



TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní
a pedagogická



Použití gramatických časů v anglicky psaném tisku s důrazem na čas předpřítomný

Bakalářská práce

Studijní program: B7507 – Specializace v pedagogice
Studijní obory: 7504R300 – Španělský jazyk se zaměřením na vzdělávání
7507R036 – Anglický jazyk se zaměřením na vzdělávání

Autor práce: **Antonie Vincevyčová**
Vedoucí práce: PhDr. Marcela Malá, M.A., Ph.D.





TECHNICAL UNIVERSITY OF LIBEREC
Faculty of Science, Humanities
and Education



The Use of Tenses in English Newspapers with the Focus on the Present Perfect Tense

Bachelor thesis

Study programme: B7507 – Specialization in Pedagogy

Study branches: 7504R300 – Spanish for Education
7507R036 – English for Education

Author: **Antonie Vincevyčová**

Supervisor: PhDr. Marcela Malá, M.A., Ph.D.



ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Antonina Vintsevych**
Osobní číslo: **P15000414**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obory: **Španělský jazyk se zaměřením na vzdělávání**
Anglický jazyk se zaměřením na vzdělávání
Název tématu: **Použití gramatických časů v anglicky psaném tisku s důrazem na čas předpřítomný**
Zadávací katedra: **Katedra anglického jazyka**

Z á s a d y p r o v y p r a c o v á n í :

Bakalářská práce zkoumá použití gramatických časů v seriózním i bulvárním anglicky psaném tisku. Cílem je zjistit jak často, v jaké míře a v jakých situacích se používá předpřítomný čas.

Metody:

1. Studium odborné literatury.
2. Analýza použití předpřítomného času v kontextu s jinými gramatickými časy.
3. Měření výskytu daného času a srovnání jeho použití v denním tisku anglicky mluvících zemí.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Jazyk zpracování bakalářské práce: **Angličtina**

Seznam odborné literatury:

Cook, Guy. 2003. Applied Linguistics. Oxford Introductions To Language Study. Oxford: Oxford University Press.

Kramsch, Claire J. 2005. Language And Culture. Oxford Introductions To Language Study. Oxford: Oxford University Press.

McCrum, Robert. 2012. Globish: Jak Se Angličtina Stala Světovým Jazykem. Praha: Práh.

Supik, Margaret. 2006. Velká Kniha Anglické Gramatiky. Jazyky - Učebnice Pro Samouky. Angličtina. Brno: Computer Press.

Wicher, Helena Hnük von, and Zdeněk Nádvorník. 1998. English Grammar: Anglická Gramatika: Podrobná Učebnice Anglické Gramatiky. Vyd. 2., upr. a dopl., (v NS Svoboda 1.). Praha: NS Svoboda.

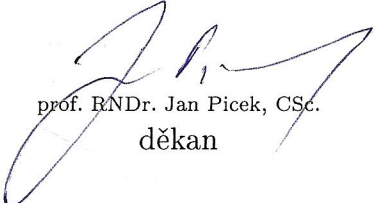
Vedoucí bakalářské práce:

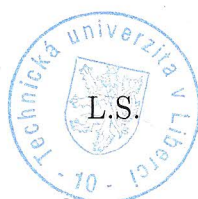
PhDr. Marcela Malá, M.A., Ph.D.


Katedra anglického jazyka

Datum zadání bakalářské práce: **30. dubna 2017**

Termín odevzdání bakalářské práce: **30. dubna 2018**


prof. RNDr. Jan Pícek, CSc.
děkan




PhDr. Marcela Malá, M.A., Ph.D.
vedoucí katedry

V Liberci dne 30. dubna 2017

Prohlášení

Byla jsem seznámena s tím, že na mou bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb., o právu autorském, zejména § 60 – školní dílo.

Beru na vědomí, že Technická univerzita v Liberci (TUL) nezasahuje do mých autorských práv užitím mé bakalářské práce pro vnitřní potřebu TUL.

Užiji-li bakalářskou práci nebo poskytnu-li licenci k jejímu využití, jsem si vědoma povinnosti informovat o této skutečnosti TUL; v tomto případě má TUL právo ode mne požadovat úhradu nákladů, které vynaložila na vytvoření díla, až do jejich skutečné výše.

Bakalářskou práci jsem vypracovala samostatně s použitím uvedené literatury a na základě konzultací s vedoucím mé bakalářské práce a konzultantem.

Současně čestně prohlašuji, že texty tištěné verze práce a elektronické verze práce vložené do IS STAG se shodují.

11. 4. 2019

Antonie Vincevyčová

Acknowledgments

I would like to thank my thesis supervisor, PhDr. Marcela Malá, M.A., Ph.D., for her valuable pieces of advice and comments, but also for her kind attitude and patience. She always helped me when I was at my wits' end and she directed me the right way.

My thanks also belong to the members of my family for supporting and encouraging me during the process of writing the thesis. It was not always easy for me but thanks to their support I was able to do it.

Anotace

Tato bakalářská práce se zabývá výskytem a použitím předpřítomných časů v porovnání s minulými časy v anglicky psaném tisku. Za tímto účelem byly vybrány dva novinové články s podobným tématem a přibližně stejnou délkou, tak, aby se daly srovnávat. Jeden ze článků se nachází v britských novinách the Guardian a ten druhý v amerických novinách the New York Times. Z novinových článků byly vybrány jednotlivé výskyty časů, ke kterým se poté přiřazovalo jejich použití podle kategorií uvedených ve vybraných gramatikách anglického jazyka. Cílem bylo najít výskyty časů, jejichž použití neodpovídají použitím těchto časů uvedeným v anglických gramatikách. Rovněž se zjišťovalo, zdali se v americkém článku vyskytly minulé časy v kontextech, kde by se očekávaly podle anglických gramatik spíše předpřítomné časy. Výsledky zkoumání nezaznamenaly velké rozdíly mezi použitím časů v člancích a jejich použitím v anglických gramatikách.

Klíčová slova

předpřítomné časy, minulé časy, výskyt časů, použití časů, novinové články, The Guardian, The New York Times

Abstract

This bachelor thesis studies the occurrence and the uses of the present perfect tenses in comparison with the past tenses in the English press. Two newspaper articles with a similar topic and approximately the same length were chosen for this purpose so that it would be possible to compare them. One of the articles is in a British newspaper called the Guardian and the other is in an American newspaper called the New York Times. Individual occurrences were collected from the newspaper articles and matched with their uses according to the categories listed in the selected English grammar books. The aim was to find the occurrences of the tenses whose uses do not correspond with the uses of these tenses listed in the English grammar books. It was also investigated whether the past tenses occurred in the American article in the contexts where the present perfect tenses are rather expected according to the English grammar books. The results of the investigation did not detect any major differences between the uses of the tenses in the articles and the uses in the English grammar books.

Key words

present perfect tenses, past tenses, occurrence of tenses, uses of tenses, newspaper articles, The Guardian, The New York Times

Table of contents

INTRODUCTION	11
I. THEORETICAL PART	13
1. The structure of tenses in English	13
1.1 Present tenses.....	13
1.1.1 The present simple tense.....	13
1.1.2 The present progressive tense	14
1.1.3 The present perfect simple tense.....	15
1.1.4 The present perfect progressive tense.....	18
1.2 Past tenses.....	19
1.2.1 The past simple tense.....	19
1.2.2 The past progressive tense	21
1.2.3 The past perfect simple tense.....	22
1.2.4 The past perfect progressive tense	23
1.3 Future tenses	23
1.3.1 The future simple tense.....	24
1.3.2 The future progressive tense	25
1.3.3 The future perfect tenses (simple and progressive)	25
2. The sequence of tenses.....	27
2.1 Reporting verbs and the sequence of tenses.....	28

3.	Passive voice	30
3.1	Uses of the passive voice.....	30
4.	Differences between British and American English	31
4.1	Differences in tenses.....	31
5.	English press	33
5.1	British and American newspapers	33
5.1.1	The Guardian	36
5.1.2	The New York Times	37
II.	PRACTICAL PART.....	38
1.	Methodology	38
2.	The present perfect tenses	41
2.1	Adverbs and other related expressions	42
3.	The past tenses	44
3.1	Uses of the past simple tense.....	44
3.1.1	Past actions finished at the moment of author's narration.....	46
3.1.2	Past actions happening simultaneously or in sequence	46
3.1.3	Past habits	47
3.1.4	Past indirect statements introduced by past reporting verbs.....	47
3.1.5	The past simple instead of the past perfect simple	48
3.1.6	The past simple instead of the present perfect simple	49
3.2	Uses of the past progressive tense	50
3.3	The past participle instead of the past simple.....	51

CONCLUSION	52
LIST OF REFERENCES	55
LIST OF APPENDICES	58

INTRODUCTION

English is one of the Germanic languages which developed in the territory of today's England. In the past, it was just one language among others but now it became one of the most widespread languages in the world. It is considered as a *lingua franca*, i.e. "any use of English among speakers of different first languages, for whom English is the communicative medium of choice, and often the only option" (Seidlhofer 2011, 7).

