **present perfect** is considered as tense taking morphology *have + past participle -ed*. This tense connects happenings in the past with the present results of those happenings. When something happened in the past, but it also might happen in the present. See sample sentence (3). Present perfect is preferred when there is interest in how long something has lasted. It means that action started in the past and continues up today (4).

(3) *Have you seen this movie?*

(4) *How long has he studied in Bratislava? He has studied there since September.*

He (1996, 34) adds another tense called **present perfect continuous** formed by *have + been + -ing*. It is compared with the present continuous, but difference is that continuous one relates to past connected with the present.

Taking into consideration **past simple tense**, Murphy (1996, 18) defines it as action which was finished. Moreover, he points out morphology of this tense such as *-ed* when verbs are regular. He also adds list of irregular verbs. There is comparison of past simple and **past continuous tense** used when latter indicates what happened in the past at certain point of time. Following example (5) shows this statement. Example (6) contains both tenses; the first one refers to one completed moment whereas the second one indicates that speaking started before his arrival and continued for some time. (Murphy 1996, 24-26)

(5) *What was she doing at 12 o'clock yesterday? She was preparing for the exam.*

(6) *When he came, I was speaking with my mother.*

Murphy (1996, 42-48) explains that there are several ways how to express the **future**. The first possibility is to use **present continuous** in order to indicate arrangements or plans for the future. Another variant which represents the future is the structure *am/is/are + going to*. The basis of this structure is the fact that idea of doing something was in the past, it is said now that it is going to be performed in the future. See example (7). Moreover, this structure occurs when there is certainty according to some proof “that something is going to happen”. It is shown in example (8).

(7) *He is going to study to library tomorrow.*

(8) *It is Sunday evening and I am not prepared for the test. I am going to fail it.*

The third expression of the future is *will/shall*. The author does not provide any comment on *will* as a modal. There are explanations when to use *will*. Firstly, it occurs in the sentences referring to offer or decision. See the example below. Furthermore, it is frequently connected with the verb *think* what is shown in example (10). Concerning *shall*, it has to be used only in the first person both numbers.

(9) *A: I do not have partner to go to party. B: I will go there with you.*

(10) *I think I will visit my grandfather.*

Simon Greenall states in his student's book – *Reward* that English grammar has five tenses. According Greenall (2008, 107) the first one **present simple tense** and its usage relates to customs, habits, and routines. Moreover, it is preferred to use when speaking about truth and the frequency of doing things. Subject verb agreement is explained as an

adding *-s* in the third person singular. In addition, **present continuous tense** consists of *be* + *-ing*. The main use of this tense is for situations that are performing at the moment and plans for the future. The structure *going to* is classified to present continuous tense not the future one. **Present perfect simple tense** with its structure *has/have* + past participle tends to be used when situation has happened recently. This tense is accompanied by words like *ever, never, yet, and just*.

Concerning past tense, Greenall (2008, 108) differentiates only **past simple tense** and not continuous one. He states that the formation of past tense is by *-ed* added to the regular verbs and has the changeless form in each person. Generally, it represents actions in the past which are completed. Words such as *ago, last week, yesterday* occur when speaking about past actions.

The last but not least tense is **future simple** formed by *will* + *infinitive*. It is the only one possibility how to express future. Meaning of this structure relates to prediction about the future and spontaneous decision that person makes at particular moment. See the example below.

(11) *I will buy these trousers.*

The third analyzed student's book by Oxenden et al. – *New English File* presents five tenses as well as the previous student's book – *Reward*. These are **present simple, present continuous, present perfect simple, past simple** and **future simple**. However, *New English File* provides the explanation of tense grammar more briefly stating only simple definitions of tense usage. (Oxenden 2007, 124-139)

The last fourth student's book used for analysis of tense/aspect grammar is *Straightforward* by Lindsay Clandfield. This book includes six types of tenses. However, it tends to use the term 'verb forms' more frequently than 'tense'. This author considers **present simple, present continuous, present perfect, past simple**, and two forms of **future** as a verb forms. (Clandfield 2006, 130)

All tenses are explained in the same way as the tenses mentioned above. However, future tense expressed by *will* is more elaborated. It is defined as modal auxiliary verb with specific features which concerns word order, negation, usage without *to*, and the changeless form in each person. The structure *going to* + *verb* indicates future tense as well. (Clandfield 2006, 120)

When it comes to **pre-intermediate level** of English it can be considered as similar to elementary level, but some distinctions can be found. These will be shown below. The term ‘aspect’ is not stated at this level and there is no remark in regard to combination of tense and aspect.

