

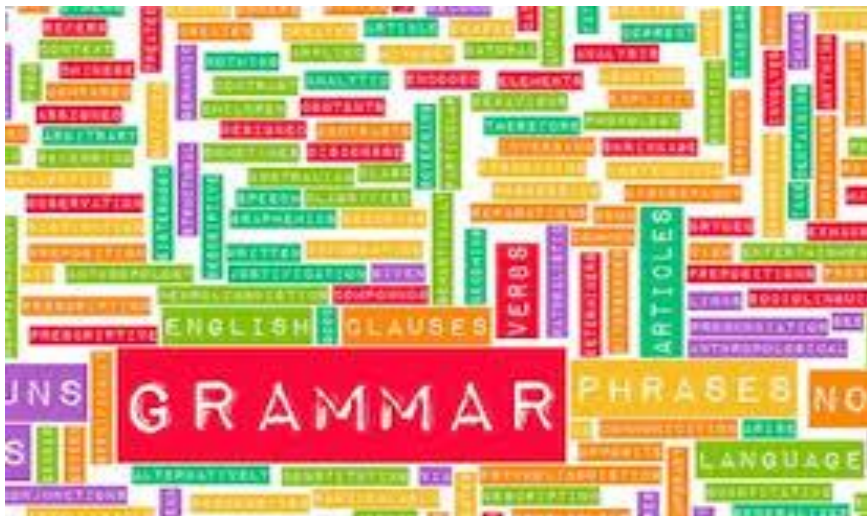




# ENGLISH GRAMMAR

FOR SECONDARY SCHOOL AND UNIVERSITY LEVELS

2<sup>ND</sup> EDITION



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## FOREWORD

Grammar is essential for language learners because it enables them to manipulate the language adequately and insures comprehensibility in communication.

After some years of English grammar teaching at university, the authors saw the necessity of designing a comprehensible grammar book which could be a useful reference guide not only for English university students, but also for secondary school pupils. Then based on the authors' teaching experience and students' proficiency level, this book presents English language structures and forms with simple and clear illustrations. This second edition also includes a series of exercises with the answer key to allow learners to practice the different grammar points and to check their understanding.

# CONTENTS

<b>SENTENCE ELEMENTS</b> .....	9
1. Definition .....	9
2. Verb patterns .....	10
Exercises .....	13
<b>ARTICLES</b> .....	15
1. The Indefinite Article (A/An) .....	15
2. The Definite Article (The) .....	17
Exercises .....	21
<b>NOUNS</b> .....	25
1. Kinds of Nouns .....	25
2. Gender .....	25
3. Plurals .....	27
4. Uncountable Nouns .....	31
5. Cases and Functions of Nouns .....	32
Exercises .....	35
<b>VERBS</b> .....	38
1. Classes of Verbs .....	38
2. Lexical/ Ordinary Verbs .....	38
3. Auxiliary Verbs .....	41
4. Use of Auxiliaries .....	44
5. Meaning of Auxiliaries .....	47
Exercises .....	58
<b>PRESENT TENSES</b> .....	63
1. The Simple Present Tense .....	63
2. The Present Continuous/ Progressive .....	64
3. Verbs Taking and not Taking the progressive .....	65
4. The Present Perfect Simple .....	67
5. The Present Perfect Continuous .....	70
Exercises .....	71
<b>PAST TENSES</b> .....	77
1. The Simple Past .....	77
2. The Past Continuous/ Progressive .....	78
3. The Past Perfect Simple .....	79
4. The Past Perfect Continuous/ Progressive .....	80

5. Simple and Continuous/ Progressive Tenses .....	81
Exercises .....	83
<b>FUTURE TENSES</b> .....	87
1. The Simple Future : Will + Infinitive .....	87
2. The Future Continuous .....	88
3. The 'Be Going To' Future .....	89
4. The Future Perfect Simple .....	91
5. The Future Perfect Continuous .....	92
Exercises .....	94
<b>CONDITIONAL SENTENCES</b> .....	96
1. Conditional Sentences : Type 1 .....	96
2. Conditional Sentences : Type 2 .....	97
3. Conditional Sentences : Type 3 .....	98
Exercises .....	99
<b>PREPOSITIONS</b> .....	106
1. Introduction .....	106
2. Prepositions of Time and Date .....	107
3. Prepositions of Position and Movement .....	110
4. Prepositions Expressing Travel .....	112
5. Words used as Prepositions and Adverbs .....	113
6. Verb + Preposition & Verb + Adverb Combinations .....	114
7. Prepositions Followed by Gerunds or Nouns .....	115
Exercises .....	116
<b>PASSIVE VOICE</b> .....	119
1. Form .....	119
2. Use .....	120
3. Prepositions with Passive Verbs .....	121
4. Infinitive Constructions after Passive Verbs .....	121
Exercises .....	123
<b>REPORTED SPEECH</b> .....	125
1. Direct and Indirect Speech .....	125
2. Statements in Indirect Speech: Tense Changes .....	125
3. Unchanged Tenses .....	127
4. Other Changes when Turning Direct Speech into Indirect Speech .....	128
5. Questions in Indirect Speech .....	130
6. Commands, Requests, Advice in Indirect Speech .....	130

Exercises .....	131
<b>ANSWER KEY</b> .....	134
<b>LIST OF IRREGULAR VERBS</b> .....	152



# SENTENCE ELEMENTS

## 1. DEFINITION:

A sentence may alternatively be comprising five units called elements of a sentence structure: Subject (S), Verb (V), Complement (C), Object (O), adverbial (A).

e.g.: She/ cleans/ the black board/ everyday.