English language, like any other language, has to follow certain rules to form words and sentences, which means it has its own grammar. It is important to know the grammar to form correct and understandable sentences. In the grammar, the properties of units are called the grammatical categories and the verb tense is one of them.

Verb tenses in English cause many problems for English learners. It is difficult to use them correctly especially for people whose mother tongue has a different system of tenses in comparison with English. Therefore, grammar books often represent the only guide through the uses of particular verb tenses for English learners. They describe how the tenses are generally used and how the learners are supposed to use them.

Nevertheless, since the English language is constantly evolving and transforming, the actual uses of the verb tenses can differ from the uses written in the grammar books. For instance, some verb tenses can be found in the contexts which are more appropriate for other verb tenses according to the English grammar books. However, this use of certain tenses in the contexts for other tenses depends on the particular variety of English language, for example American English is

characteristic by using the past tenses in the situations where the British would prefer the present perfect tenses.

This bachelor thesis focuses specifically on the uses of the present perfect tenses in comparison with the past tenses in British and American newspaper articles. The aim of this thesis is to analyze the occurrence and the uses of these groups of tenses in two comparable articles with the focus on the occurrence of the American preference for the past tenses in the contexts for the present perfect tenses.

The thesis is divided into two major parts – theoretical part and practical part. The theoretical part describes twelve English tenses, the sequence of tenses and the passive voice, in which case it focuses primarily on the basic uses of these items listed in the Longman English Grammar written by L. G. Alexander and other grammar books. Furthermore, the theoretical part discusses topics like the differences between British and American English and English (British and American) press.

On the other hand, the practical part focuses only on the occurrence and the uses of the present perfect tenses and the past tenses in British and American newspaper articles. The occurrences of these tenses are divided according to their uses into the categories of uses from the theoretical part of this thesis. However, if the uses of the tenses do not correspond with the uses in the theoretical part, new categories are created. In this way, the practical part explores the differences between the uses of the tenses in the selected grammar books (i.e. the uses mentioned in the theoretical part) and the actual uses of these tenses as well as the differences in the use of the tenses between British and American English.

I. THEORETICAL PART

1. The structure of tenses in English

As it has been already mentioned, the English language has twelve verb tenses. Always four tenses which belong to the category of present tenses, past tenses, and future tenses. The tenses have two forms: simple and progressive (also called continuous).

1.1 Present tenses

These tenses are used to talk about things that happen in the present time or that are connected with the present. This category of tenses includes the present simple tense, the present progressive tense, the present perfect simple tense and the present perfect progressive tense.

1.1.1 The present simple tense

1. The present simple tense is used for statements expressing a permanent truth (Alexander 1988, 163).

E.g.: *Birds have wings.*

February follows January.

2. This tense is used for situations which are true in the present period of time (Alexander 1988, 163).

E.g.: *My mother works as a baker.*

My friend wears old-fashioned clothes.

3. It is used to express habitual actions (things that happen often). In this case, the adverbs of time (**now**, **any more**, etc.), the adverbs of indefinite frequency (**always**, **usually**, **never**, etc.) or the adverbial phrases (**every day**, **once a month**, **twice a year** etc.) can be used with this tense (Alexander 1988, 163).

E.g.: *I brush my teeth twice a day.*

He doesn't go to school anymore.

4. The present simple can also refer to the future in various timetables, programmes and events (Alexander 1988, 163).

E.g.: *The theatre performance begins at 20.00 and ends at 21.30.*

The band arrives at 8.00 and leaves at 15.45.

5. The present simple is also used to make observations and declarations during a conversation. In these observations, the stative verbs are usually used (Alexander 1988, 163).

E.g.: *I promise I will keep my word.*

I hate fast food.

1.1.2 The present progressive tense

1. The present progressive tense is used for the actions in progress at the moment of speaking. For the emphasis of the moment of speaking, the adverbials like **now**, **just** or **at the moment** can be used. To emphasize the duration of action, we can use the adverb **still** (Alexander 1988, 164, 165).

E.g.: *She is sleeping at the moment.*

They are still watching TV.

2. This tense can express situations that are in progress for a limited period, although they do not have to be happening at the moment of speaking. In addition, the present progressive can also describe current trends (Alexander 1988, 165).

E.g.: *Where are you going these days?*

Don't return the book to the library. I am reading it.

3. The present progressive is also used for activities and events which are planned for the future. However, for this use, we need an adverbial if the meaning is not clear enough from the context. Furthermore, this tense can occur with verbs like **arrive, come, go, leave**, etc. to describe travel plans (Alexander 1988, 165).

E.g.: *They are arriving tomorrow at 10.30.*

We are going to Italy next month.

4. The present progressive accompanied by the adverbs like **always, constantly, continually, forever, perpetually** and **repeatedly** is used to describe repeated actions. This use of the present progressive can sometimes express an implicit complaint about something happening too often (Alexander 1988, 165).

E.g.: *I am always seeing this billboard.*

These painted eyes are constantly watching me.

1.1.3 The present perfect simple tense

“The present perfect always suggests a relationship between present time and past time” (Alexander 1988, 172). The focus is on the present results or on the way

something that occurred in the past influences the situation at the present time (Alexander 1988, 172).

The event that occurred in the past may be completed with the present significance (e.g. *I have broken my arm*) or it may be partially completed with the continuation into the future (e.g. *I have read three of the five poems*) (Broughton 1990, 244).

1. The present perfect simple is used to describe actions that begin in the past and continue up to the present moment (Alexander 1988, 172):

a. The present perfect simple is used with the adverbs and adverbial phrases (e.g. **before**, **ever**, **never**, **so far**, etc.) that connect the past with the present moment (Alexander 1988, 172).

E.g.: *I have written two pages of my essay so far.*

I have never seen such a beautiful house.

b. This tense is often used after superlatives (**the best**, **the worst**, etc.), ordinal numbers (**the first**, **the second**, etc.) and an expression **the only** connecting the past with the present (Foley, et al. 2003, 63).

E.g.: *It is the worst day I have ever had.*

This is the only present I have found for him.

c. The present perfect tense is often used with **since** and **for**, although they can occur with other tenses too (Alexander 1988, 172).

E.g.: *I haven't been to England since 2005.*

I have worked here for three years. (In this example, we use the present perfect simple because the action is more important than the period of time. Therefore, the

fact that I have worked here is more important than for how long I have worked here.)

2. The present perfect simple provides a reference to actions that occurred at an unspecified time in the past with a connection to the present time (Alexander 1988, 172). “By using the present perfect the speaker seems to signal that the situation is in some way relevant to the moment of speaking, that it is not closed, that there is some possibility of further action” (Maule 1991, 6).

- a. The tense is used without any time adverbial. If further details are necessary, the past simple tense has to be used (Alexander 1988, 173).

E.g.: *Have you done your homework?*

Yes, I've done it. BUT *Yes, I wrote it yesterday.*

- b. The tense is used with adverbs referring to recent actions like **just**, **recently**, **already**, **yet**, **still**, etc. (Alexander 1988, 173). Nevertheless, these adverbs can be used with the past simple tense in US English (Foley, et al. 2003, 63).

E.g.: *I have just washed the dishes.*

Have you walked the dog already? (The adverb **already** gives the sentence a character of astonishment.

On the contrary, if we used **yet** instead of **already**, we would ask if a person has walked the dog or not because he is expected to do so.)

- c. The present perfect simple is used with adverbs of frequency (e.g. **often**, **frequently**, etc.) and expressions like **two/three/several**

times to refer to repeated and habitual actions (Alexander 1988, 173).

E.g.: *I have heard the song several times.*

I have often gone by plane.

3. The present perfect simple is also used for past actions which may happen again in the future (Foley, et al. 2003, 62).

E.g.: *I have only eaten sushi once, but I would like to order it again.*

He has written five poems. (and he may write more)

1.1.4 The present perfect progressive tense

1. The present perfect progressive is used for emphasis of an action which has been in progress throughout a period of time. It depends on the context whether the action is still in progress at the present time or not. The present perfect progressive can be used with **all + time references** (Alexander 1988, 177).

E.g.: *She has been crying all morning.*

Verbs that indicate continuity, like **learn, lie, live, rain, sit, sleep, stand, study, wait** and **work** are commonly used with the perfect progressive tense along with **since** or **for** (Alexander 1988, 177). “With ‘continuity verbs’, simple and progressive forms are often interchangeable” (Alexander 1988, 177).

E.g.: *I have been waiting for him for half an hour. (We want to emphasize the duration of my waiting, therefore the present perfect progressive is preferred to the present perfect simple.)*

2. “The perfect progressive forms are often used to show that an action is (or was) frequently repeated” (Alexander 1988, 177).

E.g.: *He has been sending her a message every day for the past two weeks.*

We have been knocking on her door every afternoon since she moved there.

3. The conclusion based on direct or indirect evidence is expressed by means of this tense (Alexander 1988, 177).

E.g.: *Your hair is wet. You must have been washing it.*

You are frowning. I guess you have been arguing with John.

1.2 Past tenses

These tenses are used to talk about things that started and ended in the past. This category of tenses includes the past simple tense, the past progressive tense, the past perfect simple tense and the past perfect progressive tense.