To start with the first analyzed student’s book *New English File* by Oxenden et al., it provides eight tenses which are explained similarly as those at elementary level. However, this level includes **past perfect tense** which was not presented at previous level. Past perfect is defined as tense applicable when something happened earlier than something else in the past. The formation is illustrated in the following example. (Oxenden et al. 2007, 142)

(12) *She realized that she had met him before.*

Moreover, Oxenden (2007, 128) adds **past continuous tense** which does not occur often at the elementary level. This author extends the definition of this tense up to usage when something happened “in the past and was in progress”. Past continuous is compared with past simple tense where the latter stands for events which were finished.

In addition, the second student’s book *Straightforward* written by Kerr concerns with seven tenses namely **present simple** and **continuous**, **past simple** and **continuous**, **present perfect simple**, and **future** expressed by *will* and *going to*. Almost all tenses are explained as it was above. However, the author provides more definitions for past continuous in comparison with elementary level. These definitions state that it refers to “background situation of a story”. Besides this, it often tends to occur with past simple tense as it is shown in the sample sentence below. (Kerr 2006, 24)

(13) *She was sitting in the garden when the strange man came.*

Thirdly, John and Liz Soars present in their student’s book *New Headway* nine tenses which include apart from the mentioned ones **present perfect continuous** and **past perfect**. The future is expressed by *going to* and *will* as well. *Will* is considered as modal auxiliary verb with several functions.

Concerning present perfect continuous, it functions as tense which is closely related to present perfect simple tense. However, authors distinguish these two tenses by usage of specific verbs. The continuous one requires rather verbs referring to a long time (14)

whereas the simple one occurs with verbs expressing a short period of time (15). (Soars 2000, 142)

(14) *She has been traveling for a long time.*

(15) *She has stopped the car.*

The fourth author Tom Hutchinson in his student's book *Project* explains seven tenses to English learners. There are two present, past, and future tenses plus present perfect. Nevertheless, explications of these tenses remind of those at the elementary level with one distinction in regard to past continuous tense.

2.1.3 Intermediate Level

Analyzed student's books at intermediate level concern with more tenses than those at lower levels. The authors add more definitions for each tense. However, the difference between tense and aspect is not evident. There is emphasis only on term 'tense'.

Raymond Murphy in his practice book *English Grammar in Use* states that English grammar consists of twelve tenses. The author adds tenses which have not been mentioned yet. Each tense is more elaborated in terms of more detailed descriptions and sample sentences. Moreover, there are verbs which can be used either with simple or continuous form. The book provides definitions of past perfect continuous, future continuous, and future perfect tense.

To start with **past perfect continuous**, it is formed by *had been* + *verb* with suffix *-ing*. This tense functions when person's intention is to describe situation which had duration before particular situation in the past. It is illustrated in the following example. (Murphy 2009, 32)

(16) *Peter had stomachache because he had been eating fast food.*

Secondly, **future continuous** is considered as tense consisted of *will be* + *-ing*. It expresses the situation which will happen in the future and will have duration. It often occurs with the phrase e.g. *this time next year*. The author points out that there is **future perfect tense** comprised of *will have* + *past participle*. It means that the action will be finished "before a time in the future". Sample sentence is below. (Murphy 2009, 48)

(17) *He will have finished his studies by May this year.*

However, three more chosen books for analysis of tense and aspect at intermediate level explain eight and nine tenses. It means that the book *New Headway* by Liz and John Soars provides nine tenses at this level, which were defined also at pre-intermediate level. The difference is evident only in more extensive descriptions of these tenses. (Soars 2009, 2-4)

Moreover, student's book *Straightforward* by Kerr contains two more tenses such as past perfect simple and present perfect continuous than that one at lower level. (Kerr and Jones 2006, 2 – 4) The last but not least book *In Company* by Mark Powell presents eight types of tenses which are the same as those provided by Oxenden at pre-intermediate level.