S / V / O / A

I/ am/ a student

S/ V/ C

**1.1. Subject:** Is the word or words that represent the person or thing that is doing the action expressed by the verb (the doer).

**1.2. Verb:** What people and things do, and what happens to them.

**1.3. Object:** of a verb is the word or phrase which completes the structure begun by the verb. There are two types of objects:

*Direct object (O<sup>D</sup>):* e.g. He / is eating / an apple.

S / V / O<sup>D</sup>

*Indirect object (O<sup>I</sup>):* e.g. He / gave / the girl / an apple.

S / V / O<sup>I</sup> / O<sup>D</sup>

**1.4. Complement:** It provides additional information about either the subject or object of the verb. There are two types of complements.

*Subject complement (C<sup>S</sup>)* when it is related to the subject

e.g. The girl / is / now / a student / at university.

S / V/ A/ C<sup>S</sup>/ A

*Object complement (C<sup>O</sup>):* when it is related to the direct object of the sentence.

e.g. They / make / him / the chairman / every year.

S / V/ O<sup>D</sup> / C<sup>O</sup> / A

**1.5. Adverbial:** It is a simple adverb functioning on its own or a group of words of which the main word is an adverb. There are adverbs of manner, place, time ...

## 2. VERB PATTERNS

**2.1. The verb pattern SV:** It consists of *subject + verb (intransitive)*

e.g. It / is raining.  
S / V

**2.2. The verb pattern SVO:** It consists of **subject + verb (transitive)+object (direct)**

e.g. I / broke / the window.  
S / V / O<sup>D</sup>

**2.3. The verb pattern SVOC:** It consists of *subject + verb (transitive) +object (direct) + complement (object).*

e.g. They / considered / the car / too expensive.  
S / V / O<sup>D</sup> / C<sup>O</sup>

This verb pattern can often be expanded by a “to be” clause or paraphrased by a “that clause”

e.g. They considered the car to be too expensive  
They considered that the car was too expensive.

**2.4. The verb pattern SVOO:** it consists of *subject + verb (ditransitive) + object (indirect) + object (direct).*

e.g. I / gave / Ali / my book.  
S / V / O<sup>I</sup> / O<sup>D</sup>

This construction can be replaced by:

a) *a direct object + to + noun phrase (NP) with the following verbs:*

give, bring, grant, hand, offer, owe, read, promise, send, show, take, teach, write etc.

e.g. I / gave / my book / to / Ali  
S/ V / O<sup>D</sup> / Prep / N.P

b) *a direct object+ for+ noun phrase (NP) with the following verbs:*  
buy, cook, find, get, leave, make, order, peel, save, spare, etc.

e.g. I / bought / a dress / for / my sister .  
S/ V / O<sup>D</sup> / Prep/ NP

When both objects are pronouns, it is common to put the indirect object ( O<sup>I</sup>) last .

e.g. I / lend / them / to / her  
S/ V/ O<sup>D</sup> / prep/ NP

**NB:**

- The verbs *strike* and *ask* have two objects and cannot be replaced by the preposition construction “to” or “for”.

e.g. He asked me a question. (not *he asked a question to/for me*)

- The verbs *explain*, *suggest* and *describe* take always the preposition “to” construction.

e.g. Can you suggest a good dentist to me? (not *can you suggest me a good dentist?*)

**2.5. The verb pattern SVC:** It consists of *subject + verb + complement (subject complement)*. The verb of this pattern is called a linking verb. There are two groups of linking verbs.

a. *Current linking verbs/ verbs of appearance and sensation* such as: appear, lie, remain, seem, stay (young), smell (sweet), sound, taste, look, feel.

e.g. You/ look/ nice.  
S / V / Cs

We/ felt/ annoyed/ at their behaviour.  
S/ V/ Cs / A

b. *Resulting linking verbs/verbs of becoming* such as:

be, become, grow(tired), fall (sick), run (wild), turn (sour), get(tired).

e.g. They/became/good friends.  
S / V/ Cs

She / soon/ got/ tired  
S / A/ V/ Cs

**N.B.:**

**Some of the above linking verbs can also be ordinary verbs.**

**Compare:**

**The driver/ turned / the corner / too quickly.**

S/ V / OD / A

**The weather / is turning / warmer.**

S / V / Cs

**2.6. The verb pattern SVA:** It consists of *subject + verb + adverb*.

e.g. The house / is / nearby.