1.2.1 The past simple tense

1. The past simple is used with actions or states that occurred in the past but which are finished now. They could have happened recently or a long time ago but they have to be accompanied by a time reference or the time reference has to be clear from the context. The adverbials that express the time reference must refer to the past time. Some of them are used only with past tenses, for example, **yesterday**, **last summer** and expressions with **ago**. Others can be used with other tenses, e.g. **always**, **often**, etc. (Alexander 1988, 168, 169).

E.g.: *I lived in my grandmother's house in 2001.*

She saw her friend a moment ago.

2. This tense is also used for actions that happened at the same time or for sequences of actions (Foley, et al. 2003, 54).

E.g.: *I jumped into the pool while she lay down on the camp bed.*

(actions happening at the same time)

He looked at her, smiled and sat next to her. (sequence of actions)

3. The past simple can also describe past habits (Alexander 1988, 169).

E.g.: *I cooked meals every day until I realized no one liked it.*

She ate only two apples a day until she collapsed.

4. It is possible to use the past simple without any time reference to express that something happened not a long time ago (Alexander 1988, 169).

E.g.: *Did somebody open the window?*

She switched off the television.

5. “The simple past does not always refer to past tense. It can also be used for polite inquiries (particularly asking for favours), often with verbs like **hope, think and wonder**” (Alexander 1988, 169).

E.g.: *I hope you met my friend.*

I wonder if you could call your boss.

1.2.2 The past progressive tense

1. The past progressive is used for actions in progress, as well as the present progressive. The difference is that it refers to the actions taking place in the past. These actions could be completed or not but the focus is on the progress of the action. It is possible to use adverbials beginning with **all** to emphasize continuity. On the contrary, **still** can be used to emphasize duration (Alexander 1988, 170).

E.g.: *I was turning over all night.*

She was still bleeding when she arrived at the hospital.

2. The past progressive describes an action in progress which began before another shorter action (expressed by the past simple). The conjunctions like **when**, **while**, **as** or **just as** are commonly used with the past progressive in this case. The action in the past simple can be also introduced by the conjunction **when** (Alexander 1988, 170).

E.g.: *My father came home when I was arguing with my mother.*

I was reading the newspapers when the doorbell rang.

3. Two actions in the past progressive can be used in one sentence if we want to emphasize that they were in progress at the same time. In the sentence, we can use for example **while** or **at the same time (that)** (Alexander 1988, 170).

E.g.: *While I was having a shower, my mother was preparing dinner.*

While he was working in the garden, we were sitting in the living room.

4. This tense also describes repeated actions in the past, as the present progressive in the present time (Alexander 1988, 170).

E.g.: *She was always drinking tea for breakfast.*

John was constantly doing exercise in the morning.

5. This tense is used for even more polite inquiries than the past simple (Alexander 1988, 170).

E.g.: *I was wondering if you could help me.*

I was hoping you could go with me to the theatre.

1.2.3 The past perfect simple tense

1. When there are two actions, the past perfect simple shows which of these actions happened earlier. The conjunctions like **when**, **after**, **as soon as** and **by the time that**, so as the adverbs like **already**, **ever**, **just**, **never**, etc. are often used with this tense (Alexander 1988, 174, 175).

E.g.: *I arrived when the movie had already finished.*

I hit the road as soon as he had called me.

2. This tense also functions as a past equivalent of the present perfect. It can be accompanied with expressions like **yet**, **until then** or **by that time** (Alexander 1988, 175).

E.g.: *He was angry because he had never been to a big party.*

On Monday I started writing letters and by Sunday I had written five letters.

3. The past perfect simple expresses hopes and unfulfilled wishes with verbs like **expect**, **hope**, **mean**, **suppose**, **think** and **want** (Alexander 1988, 175).

E.g.: *He had hoped to see him, but he didn't.*
He had wanted to relax, but he didn't have time.

1.2.4 The past perfect progressive tense

1. The past perfect progressive has the same uses as the present perfect progressive but it refers to the activities in progress during an earlier past (Alexander 1988, 177).

E.g.: *He was desperate. He had been sending her messages all day, but without any response.* (At first, he was sending her messages but as he did not get any response, he became desperate. However, he is not desperate now.)

The same example in the present perfect progressive:

E.g.: *He is desperate. He has been sending her messages all day, but without any response.* (At first, he has been sending her messages but as he has not received any response yet, he remains desperate.)

1.3 Future tenses

Future tenses are used to talk about things which will happen in the future. According to Foley and Hall (2003, 72) and a few other authors of English grammar books, English does not have future tenses. It uses only numerous forms to talk about the future. Nevertheless, this thesis presents future tenses as a way to express the future in English. The category of the future tenses includes the future simple tense, the future progressive tense, the future perfect simple tense and the future perfect progressive tense.

1.3.1 The future simple tense

1. The future simple with **will/shall** + **the base form of the verb** is often used for prediction of something that will happen (Alexander 1988, 178, 179).

E.g.: *It will snow on Friday.*

Our team will lose the match.

2. The future expressed with **will** is preferred in the formal style for scheduled events (Alexander 1988, 179).

E.g.: *The performance will take place in the National Theatre at 8 p.m.*

The results will be announced tomorrow at 9 a.m.

3. The future simple is often combined with verbs (like **assume**, **be afraid**, **be sure**, **believe**, **doubt**, **expect**, **hope**, **suppose** and **think**) that express hopes, beliefs and so on. On the other hand, the future simple with certain adverbs (like **perhaps**, **possibly**, **probably** and **surely**) expresses, for example, the lack of certainty (Alexander 1988, 179).

E.g.: *I am afraid that taxes will increase.*

Perhaps they will come soon.

4. There are other uses of the future simple, for example for promises, requests, offers, etc. (Alexander 1988, 179).

E.g.: *I will repair the chair as soon as possible.*

Shall we play football?

1.3.2 The future progressive tense

1. The future progressive is used mainly for the actions which will be in progress in the future (Alexander 1988, 180).

E.g.: *I will be swimming in the pool and drinking cocktails during the holidays.*

I will be driving a car in half an hour.

2. The future progressive expresses simply the futurity without a deliberate intention of **will** (Alexander 1988, 180).

E.g.: *I will do the housework on Friday.* (my intention)

I will be doing the housework on Friday. (futurity)

3. This tense can also sound more polite than the future simple (Alexander 1988, 180).

E.g.: *Will you arrange the appointment?*

Will you be arranging the appointment?

4. Like the present progressive, the future progressive is used for planned events (Alexander 1988, 180).

E.g.: *She will be watching the opera tomorrow.*

He will be taking a balloon flight in summer.

1.3.3 The future perfect tenses (simple and progressive)

1. These tenses are used to talk about actions that will be completed by a certain time in the future. The expressions like **by** or **not...until** + time and the verbs like **build**, **finish**, **complete**, etc. or others like **believe**, **expect**, **hope** and **suppose** usually accompany the future perfects (Alexander 1988, 181).

E.g.: *He will have finished the university by 2019.*

I believe you will have found another solution by Monday.

2. The future perfect is also used for the present action which is viewed from a point in the future (Alexander 1988, 181).

E.g.: *By this time next month, I will have been taking the Spanish classes for one year.*

I will have been unemployed for two months on 23rd January.

2. The sequence of tenses

When we are speaking or writing, we tend to choose one main tense which affects other tense forms. In this choice of a particular tense, we are often influenced by consistency in the use of tenses or by a rule of proximity (Alexander 1988, 161).

The consistency means that if we begin to describe or narrate an event from the point of view of **now**, we usually maintain this point of view and we use present tenses (Alexander 1988, 161), e.g.:

I often go to the cinema with my friend Sam. Unfortunately, I can't go with him tonight because he has a family dinner at his house. I hope I'll see him tomorrow.

The same consistency applies to the viewpoint of **then**. If we start to describe or narrate from the point of view of **then**, we usually keep this point of view. In this case, we use past tenses (Alexander 1988, 161), e.g.:

I used to go with my friend Sam to the cinema when I was younger. My boyfriend didn't like it but I kept doing it anyway.

As for the rule of proximity, it is based on the attraction of the same kind of tenses between a main clause and a subordinate clause (especially with a reporting verb in the main clause). When there is the present tense in the main clause, there is usually the present tense in the subordinate clause. The same pattern applies to the past tense (Alexander 1988, 161), e.g.:

He says he needs to relax.

He said he needed to relax.

2.1 Reporting verbs and the sequence of tenses

Reporting verbs are the verbs that introduce direct and indirect (reported) statements, i.e. they introduce what someone else says or said (Alexander 1988, 286). According to Gethin (1991), the direct statement represents what a person says, using his/her exact words with quotation marks (139). On the contrary, the indirect statement reports what a person said in the past without using quotation marks (Gethin 1991, 139).

Ask, say and tell are the main reporting verbs but there is a multitude of others with the same function. These verbs usually occur in past or present tenses, which influences the tense of the reported statements (Alexander 1988, 286).