2.2 The Presentation of Tense and Aspect – Higher Levels

Mentioned lower levels concern with basic definitions of tenses and do not take into consideration aspect as such. This section will focus on levels namely upper intermediate and advanced. However, only two books for each level will be used because these do not emphasize the combination of tense and aspect, which will be more elaborated in chapter 3 using more books at each level.

2.2.1 Upper Intermediate Level

The first analyzed upper-intermediate student's book *Success* by Carr and Parsons does not take into consideration aspect, but tense. The authors' view of English grammar is that it has present and past tenses. When it comes to present tenses, **present simple** and **present continuous**, **present perfect** and **present perfect continuous** are known and characterized briefly. Past tenses namely **past simple**, **past continuous** and **past perfect** are provided for readers of the book. According authors, there is no future tense in English. Only future forms such as *will*, *going to*, and tenses like *present continuous*, *present simple* or *future continuous* and *future perfect* can express what will happen in the future. (Carr and Parsons 2007, 151-152)

In addition, Mark Powell explains in his book *In company* that there are seven tenses which have been enumerated in the previous paragraph. Each of them is characterized and exemplified. The emphasis is on future forms such as *will* or *will be doing*. Moreover, future time can be identified by present tenses as well as the structure *be + word (about to, going to, intending to etc.)*. The new terms, future in the past (18) and past in the future (19), are used in this book. (Powell 2004, 116-117)

(18) *They were going to meet at the bus station.*

(19) *They will have talked for one hour at 4 o'clock.*

2.2.2 Advanced Level

Kathy Gude and Mary Stephens provide explanation of tense grammar in their *CAE Result* student's book as follows. There are present and past tenses. Concerning present tenses such as **present simple** and **present continuous**, they are defined similarly as it was in the previous subchapter, no more additional descriptions are provided. When it comes to past tenses namely **past simple** and **past continuous**, the first one is preferred to be used when actions happened one by one, see the example.

(20) *I entered the room and sat down.*

Moreover, all following verb forms are considered as tenses - **present perfect simple** and **continuous**, **past perfect simple** and **continuous**. (Gude and Stephens 2008, 166-167) Apart from mentioned possibilities of expressing future, there is **future perfect continuous tense** occurred when there is necessity for stating "how long things will have been happening by a certain time in the future". (2008, 168)

The second analyzed student's book *Face2Face* by Cunningham and Bell does not separate tense and aspect as well. The main focus is on the presentation of differences between **past simple** and **present perfect** in detail. Lots of sample sentences are added in order to show which one is right to choose. (Cunningham and Bell 2009, 118) The authors describe the same future verb forms as were stated above providing definitions and examples. (2009, 127)

3 SEPARATION OF TENSE AND ASPECT IN TEXTBOOKS

Even though previous analyzed textbooks at higher levels do not take into consideration the combination of tense and aspect, there are books that will be used in this chapter which will focus on the separation of tense and aspect in selected English textbooks at upper intermediate and advanced level. Four books are used for analysis tense/aspect grammar at the first level and four books at the latter as well.

3.1 Upper Intermediate Level and Advanced Level

Upper Intermediate Level

According to Kerr and Jones (2007, 14) in their student's book *Straightforward* there are simple tenses such as **present** and **past**. Simple means that it is used without auxiliary *be* or *have*. Auxiliary *do/does/did* occurs only in the case of questions and negation. Two verb forms are distinguished. The first one called **perfect** is formed by *have/had/has* + *past participle*. The second verb form named **continuous**, in other words progressive, consists of *be/was/were/have been* + *verb* + *-ing*.

To start with perfect verb form, it can be combined with present tense and past tense. Moreover, it occurs with future form *will*. **Present perfect** is defined as well as it was described above without any further definitions. (2007, 44) Besides present perfect, there is **past perfect** which is not elaborated in detail, only provided by one definition. (2007, 54) The last one combination is **future perfect** shown in the example below. (2007, 74)

(1) *He will have written this essay by the evening.*

Concerning progressive verb forms, apart from the basic mentioned usage of **present continuous**, there is added another one, especially when it comes to situations which are considered as annoying. See example (2). (2007, 24) In addition, the second progressive verb form called **present perfect continuous** is compared to the simple. The continuous is characterized by "duration of the action". (2007, 44) Furthermore, **past continuous** as well as **past perfect continuous** are classified to the progressive verb forms. The fifth form is named **future continuous**. (2007, 14)

(2) *Her brother is forever being off key the same song.*

Kerr and Jones (2007, 54) use new term *narrative tenses* which was not mentioned at the previous levels. These are represented by past simple, past continuous, past perfect, and past perfect continuous. As it is defined in the student's book, narrative tenses are chosen when someone "tells a story in the past".