If the reporting verbs introduce the direct statements, the tense of these statements remains unchanged, e.g. *“I do not think you should take those pills”* said the doctor. The tense of the statements does not change either if they are in the present tense and they report the indirect statements, e.g. *John says that he enjoys swimming.*

However, if the reporting verbs introduce the indirect statements but they are in the past tense, they usually affect the tense of the statements. In this case, the tense of the statements is moved back, i.e. it is backshifted.

If the statement is in the present tense, it is backshifted to the past tense, e.g. *He said that he was baking the cake.* If the statement is in the present perfect or in the past tense, it is backshifted to the past perfect, e.g. *She complained that she had been cleaning all day.* However, in the case of the statement in the past simple tense, it can either be backshifted to the past perfect simple or it can remain unchanged, e.g. *He claimed that she didn't do it.* The indirect statements that are already in the past

perfect cannot be backshifted because a further backshift is not possible, e.g. *He said that he came to the party when his friends had already left* (Alexander 1988, 290).

3. Passive voice

It is important to keep in mind that verbs do not occur only in the active voice, e.g. *He wrote a letter yesterday*. On the contrary, the passive voice is very common in English, e.g. *The letter was written yesterday*.

In the active voice, the subject of the verb is the person or thing that does the action. However, in the passive, the action is done to the subject (Alexander 1988, 241).

3.1 Uses of the passive voice

The passive voice has its own uses:

1. The passive occurs spontaneously and often in such sentences which would be difficult to convert into the active (Alexander 1988, 243).

E.g.: *The oceans will never be fully explored.*

These materials will be prepared soon.

2. The passive is also used when the action taking place is more important than the doer or when it is not important to mention the doer (Alexander 1988, 243, 244).

E.g.: *I have been robbed!*

My grandmother's house has been pulled down.

3. This kind of verb form is also preferred when we do not want to mention the vague and indefinite subject like **one**, **somebody**, etc. (Alexander 1988, 244).

E.g.: *The politician was asked to comment on that matter.*

This incident has to be reported.

4. Differences between British and American English

Although British English resembles American English, there are many differences between them. These differences regard vocabulary (both spelling and pronunciation) as well as grammar. This thesis looks at the differences in tenses which may be relevant for the following research.

4.1 Differences in tenses

A corpus-based study has proven that progressive tenses are used more frequently (approximately in the ratio of 4:3) in American English than in British English (Quirk, et al. 1999, 462). The study has also proven that the ratio of occurrence of the perfect tenses in British English in relation to American English (especially in news media) is approximately 4:3 (Quirk, et al. 1999, 462).

Regarding the perfect tenses, American English prefers the past simple tense in contexts where the British would use the present perfect (Quirk, et al. 1985, 19), especially in the contexts with **just**, **already**, **yet**, **ever** and **never**, as Eastwood claims (1994, 391). While the British would write e.g. *I have never done what I was supposed to*, the Americans would probably write: *I never did what I was supposed to*.

According to Algeo (2006), this British preference for perfect forms does not refer only to the present perfect, but also to the past perfect (27). He claims that the British incline to use past perfect where the Americans would use the past simple, although the past perfect would not be considered as a mistake in an American text (2006, 27). The British would use e.g.: *I was excited when I found out what he had*

planned for the weekend, while the Americans would rather use: *I was excited when I found out what he planned for the weekend.*

Sometimes, the British can use the past perfect even when it is not required by the context (Algeo 2006, 27), for example: *He was talking for a long time until I had realized I didn't want to listen to him anymore.*

5. English press

The press is one of the media which plays an important part in the lives of many people. However, nowadays, its importance significantly declines. In fact, printed newspapers are more and more substituted by online newspapers or audiovisual news. Despite that, printed newspapers remain a witness of the development of human civilization with the development of human thinking and creativity.

“The English language has been an important medium of the press for nearly 400 years” (Crystal 2003, 91). The importance of the English language in the world’s press has been proven for instance by research carried out by the Encyclopaedia Britannica in 2002 (Crystal 2003, 92). According to the research, about 57 per cent of the world’s newspapers were published in the countries where the English language has special relevance. Naturally, the majority of those newspapers were in English language (Encyclopaedia Britannica in Crystal 2003, 92).

5.1 British and American newspapers

The first British newspapers, published in the early 17th century, only translated foreign news but their publishing was restricted from the beginning by censorship. Even with the appearance of domestic news, the publishers were still confronted with the censorship and other difficulties, for example with various taxes imposed by the Stamp Act in 1712. The change of the freedom of the press, i.e. the change of the censorship, was usually brought by the frequent change of the British government. Once the censorship was strict, some other time it was more permissive (Unwin, et al. 2018).

As for the American newspapers, their publishing was at first deterred by the British law but after the independence of the United States, the published newspapers spread all over the American territory. American publishers had to contend with the censorship as well, but after the independence, the laws on publication became ones of the least restrictive in the world. (Unwin, et al. 2018).

The arrival of the industrial revolution brought new technology which influenced both American and British newspapers through printing technology advances and advances in transport and communications. The newspaper reporters received more specific jobs than their predecessors; therefore there were more job vacancies to be occupied. This expansion led to the establishment of the news agencies (Unwin, et al. 2018), organizations that have gathered, written and distributed news to newspapers, periodicals, government agencies and so on (Augustyn, et al. 2015). In the British Empire, it was the Reuters agency while in the United States, it was the New York Associated Press agency (Unwin, et al. 2018).

In the late 19th century, the newspaper publishing turned into profitable commercial enterprises and British and American newspapers primarily wanted to express independence. Many potential readers in the United States were refugees from European political and religious persecution. Therefore the local newspapers tried to show its independence by expressing opposition to slavery, by revealing of political corruption or by rebuilding a civic consciousness after the Civil War. On the other hand, the independence of the press in Britain was present in its demonstration of the value of journalistic objectivity and in writing about the need to criticize governments if the human rights needed to be preserved (Unwin, et al. 2018).

As the production and circulation of newspapers increased more and more due to the new technological advances, the newspapers quickly became a part of the

mass-market industry and they were owned by businessmen called the “press barons” (Unwin, et al. 2018).

In the U.S. the “yellow” journalism appeared (Unwin, et al. 2018). It was named after a cartoon character “The Yellow Kid”, who symbolized a competition between two newspapers, the World and the Journal (Vaughn 2008, 607). The “yellow journalism was based on printing sensationalized news (Unwin, et al. 2018), although some of the “yellow” newspapers often used fake interviews, half-true information and other non-ethical ways to attract readers (Vaughn 2008, 157). Despite the falsification of information, between 1880 and 1900, the number of American newspapers increased from 850 to nearly 2000. At the beginning of the 20th century, larger publishing groups substituted for the “press barons”. The publishing groups included “columnists” – men and women who shared their points of view and society secrets with their readers (Unwin, et al. 2018).

As for the British press, the turning point which led to the sensationalism of newspapers came in 1855, when the stamp tax was abolished. This abolishment meant reducing the price of newspapers and the increase in their circulation. In the 20th century, the tabloid newspaper was invented. It radically changed the physical aspect and the style of the newspapers (Unwin, et al. 2018).

After the Second World War, radical changes in British and American news publishing occurred due to the evolution in communications technology. As the computers played an important part in the newspaper production, the highly qualified employees started to be replaced with the less qualified and cheaper ones, which led to the labour strikes (Unwin, et al. 2018).

In the 1970s and '80s, the free newspapers started to be spread. Even though this innovation put the traditional paid-subscription newspapers in danger, the news

agencies continued to earn money by advertising. The same income has applied to the online versions of most of the printed newspapers (Unwin, et al. 2018).

Nowadays, newspapers must compete with the radio, television and Internet for the consumers' attention. Despite that, many newspapers are still attractive and profitable (Unwin, et al. 2018).

5.1.1 The Guardian

The Guardian is originally a Manchester newspaper founded by a cotton merchant John Edward Taylor in 1819. Its first edition appeared on 5th May 1821 (GNM archive 2017). At first, it was published weekly, then twice a week and finally in 1855, it began to be published daily (GNM archive 2018).

The Guardian was a family newspaper until 1944 when it was given to the trustees of the Scott Trust, which was a form of ownership established to maintain the financial and editorial independence of the paper. The newspaper had to fight for its position among readers many times. Nevertheless, it succeeded in increasing its circulation and it remained successful due to the quality of its journalism (GNM archive 2018).

The newspaper obtained several awards. Furthermore, in 2001, its website became the most popular newspaper website in the UK and in 2011, the Guardian was named The Newspaper of the Year. In January 2018, it was relaunched in a tabloid format (GNM archive 2018).

5.1.2 The New York Times

The New York Times is an American newspaper whose first issue appeared in 1851. Its founders were Henry Jarvis Raymond and George Jones. At first, the newspaper has published daily, except for Sundays but during the Civil War, the Sunday editions started to be published as well because there was a great demand for the news (The New York Times Company 2018).

Gradually, the newspaper obtained a position of America's leading newspaper (Vaughn 2008, 339) but it had to undergo numerous changes during its development. The price of the newspaper altered several times, which always led to the change of the newspaper's circulation. Another change was, for example, the introduction of various innovations in publishing like new daily and Sunday sections or widened news-and-advertising columns (The New York Times Company 2018).

In 1996, the New York Times went online, so that its readers were able to access the newspaper's articles anytime. The website was further redesigned and since then, it has launched many new sites and introduced new sections (The New York Times Company 2018).

II. PRACTICAL PART

1. Methodology

In order to study the occurrence and the uses of the present perfect tenses along with the past tenses in the English press, it was essential to narrow down the investigated area. For that reason, the research was carried out on two articles published in English newspapers. One of them was published in *The Guardian* – a British broadsheet and the other in *The New York Times* – an American broadsheet.

The research was originally supposed to be carried out on a broadsheet and a tabloid. The difference between them is based on the fact that the broadsheet is “a newspaper with a large format, regarded as more serious and less sensationalist than tabloids” (broadsheet 2018). Tabloids have, on the other hand, short reports and many pictures (tabloid 2018).

To be able to compare the uses of the tenses in the articles, it was necessary to ensure the comparability of the articles. In other words, both articles had to have the same topic and approximately the same length. However, since the articles in tabloids are generally shorter, it was very difficult to find two articles, which would have approximately the same length and the same topic in both English broadsheet and tabloid. Therefore, the research was eventually carried out on two broadsheets.

As for the topic of the investigated articles, it discussed the course of the Winter Olympic Games 2018, which took place in Pyeongchang in South Korea. The article from the *Guardian* was called “Pyeongchang Winter Olympics 2018: 'the Games of new horizons'?” and it was written by Sean Ingle. The article from the *New York Times* was called “The Olympics Are Finished. Is the Diplomacy?” and it

was written by Motoko Rich. As for the length of the articles, the article from the Guardian proved to be a little shorter than the one from the New York Times, but otherwise, it was perfectly suitable, therefore it was used for the research.

The whole research was conducted in the following way. Firstly, all the verbs in the present perfect tenses and the past tenses in passive and active voices were picked out from both articles. The modal verbs and the verbs in the conditional sentences were not included in the research, because they cannot be fully classified into the twelve English tenses. The modals cannot express every tense and the conditional sentences have their own tense patterns.

Secondly, the occurrences found in the article from the Guardian and in the article from the New York Times were counted and matched with the uses listed in the theoretical part according to their contexts. There were also some occurrences which could not be matched with any of the uses mentioned in the theoretical part. Therefore, new categories of uses had to be created.

It was also investigated whether the occurrences of the past tenses are used in the contexts for the past tenses or in the contexts more suitable for the present perfect tenses. The occurrences of the past tenses used in the contexts for the present perfect tenses were then counted and analyzed in detail.

In the practical part of this thesis, each use of the present perfect tenses or the past tenses is always accompanied by two sample sentences in italics, one from the British article and one from the American one. The verbs in the sample sentences which represent discussed uses are also highlighted in bold. Each sentence is marked either with “G + number of the sentence from the article from the Guardian” or with “NYT + number of the sentence from the article from the New York Times”, e.g. *Then there **was** Russia. (G26)*

Each use of the tenses is usually accompanied by no more than two sample sentences. Other sentences from the articles are represented only by the “G + number of the sentence from the article from the Guardian” or by “NYT + number of the sentence from the article from the New York Times” along with verbs in bold which represent the particular use, e.g. NYT6 (**stood** and **appeared**).

The list of numbered sentences marked with “G” for the Guardian or “NYT” for the New York Times can be found in the Appendices 1 and 2 at the end of this thesis. The list includes all the researched sentences from both articles with the studied verbs in bold. The verbs which were not highlighted in bold were not analyzed.

2. The present perfect tenses

In the article from the Guardian, there are four examples of the present perfect simple tense in the sentences G1, G8 and G10. On the other hand, in the article from the New York Times, there are five examples of this tense in the sentences NYT13, NYT30, NYT33, NYT34 and NYT35. The numbers are quite low but it has to be taken into consideration that both authors of the articles write about the Olympic Games after their realization, for which the past tenses are preferred rather than the present ones. Therefore, the present perfect simple occurs only in direct speech or in commentaries of the authors about things happening in the Olympics.

The number of verbs in the present perfect simple tense in the article from the Guardian is almost the same as in the article from the New York Times. Although someone could expect that the number would be lower in the American article because of the American preference for past tenses (Quirk, et al. 1985, 19), it is the context and the author's choice of tense that have to be taken into account. After all, we cannot expect that the Americans would substitute every present perfect tense for the past tense.

Regarding the present perfect progressive tense, it does not occur in either of the articles. It might be because the progressive variation is generally used less than the simple variation. It can be also because of the choice of the authors not to include it in their articles. There was apparently no need to put an emphasis on the duration or repetition of the actions in the present perfect simple tense.

As for the uses of the present perfect simple tense, during the research, it was discovered that it makes no sense to put the present perfect used in the articles into the categories of uses stated in the theoretical part of this thesis. The point is that there is no significant difference between two basic uses from the theoretical part of

this thesis: the use for the actions that happened at some point in the past but which are connected with the present time (see 1.1.3, 2. use) and the use for actions which started in the past and continued up to the narrator's present time (see 1.1.3, 1. use). What is important is that both these uses refer to actions which happened at some point before the present moment and they have present consequences.

2.1 Adverbs and other related expressions

Although the actions used in the articles cannot be put into the specific categories of uses, they can be divided from the point of view of the adverbs and other expressions typical for the present perfect which either accompany the actions or not. In the article from the Guardian, none of the four actions in the present perfect simple is accompanied by an adverb or an expression related to the use of the present perfect simple.

However, in the article from the New York Times, there is one action with an adverbial phrase **the last couple of months** and another action with both an adverbial phrase **the last year and a half** and expression **the only** (see 1.1.3, use 1 b.) typically used with the present perfect tense:

“The last couple of months have been characterized by restraint on both sides... (NYT33)

“This Olympic initiative is really the only thing that has altered North Korea's path over the last year and a half.” (NYT34)

The small occurrence of the present perfect simple tense with related adverbs and other related expressions is worth mentioning because the grammar books written for example by Alexander (1988) or Foley and Hall (2003) tend to describe the uses of the present perfect simple tense mainly from the point of view of the

tense-related adverbs and other expressions. Nonetheless, the present perfect simple tense often occurs on its own without any adverb or another tense-related expression, which is important to keep in mind.

3. The past tenses

The past simple tense has many representations in both articles, much more than any other tense in the articles. Other tenses are used rarely, only where they are grammatically needed or to complete the context. Some of the verbs in the past simple could be theoretically in the past progressive but the authors chose the simple variation.

There are altogether fifty-six occurrences of the past simple tense in the article from the Guardian and sixty-three in the article from the New York Times. The authors used so many verbs in the past simple because they described what happened during the Winter Olympics 2018 after their ending.

Regarding the past progressive tense, it is used much less than the past simple tense. However, it is possible to find this low occurrence of the progressive variation (in comparison with the simple variation) not only in the past tense but also in other tenses in both articles.

The past progressive tense occurs twice in the article from the New York Times in order to emphasize the duration of the actions. Both these actions in the past progressive tense correspond with the situations where the past progressive is typically used.

3.1 Uses of the past simple tense

The occurrences of the present perfect tense could not be divided into the categories of uses mentioned in the theoretical part. Nevertheless, it was possible to match the uses of the past tenses from the theoretical part with the occurrences of the

past tenses in the articles because the differences between the individual uses of the past tenses in the theoretical part were important.

In both articles, there were various uses although most of them occurred occasionally. The only use which proved to be used frequently in British and American article was the use for actions finished at the moment of author's narration (1. use in 1.2.1), as you can see in the following table.

Table 1 The occurrences of the uses of the past simple tense in the article from the Guardian and from the New York Times

Uses	Occurrences	
	Guardian	New York Times
Past actions finished at the moment of author's narration	52	55
Past actions happening simultaneously or in sequence	1	6
Past habits	1	1
Past actions in indirect statements introduced by past reporting verbs	0	2
Past simple instead of the past perfect simple	1	3
Past simple instead of the present perfect simple	0	2

In the connection with the occurrences, it is also important to mention that the numbers of occurrences of the use for past actions happening simultaneously or in sequence are not the same as the numbers of occurrences of the verbs with this use. The point is that each use of the past simple for the past actions happening simultaneously is always applied on two actions (i.e. two verbs in the past simple tense) which happened simultaneously.