Taking into consideration the future, Kerr and Jones (2007, 74) state that **future tense** is not found in English. However, there are several possibilities how to point out situations that will happen in the future time. The first possibility could be present simple indicating timetables and schedules, what is illustrated in example (3). Moreover, present continuous expresses definite arrangements for future. See example (4). The structure *am/is/are going to + infinitive* can always replace present continuous except the mentioned use where the choice of *going to* would be irrelevant. Generally, this structure occurs when the proof of what is going to happen is evident. *Will*, the last pattern for expressing future, tends to be chosen when someone makes spontaneous decision.

(3) *The bus leaves at 3 p.m.*

(4) *He is seeing pediatrician at 11 a.m.*

According to Kay and Jones (2001, 141) English grammar consists of verb structures such as **two tenses** – present and past. Furthermore, there are **four aspects** – simple, continuous, perfect and perfect continuous. Future tense does not exist but rather different future forms.

To start with present verb structures, the first combination is **present simple** representing routines, habits, and truth. **Present continuous** as other combination known for the use when something is in progress. In addition, **present perfect simple** and **present perfect continuous** are results of the combination. Dynamic and stative meaning of the verbs can influence the choice of simple or continuous form. (2001, 58)

Taking into consideration past verb structures, **past simple**, **past continuous**, **past perfect**, and **past perfect continuous** are created by combining tenses and aspects. Moreover, these are called *narrative tense structures*, which were also described above. (2001, 96)

When it comes to **future forms**, the book presents the same ways for expressing future as were stated above. However, there is another alternative, especially modal verb *might* or *may + infinitive* can be used for marking future. This structure occurs when person is not sure that something will happen but it is possible to happen. See the example. (2001, 114)

(5) *You might be winner at the competition.*

Sarah Cunningham and Peter Moor in their student's book *New Cutting Edge* concerns mainly with **continuous aspect** which is combined with **present** and **past tense**.

Morphology of this aspect which was elaborated in the first chapter is *be + ing*. Its features include temporariness, repeated moments or actions in progress.

However, the term ‘perfect aspect’ is not used but rather ‘perfect tenses’ which “link two points in time”. (Cunningham and Moor 2007, 147) These are present perfect, past perfect, and future perfect. Each of them is able to occur with continuous aspect. The book offers the same explanation of future forms as the previous books. It means that there is no future tense but only several ways for marking it.

The last but not least presentation of tense and aspect is analyzed from the student’s book *Opportunities* by Michael Harris et al. The authors view this grammatical issue differently. According Harris et al. (1999, 146) present simple and continuous, present perfect simple and continuous, past simple and continuous, and past perfect are called tenses. Moreover, the authors distinguish **simple** and **continuous tenses**. There are added **perfective verb forms**. However, the notion ‘aspect’ does not occur in this book. Continuous tenses are preferred to simple ones when it comes to incomplete or temporary actions. (Harris et al. 1999, 149)

Taking into account perfective verb forms, according Harris et al. (1999, 150) they refer to “something that happened before a certain time”. Present and past tenses either simple or continuous have perfective verb forms as well.

Concerning future, *will* and *to be going to* are included in the term ‘tense’. Moreover, future continuous and future perfect are marked as tenses. Present simple occurs in time clauses expressing future. Present continuous as well as *might + infinitive* are chosen when referring to future. (1999, 147)

Advanced Level

Taking into consideration advanced level, Martin Hewings views grammar in the similar way as the author above. It means that Hewings provides the same tenses as the Harris et al., but what is more, he adds explanation of **simple**, **continuous**, and **perfect verb forms**. The book does not include the term ‘aspect’.