3.1.1 Past actions finished at the moment of author's narration

As it was already mentioned and depicted in Table 1, the past simple tense is used most frequently with actions (or states) which occurred in the past but they are finished at the moment of author's narration (see 1.2.1, 1. use). This use occurs almost in every researched sentence of both articles because the authors reported on the Olympic Games after their ending, for example:

*That suspension **was imposed** on 5 December... (G5)*

*The 23rd Winter Olympics **came** to a festive close on Sunday... (NYT1)*

3.1.2 Past actions happening simultaneously or in sequence

The second use (see 1.2.1, 2. use) – for actions happening simultaneously or one after the other – is applied only once on two actions from the article in the Guardian, in which case both actions happened simultaneously:

*...while the thousands of helpful volunteers who cheerfully **braved** sub-zero temperatures **ensured** that... (G24)*

In the article from the New York Times, there are four pairs of actions which happened simultaneously in the sentences NYT5 (**seemed** and **represented**), NYT6 (**stood** and **appeared**), NYT18 (**broke out** and **racked up**) and NYT20 (**became** and **returned**), e.g.:

*Esther Ledecka of the Czech Republic **became** the first woman to win a gold medal in two sports in a single Winter Games, while Yuzuru Hanyu, the men's figure skating champion from Japan, **returned** after a four-month hiatus... (NYT20)*

However, the article from the New York Times does not contain only actions happening at the same time but also two actions happening after other actions. These actions occur in sentences NYT12 (**said**) and NYT20 (**captured**), for example:

*After that meeting, and shortly after the Olympic ceremony began, the presidential palace **said** in a statement that...* (NYT12)

3.1.3 Past habits

The use of the past simple tense to describe past habits (see 1.2.1, 3. use) occurs only once in each article. It is present in the sentences G13 and NYT4:

*...the sport **was** frequently spectacular.* (G13)

*The geopolitical tensions that at times **overshadowed** the sporting events...* (NYT4)

The use is easily recognizable by the adverbs **frequently** and **at times** accompanying the verbs. However, this use is not to be found often in the articles because it only represents the authors' additional commentaries on the actions happening in the Olympics.

3.1.4 Past indirect statements introduced by past reporting verbs

In the sentence NYT7, there are two actions in the past simple tense used in the past indirect statement introduced by a reporting verb in the past. The tense of this statement is not backshifted to the past perfect, however, it remains unchanged (the statement remains in the past simple). Even though this use is mentioned in the grammar books, e.g. in Alexander (1988, 290), it is not considered as a basic use of the past simple tense (i.e. it does not create an individual category):

*An administration official who was not authorized to speak publicly said Ms. Trump **stood** because the South Korean athletes **carried** their own flag.* (NYT7)

3.1.5 The past simple instead of the past perfect simple

In the articles, there are four other verbs that could be in the past perfect simple tense as well but the authors chose the past simple instead. One of these verbs is in the article from the Guardian:

*Moments before the XXIII Winter Games ended amid a furious barrage of K-pop and firecrackers, the president of the International Olympic Committee, Thomas Bach, **insisted**: ... (G1)*

The other three verbs can be found in the article from the New York Times in the sentences NYT11 (**described** and **met**) and NYT45 (**watched**), for example:

*And hours before the ceremony began on Sunday, a spokesman from the North's Foreign Ministry **described** the sanctions as an act of war even as Mr. Moon **met** with the North Korean delegation Sunday afternoon. (NYT11)*

Although this use is listed for example in Alexander (1988, 175), it is not mentioned as a use of the past simple tense but as a non-obligatory use of the past perfect simple tense, since it is the past perfect that is usually used in the contexts where the second action in the sentence happens earlier than the first one. Nevertheless, the authors' choice of the past simple in these contexts is not wrong because there is always a time reference (expressed by **before** in G1 and NYT11 and by **on Sunday** in NYT45) indicating the sequence of actions. The authors might have also decided to use the past perfect only for actions that happened a long time before other past actions. For actions which happened more recently, they used the past simple tense.

In general, the author of the article from the New York Times used the past simple instead of the past perfect several times. This occurrence could suggest that

the Americans prefer to use the past simple in the contexts where the British would use the past perfect, as Algeo claims in his handbook (2006, 27):

“British is especially more likely to use the past perfect where it is logically called for, to denote an action or state that existed prior to some other past action or state. There is nothing un-American about the tense in the following: ‘Mrs Derrick was astounded that all this **had been going** on under her nose and she **hadn’t had** a clue about it’ (Sunday Times in Algeo 2006, 27). Yet American would be more likely to use *was going* on and *didn’t have*”.

3.1.6 The past simple instead of the present perfect simple

The past simple tense is used in the articles not only in the situations where one would expect the past perfect tense but also in the situations where the present perfect is supposed to be (according to the grammatical theory in 1.1.3). There are actually two examples of this substitution in the article from the New York Times in the sentences NYT24 and NYT51:

*North Korea never **made** it to the medal podium.* (NYT24)

*“I never **saw** the Olympics as a venue to accomplish anything diplomatically,”... (NYT51)*

It is obvious that there was supposed to be the present perfect simple tense in these sentences because there is an adverb **never**, which is typically used with the present perfect tense (see 1.1.3, use 1 a.). However, this adverb also often occurs with the past simple tense in the contexts for the present perfect tense in American English (Eastwood 1994, 391).

In the sentence NYT51, the past simple tense is used with the adverb **never** in the direct statement which could be considered as formal rather than informal. In this context, it is good to mention the research conducted by Katarina Dea Žetko in 2010 which studied the present perfect tense and the past simple tense in British and American informal English.

In her research, Žetko discovered that the past simple takes over the functions of the present perfect in both British and American informal English (2010, 44). However, she claimed that “the question of whether or when this phenomenon enters the formal varieties cannot be answered for the time being” (2010, 44). Nevertheless, this claim about the formal varieties was made in 2010 and the English language has evolved since then, which the occurrence of the past simple with the adverb **never** in the formal direct statement of NYT51 might suggest.

As for the sentence NYT24, it is possible that the author used the past simple because it is typical of American English. However, he could also prefer the past simple because North Korea never made it to the medal podium just in the Olympic Games 2018 but not in the whole history of the Olympic Games.

3.2 Uses of the past progressive tense

As it was already mentioned, the past progressive is used only twice, namely in sentences NYT2 and NYT9. In the sentence NYT2, the past progressive only indicates that the action is in progress (see 1.2.2., 1. use):

*Although some athletes also carried flags showing a unified peninsula, the fact that so many **were carrying** distinct national flags... (NYT2)*

On the other hand, in the sentence NYT9, the past progressive tense describes an action in progress happening before another action in the past simple (see 1.2.2., 2. use):

*But even before the closing ceremony began, the hiatus from the nuclear crisis that the Olympics had offered **was** clearly **ending**.* (NYT9)

3.3 The past participle instead of the past simple

In conclusion, an interesting phenomenon can be found in the article from the Guardian. There is a verb **sing** in the form of the past participle (**sung**) but it is treated as if it were the verb in the past simple (i.e. preterit) – **sang**. This could be naturally considered as a mistake but there is also another option. According to Grobauer (1947, 28–33), there are certain verbs in the American common speech (including the verb **sing**) which interchange the form of the preterit and the past participle. However, we cannot forget that this deviation is found in the Guardian and not in the New York Times. Therefore, either it is actually a mistake or it shows the growing influence of American English on British English.

CONCLUSION

This thesis studied the occurrence and the uses of the present perfect tenses in comparison with the past tenses in English newspapers. For the purpose of this study, two comparable articles, one from the British newspaper the Guardian and the other from the American newspaper the New York Times, were analyzed. The occurrences of the present perfect tenses and the past tenses were collected from both articles and they were matched with the uses described in the selected English grammar books (in the theoretical part of this thesis). The aim was to find the differences between the uses of the tenses in the articles and the uses in the grammar books with the focus on the use of the past tenses in the contexts for the present perfect tenses.

The research discovered that the present perfect tenses occurred in total only nine times in contrast to one hundred and thirty-one occurrences of the past tenses. By writing about the present perfect tenses and the past tenses, the reference is made to both simple and progressive variations of these tenses although the past progressive tense occurred only twice and the present perfect progressive tense did not occur at all.

The low occurrence of the present perfect tense (both simple and progressive variations) is caused by the fact that both authors wrote their articles about a past event (i.e. the Olympic Games 2018) which was finished at the moment of their narration. Therefore, they largely preferred the past tenses. It can only be presumed that the number of the present perfect tenses would be higher if the articles contained more direct speech or more authors' commentaries about actions happening recently.

As for the uses of the present perfect tenses, all of them corresponded with the uses in the grammar books but it was impossible to put the occurrences from the

articles into the specific categories of uses from the grammar books. The point is that there was no significant difference between two basic categories of uses (listed in the grammar book by Alexander) – the use for the past actions which are connected with the present time (see 1.1.3, 2. use) and the use for the actions which started in the past and continued up to the narrator’s present time (see 1.1.3, 1. use).

In addition, many categories from the grammar books were related to the use of the present perfects with adverbs and other tense-related expressions. However, in the articles, the present perfect tenses often did not occur with any adverb or a tense-related expression, therefore they could not be put into the categories related to the use of adverbs and other expressions which usually accompany the present perfect tenses.

On the contrary, the occurrences of the past tenses could be matched with the categories of uses from the grammar books because the differences between the uses in the grammar books were significant and clear enough. Almost all of the one hundred and thirty-one occurrences of the past tenses were put into the categories of uses from the grammar books. However, there were six actions whose uses were mentioned in the grammar books but not as the basic uses of the past tenses listed in the theoretical part of this thesis. Therefore, two new categories had to be created.

The first category included two occurrences of the past simple tense used in the past indirect statement introduced by a past reporting verb, e.g. *An administration official who was not authorized to speak publicly said Ms. Trump **stood** because...* (NYT7). The tense of this statement does not have to be backshifted to the past perfect tense. On the contrary, the statement can remain in the past simple tense.

The second category included four verbs in the past simple tense used instead of the past perfect simple tense, e.g. *Moments before the XXIII Winter Games ended*

*amid a furious barrage of K-pop and firecrackers, the president of the International Olympic Committee, Thomas Bach, **insisted**: ...* (G1). In this case, the use of the past perfect is not obligatory because there is always a time reference which indicates the sequence of actions.

In the American article, there were also two verbs in the past simple tense used in the situations which the English grammar books connect with the use of the present perfect simple tense:

*North Korea never **made** it to the medal podium.* (NYT24)

*“I never **saw** the Olympics as a venue to accomplish anything diplomatically,” ...* (NYT51)

These two examples showed that not every verb in the present perfect tense was substituted with the verb in the past tense but only those with the adverb **never** which often accompanies the past simple tense used instead of the present perfect in American English (Eastwood 1994, 391). In addition, the occurrence of the past simple tense in NYT51 might also imply that this American preference for the past tenses occurs not only in informal varieties of American English but also in the formal ones.

In general, almost every use of the present perfect tenses and the past tenses corresponded with the uses listed in the selected grammar books even though not all the occurrences could be matched with the categories of uses described in the grammar books. Nevertheless, no important conclusions can be drawn from the research because the present perfect tenses occurred in a small amount in both articles. It seems that the choice of the articles was not very good especially because of the low occurrence of the verbs in the present perfect tenses.

LIST OF REFERENCES

Alexander, L. G. 1988. *Longman English Grammar*. Edited by R. A Close. London: Longman.

Algeo, John. 2006. *British Or American English? A Handbook Of Word And Grammar Patterns*. Cambridge: Cambridge University Press.

Augustyn, Adam, et al. 2005. News agency. In *Encyclopaedia Britannica*, edited by Augustyn, Adam, et al. Published March 24. Accessed March 24, 2019.

<https://www.britannica.com/topic/news-agency>.

broadsheet, 2018. In *Oxford Dictionaries*. Accessed November 19, 2018.

<https://en.oxforddictionaries.com/definition/broadsheet>.

Broughton, Geoffrey. 1990. *Penguin English Grammar A–Z For Advanced Students: Exercises*. Harmondsworth: Penguin.

Crystal, David. 2003. *English As A Global Language*. Cambridge: Cambridge University Press.

Eastwood, John. 1994. *Oxford Guide To English Grammar*. Oxford: Oxford University Press.

Foley, Mark, Hall, Diane. 2003. *Longman Advanced Learners' Grammar: A Self-Study Reference & Practice Book With Answers*. Harlow: Pearson Education.

Gethin, Hugh. 1991. *Grammar in Context: Proficiency Level English*. 3rd ed. London: Collins ELT.

GNM archive. 2017. History of the Guardian and the Observer. *The Guardian*, November 16. Accessed November 19, 2018.

<https://www.theguardian.com/gnm-archive/2014/dec/18/histories-of-the-newspapers>.

GNM archive. 2018. History of the Guardian. *The Guardian*, Published December 11, 2017. Accessed November 19, 2018.

<https://www.theguardian.com/gnm-archive/2002/jun/06/1>.

Grobauer, Michael. 1947. *Některé Rozdíly Mezi Britskou A Americkou Angličtinou*.
Knihovna Pramen, sv. 6. Praha: Vojtěch Hrách.

Ingle, Sean. 2018. Pyeongchang Winter Olympics 2018: 'the Games of new horizons'? *The Guardian*: 18.

<https://search.proquest.com/docview/2007897747/79F1124D16A044CDPQ/2?accountid=17116>.

Maule, David. 1991. *The Naked Verb: The Meaning Of The English Verb Tenses*.
London: Macmillan.

Quirk, Randolph, Biber, Douglas. 1999. *Longman Grammar Of Spoken And Written English*. Harlow: Longman.

Quirk, Randolph, et al. 1985. *A Comprehensive Grammar Of The English Language*.
9th ed. London: Longman.

Rich, Motoko. 2018. The Olympics Are Finished. Is the Diplomacy? *New York Times*: D4.

<https://search.proquest.com/docview/2007909632/A41CE06D7AA241A2PQ/2?accountid=17116>.

Seidlhofer, Barbara. 2011. *Understanding English As A Lingua Franca*. Oxford Applied Linguistics. Oxford: Oxford University Press.

tabloid, 2018. In *Cambridge Advanced Learner's Dictionary & Thesaurus*. Accessed November 19, 2018.

<https://dictionary.cambridge.org/dictionary/english/tabloid>.

The New York Times Company. 2018. Our History. *The New York Times Company*, Accessed November 19, 2018.

<https://www.nytimes.com/who-we-are/culture/our-history/>.

Unwin, George, et al. 2018. History of publishing. In *Encyclopaedia Britannica*, edited by Adam Augustyn, et al. Last modified March 8. Accessed November 19, 2018.

<https://www.britannica.com/topic/publishing/Newspaper-publishing>.

Vaughn, Stephen. 2008. *Encyclopedia Of American Journalism*. New York: Routledge.

Žetko, Katarina Dea. 2010. The Present Perfect and Preterite in British and American English. *ELOPE ; English Language Overseas Perspectives and Enquiries* 7(1): 27–46.

<https://search.proquest.com/docview/1892024073/fulltextPDF/D4A365EF76794F6FPQ/1?accountid=17116>.

LIST OF APPENDICES

Appendix 1 – the sentences from the Guardian

Appendix 2 – the sentences from the New York Times

Appendix 1 - the sentences from the Guardian

- G1. Moments before the XXIII Winter Games **ended** amid a furious barrage of K-pop and firecrackers, the president of the International Olympic Committee, Thomas Bach, **insisted**: “We **have seen** here how sport can make the world a better place ... these are the Games of new horizons.”
- G2. Watching athletes from North and South Korea strolling happily together, for once separated by centimetres rather than 73 years’ antipathy, it **was** entirely possible to be swept along by waves of sentiment and hope.
- G3. Yet another image of Bach, from earlier in the day, **was** also hard to shake: one of the IOC president despondently confirming that Russian athletes would not march under their own flag at Sunday’s closing ceremony, because of two doping violations at these Games.
- G4. Especially as, with his very next breath, he also **promised** that the Russian Olympic Committee’s suspension would be lifted very soon if there were no more positive tests.
- G5. That suspension **was imposed** on 5 December and will have probably lasted less than 100 days when it is lifted.
- G6. A closing ceremony that **began** with the crowd of 35,000 people counting down together to say “one” as the athletes **entered** the stadium **ended** with the Russians close to being officially readmitted to the Olympic fold.
- G7. “**Was** it really right to draw a line through what had happened?” Bach **was asked**.

- G8. “I don’t think, quite frankly, that the Olympics **have been tainted** by the Russian affair because we **had** no Russian team here,” he **replied**, brushing the issue that **has bookended** these Games aside.
- G9. In the VIP seats for the closing ceremony **were** US president Donald Trump’s daughter Ivanka, the South Korean president Moon Jae-in, and the vice-chairman of North Korea’s ruling Worker’s party central committee, Kim Yong-chol.
- G10. Moon later **told** the cheering supporters: “The Games at Pyeongchang **has come** to an end, but the time of peace will continue ...in Korea, we will continue our endeavour to broaden the horizon of peace that **began** in Pyeongchang.
- G11. The ceremony also **featured** traditional and modern Korean dance, a giant turtle, and a guitar solo of part of Vivaldi’s Four Seasons played by a 13-year-old.
- G12. Yet there **was** also sadness as the Olympic flame **was** finally **snuffed out** after 16 days of competition across 102 events.
- G13. Because when the politics **stopped**, the sport **was** frequently spectacular.
- G14. The star of the Games **was** undoubtedly Ester Ledecka, the 22-year-old sporting polymath from the Czech Republic.
- G15. It **was** audacious enough that she had entered ski and snowboard competitions.
- G16. But then, incredibly, she **won** a shock gold in the Super-G ski before, six days later, storming home in the snowboard parallel giant slalom.
- G17. It **made** Ledecka the first woman to win gold in different sports at a Winter Olympics in history –and a bona fide star.

- G18. There **was** also a neat touch in the fact that Norway **was** able to top the medal table with 39 medals –and 14 golds –thanks to Marit Bjørgen’s gold medal on the 30km cross-country skiing in the final event of these Games.
- G19. It **meant** the 37-year-old **clinched** a record eighth gold medal, and Norway had pipped Germany, who also **had** 14 golds.
- G20. Britain **finished** 19th with one gold and four bronzes, which **was** broadly in line with expectations.
- G21. After Sochi, UK Sport **doubled** its investment in winter sports to £28m and there **was** talk among some members of Team GB in Pyeongchang of wanting to be a top-five ski and snowboard country in the future –a move that would need more money.
- G22. But certainly there **were** performances that **captivated** the nation, from Lizzy Yarnold becoming the first Briton to retain a Winter Olympics title to Elise Christie ripping the ligaments in her ankle and her hopes of a medal in the short track speed skating.
- G23. Meanwhile seeing the likes of Billy Morgan, a 28-year-old former roofer who **won** a bronze medal in big air, and Molly Summerhayes, who works in McDonald’s in Sheffield and **competed** in the halfpipe, **made** it clear that winter sports are not just the preserve of the posh and the privileged.
- G24. It **helped** too, that there **were** a raft of medals for South Korean home favourites, including a silver for the popular “Garlic Girls” curling team on Sunday, while the thousands of helpful volunteers who cheerfully **braved** sub-zero temperatures **ensured** that these Games **were** a success.