Continuous and simple verb forms are compared. The first one relates to situations that continue for some time, are not finished, and underlie the change. On the other hand, the latter refers to situations that are considered as habit, truth, and are completed. Perfect verb form is characterized by “description of one event or state from the point of view of a later

time”. When it comes to for instance present perfect, it describes the situation in the past which extends to the present time. In addition, continuous and perfect verb forms can occur together. As a result, present or past perfect continuous arises. (Hewings 2005, 16)

Another author Wilson does not emphasize tenses. He points out only narrative tenses. As the majority of author claim that there is no future tense, Wilson follows this concept providing various possibilities for marking future. (Wilson 2007, 52) Moreover, he rather does take into consideration **aspects** namely **perfect** and **continuous**. Firstly, perfect aspect “connects one point in time to another point in time before that”. (2007, 17) Consequently, present, past and future perfect can be formed.

Secondly, when it comes to continuous aspect, apart from its typical usage such as when action is unfinished, in progress or repeated, there is another application in terms of polite offers and inquiries. However, this use mainly corresponds with past continuous. According what tense is added to this aspect, there are present and past continuous. (2007, 115) Both perfect and continuous aspects can be used with tense at the same time what enables present and past perfect continuous to be created. (2007, 15)

In addition, Liz and John Soars distinguish tense and aspect in their student’s book *New Headway*. Moreover, the book includes idea that tense and time cannot be taken at the same level because for example present tense does not have to relate to present time. This statement was elaborated in the first chapter. English has two **tenses** – **present** and **past** which are combined with aspects. As the authors above, Soars do not consider future as a tense, but offer the same expressions of future as were stated above.

Concerning **aspects**, **simple**, **continuous**, and **perfect** provides additional information about “the action of the verb”. Whereas simple aspect expresses actions as a whole unit, continuous one refers to limited duration of the action. (Soars 2003, 148) Perfect aspect is applied when “action is completed before another time” and may point out results. (2003, 149)

Finally, *Cutting Edge* by Sarah Cunningham and Peter Moor is the last book used for analysis of tense and aspect. It offers the presentation of two **verb forms** – **continuous** and **perfect**, without stating the term ‘aspect’. These two can be connected and create continuous perfect forms. Continuous and perfect are expected to be mixed with **present**

and **past tense**. Each combination has specific usage which has already been mentioned above. When aspects occur with future form *will*, new combinations such as future continuous, future perfect, and future perfect continuous will arise. (Cunningham and Moor 2004, 166-121)

CONCLUSION

The main aim of this bachelor thesis was to analyze the presentation of tense and aspect grammar in English textbooks and to point out how they are interpreted at various language levels. At the beginning, the key terms such as verbs, time, tense, and aspect were defined in order to introduce the topic and consequently to build on it. It was shown that tense and time are connected when it comes to e.g. present tense referring to present time. However, present tense can relate to past time as well as future time. Moreover, the thesis stated that future tense is expressed only by modal verb *will*. When it comes to aspect, the choice of progressive or perfective aspect is optional, depends on speaker or writer and how he or she views the situation. The important part of the first chapter was statement that three tenses and two aspects can be combined. The final twelve verb forms created by combination were mentioned and shown in the examples.

The second chapter focused on analysis of tense and aspect in textbooks at particular levels. Thesis concerned with division of levels on lower and higher. Firstly, whereas books at beginner level present only present simple, present continuous, and past simple as tenses, textbooks at elementary level provide, apart from mentioned tenses, present perfect simple, continuous, and past continuous. Moreover, past perfect tense is added at pre-intermediate level. Concerning intermediate level, there are still tenses without any remark of aspect. Analyzed textbooks presented, besides already stated tenses, past perfect continuous, future continuous, and future perfect tense. Considering higher level – upper intermediate level, only the term ‘tense’ is used and it includes all tenses which were provided at lower levels. Furthermore, two advanced books did not take into consideration aspect, but they rather added future perfect continuous tense.

The third chapter focused on books at upper intermediate and advanced level as well, but they explained tense and aspect separately. It was demonstrated that there are more textbooks at these levels presenting combination of two verbal categories. Some authors use the term ‘continuous and perfective verb form’ instead of term ‘aspect’. Only one author stated that English grammar includes future tense expressed by *will*, otherwise majority of authors tend to claim that there are two tenses.

To sum up, it was found out that each author presents grammar in his or her own way, but adequately to particular level. Separation of tense and aspect begins to occur at upper intermediate level, but none of authors interpret three tenses and two aspects.

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LIST OF ABBREVIATIONS

* Grammatically wrong example

e.g. For example

etc. Et cetera

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