- G25. The North Korean cheerleading squad **were** another disarming highlight, although it **was** tempting to wonder what their lives are like now, away from gawping mouths and the lenses of the world's media.
- G26. Then there **was** Russia.
- G27. On the final day of competition, the Olympic Athletes from Russia **won** their second gold of the Games, in the men's ice hockey.
- G28. But it only **inched** them **up** to 13th in the medal table –a far cry from their first place in Sochi when their athletes **were fuelled** by a cocktail of steroids as well as patriotic fervour.
- G29. Their hockey players **sung** the national anthem in celebration –which **broke** the IOC's set of “conduct guidelines” for the OAR team.
- G30. For according to the Washington Post, Russian spies **were** also guilty of a massive hack of computers at the opening ceremony, yet the IOC appear willing to give the country a pass over that too.
- G31. Yet these Games **were** a success, which is something you couldn't have been sure about barely a fortnight ago.
- G32. Back then, all sorts of worries **swirled** around Pyeongchang –including the uncertainty over how North and South Korea would act, the forecast -20C temperatures, the worsening norovirus and the prospect of winds decimating the Alpine schedule.
- G33. But, quickly and emphatically, the sport **took over**.

Appendix 2 - the sentences from the New York Times

- NYT1 The 23rd Winter Olympics **came** to a festive close on Sunday, with athletes from the two Koreas marching into the cold stadium together, but wearing different uniforms and waving the flags of their own countries.
- NYT2 Although some athletes also **carried** flags showing a unified peninsula, the fact that so many **were carrying** distinct national flags **was** a pungent sign that the truce between North and South Korea that had marked these Olympic Games might already be dissipating.
- NYT3 The 22 North Korean athletes – as well as the hundreds of cheerleaders and security minders who **accompanied** them – will now depart for home across the heavily fortified border that divides the two nations.
- NYT4 The geopolitical tensions that at times **overshadowed** the sporting events inevitably **intruded** on the closing ceremony, with Ivanka Trump, President Trump’s daughter and senior adviser, sitting in the stands close to Kim Yong-chol, a former spymaster from North Korea accused of overseeing a deadly attack on South Korea in 2010.
- NYT5 Mr. Kim’s presence **seemed** to suggest a shift in tone from Pyongyang’s delegation to the opening ceremony, when Kim Yo-jong, the sister of the North Korean leader, Kim Jong-un, **represented** a softer face of the regime.
- NYT6 Vice President Mike Pence, who **led** the United States delegation to the opening ceremony, **did not stand** when the unified team **marched** into the stadium, but Ms. Trump **stood** with President Moon Jae-in of

South Korea and Mr. Kim as the athletes from the two Koreas **appeared** on Sunday night.

NYT7 An administration official who **was not authorized** to speak publicly **said** Ms. Trump **stood** because the South Korean athletes **carried** their own flag.

NYT8 According to a senior administration official, Ms. Trump **had** no interaction with the North Korean delegation.

NYT9 But even before the closing ceremony **began**, the hiatus from the nuclear crisis that the Olympics had offered **was** clearly **ending**.

NYT10 On Friday, Mr. Trump **announced** harsh new sanctions against North Korea.

NYT11 And hours before the ceremony **began** on Sunday, a spokesman from the North's Foreign Ministry **described** the sanctions as an act of war even as Mr. Moon **met** with the North Korean delegation Sunday afternoon.

NYT12 After that meeting, and shortly after the Olympic ceremony **began**, the presidential palace **said** in a statement that North Korea had indicated it **was** willing to talk to the United States.

NYT13 But differences are wide, and only the coming weeks and months will show whether the Olympic diplomacy **has had** a lasting effect.

NYT14 Still, for a brief moment, the closing festivities **celebrated** the success of the Pyeongchang Olympics.

NYT15 Organizers **said** it **was** the largest Winter Games yet, with 92 countries represented, including first-timers like Ecuador, Kosovo, Nigeria and Singapore.

- NYT16 Despite a cyberattack during the opening ceremony, an outbreak of norovirus and the official suspension of the Russian team for doping violations, the Games **went off** smoothly.
- NYT17 There **were** highlights aplenty.
- NYT18 South Korea **broke out** in a frenzy over curling as its women's team **racked up** one surprising win after another, all the way to a silver medal.
- NYT19 Chloe Kim, 17, the Korean-American snowboarder, **astonished** judges and crowds with a near-perfect gold medal run on the halfpipe.
- NYT20 Esther Ledecka of the Czech Republic **became** the first woman to win a gold medal in two sports in a single Winter Games, while Yuzuru Hanyu, the men's figure skating champion from Japan, **returned** after a four-month hiatus because of an ankle injury and **captured** his second consecutive Olympic gold medal.
- NYT21 After a spine tingling shootout, the American women's hockey team **beat** Canada to win the gold medal for the first time in two decades.
- NYT22 Norway **dominated** the medals table, collecting 39 over all, 14 of them gold.
- NYT23 The United States **won** 23 medals, and South Korea 17.
- NYT24 North Korea never **made** it to the medal podium.
- NYT25 The only athletes to qualify for the Olympics on merit, Ryom Tae-ok, 19, and Kim Ju-sik, 25, **placed** 13th in pairs figure skating.
- NYT26 All the other athletes in the North's delegation **placed** last of near the bottom in their events.

NYT27 And the unified Korean women's hockey team, the only team to include North and South Korean athletes on its roster, **lost** all five of the games it **played** at the Olympics.

NYT28 But perhaps the most important achievement of the Pyeongchang Games **was** that they **were** peaceful.

NYT29 In his speech at the closing ceremony, Thomas Bach, president of the International Olympic Committee, **thanked** the athletes from South Korea and North Korea.

NYT30 "You **have shown** how sports bring people together in our very fragile world," he **said**.

NYT31 Before North and South **agreed** that their athletes would march under one flag, tensions on the peninsula had reached a bombastic peak.

NYT32 Officials **worried** that if the North did not send athletes, it might try to disrupt the Games.

NYT33 "The last couple of months **have been characterized** by restraint on both sides," **said** Adam Mount, a senior fellow at the Federation of American Scientists.

NYT34 "This Olympic initiative is really the only thing that **has altered** North Korea's path over the last year and a half."

NYT35 "So Washington ought to be very thankful that Seoul **has taken on** this outsized role."

NYT36 Ms. Trump, who **spent** most of the last two days attending events and cheering on American Olympians, **did not meet** officially with the North Korean delegation in either Pyeongchang or Seoul.

- NYT37 Despite some signals from the Trump administration that Washington is willing to engage in some kind of outreach to Pyongyang, analysts **said** the government **had** no clear road map for how to move forward.
- NYT38 “It’s clear to me that they have no plans for what happens if the North Koreans actually do come to talks,” **said** Jung H. Pak, a senior fellow at the Center for East Asia Policy Studies at the Brookings Institution.
- NYT39 Ms. Trump, she **said**, had come to the Olympics “equipped with the talking points, but not what to do to finesse the situation to possibly get dialogue going.”
- NYT40 North Korea’s decision to send a former spymaster to the closing ceremony **was** controversial in South Korea; Kim Yong-chol is widely believed to have helped orchestrate the sinking of a South Korean naval ship in 2010, which **killed** 46 sailors.
- NYT41 Some conservative lawmakers **protested**.
- NYT42 An editorial in the daily Hankook-Ilbo **warned** that anger over Mr. Kim’s presence could “divide South Korea.”
- NYT43 “If Seoul cannot manage the Kim Yong-chol variable properly, not only will improving inter-Korean relations fail, but the state of affairs surrounding the Korean Peninsula might face raging waves,” the editorial **said**.
- NYT44 With Ms. Trump at the ceremony, some South Koreans **remained** hopeful that officials could build on the Olympic truce.
- NYT45 Her visit is “a good gesture,” **said** Lim Dae-hun, 45, a mobile phone development company worker from Suwon who **watched** the parallel giant slalom snowboarding event on Saturday.

NYT46 “If the U.S. is apathetic about talking about dialogue between North Korea and South Korea, then Ivanka would not have come,” Mr. Lim **said**.

NYT47 “But as the U.S. **needed** a representative, I think that she is a positive sign for both countries.”

NYT48 North Korea is looking for breaking points, **said** Kelly Magsamen, vice president for national security at the Center for American Progress.

NYT49 She **added**, “I think as little daylight as possible is essential at this time.”

NYT50 Analysts **warned** against having too many expectations for diplomatic results from the Olympics.

NYT51 “I never **saw** the Olympics as a venue to accomplish anything diplomatically,” **said** Laura Rosenberger, a senior fellow and director of the Alliance for Securing Democracy.