S / V / A

## EXERCISES

**A: Divide each of the sentences below into its constituent parts, and label each part S, V, Od, Oi, Cs, Co or A.**

1. Full-scale computers have a large number of programmes.
2. We must change all the programmes tomorrow.
3. Tomorrow will be a holiday here.
4. These bookshelves are becoming very popular in Sweden.
5. We have recently added an extra unit to them.
6. Will you give it a try?
7. On July 7, DDT was sprayed on the marsh from a helicopter.
8. We all read too many books too quickly.
9. The young man grew restless in his mother-in-law's house.
10. They had made him their son-in-law despite his objections.
11. Did you ever eat chicken?
12. They had found him a charming young wife.

**B: Indicate by Od, Oi, Cs or Co the parts underlined in the sentences below.**

1. Will someone get a doctor quickly?
2. George and Paul both became famous doctors.
3. Do you call yourself a doctor?
4. May I call you Jenny?
5. May I call you a taxi or something?
6. Call me anything you like.
7. It's so cold. I can't get warm.
8. The driver turned the corner too quickly.
9. Can't you give them something to keep them quiet.
10. The young man was slowly going mad.
11. His mother-in-law was driving him mad.
12. The weather is turning warmer.
13. The hot weather turned all the milk sour.
14. Show me your passport. Show me.

**C: Put as many objects as possible after the following verbs only where necessary.**

1. Paul laughed.....
2. You hit.....
3. Alex said he enjoyed.....

4. Mary has bought.....
5. What time did you arrive.....
6. My back aches.....
7. Children need.....
8. Have you cut.....
9. Will you ask.....
10. My friend suggested.....

**D: Label the constituent parts of both the main clause and the subordinate clause, and indicate the relationship between the two clauses.**

1. You must add the raisins after you've poured the syrup over the crumbs.
2. I don't believe that those bookshelves are popular anywhere yet.
3. What that advertisement says is not true.
4. I'll believe it when I see the results.
5. I guess I've eaten chicken six or seven times.
6. Where the plane crashed is still unknown.

**E: Using a verb from the following list (prepare, make, bring, take, cook, give, send, lend, offer, buy, promise, sell) write at least two sentences for each of the items below, saying what you have done recently (invent something if necessary). Use the following patterns:**

SUBJECT + VERB + INDIRECT OBJECT

e.g. Tina gave Mary a new watch.

SUBJECT + VERB + DIRECT OBJECT + PREPOSITION + INDIRECT OBJECT

e.g. I bought a watch for Mary.

1. A birthday, a party, or a special occasion.
2. An occasion when you provided something, explain.
3. Some correspondence you've had.

# ARTICLES

## 1. THE INDEFINITE ARTICLE: (A/AN)

The indefinite articles are *a* and *an*. The form *a* is used before a word beginning with a consonant or a vowel with a consonant sound.

e.g. a man, a hat, a one way street, a useful thing.

The form *an* is used before words beginning with a vowel or words beginning with a mute “h”.

e.g. an apple, an hour, an honorable man, an SOS

### 1.1. Use of the indefinite article a/an:

A/ An is used before:

A. A singular noun which is countable when it is mentioned for the first time and represents no particular person or thing.

e.g. A house has a roof.

They live in a flat.

B. A singular countable noun which represents a class of things.

e.g. A cow has horns. → All cows have horns.

A child needs love. → All children need love.

C. A noun complement (subject complement) including names of professions.

e.g. It was an earthquake.

She'll be a dancer.

D. Certain expressions of quantity.

e.g. a lot of , a couple of

a dozen (one dozen is also possible).

E. Certain numbers

e.g. a hundred, a thousand, a million

F. Half, when half follows a whole number.

e.g. 3 ½ Kg: three and a half kilos.

G. In expressions of price, speed etc.

e.g. Five dinars a kilo.

Sixty kilometers an hour.

H. *Few* and *little*.

A few: a small number

e.g. A few friends came to see him.

A little : a small amount

e.g. A little time was given to examinees.

*Few* and *little* can also be used without the indefinite article.

e.g. We had little time to see each other. → implies that we were always busy.

Few people know this. → It is almost unknown.

I. Singular countable nouns in exclamations.

e.g. What a mess!

What a pretty girl!

J. Mr./Mrs./Miss + surname

e.g. A Mr. Smith/ a Mrs. Smith /a Miss Smith is looking for you.

It means a man called Mr. Smith and implies that he is a stranger to the speaker.

Mr. Smith without *a* implies that the speaker knows Mr. Smith or knows of his existence.



## 1.2. Omission of the indefinite article a/an:

A/An is omitted:

A. Before plural nouns. The indefinite article a/an has no plural form.

e.g. A dog → dogs

An egg → eggs

B. Before uncountable nouns (see lesson of nouns).

C. Before abstract nouns: beauty, happiness, fear, hope, death, etc...except when they are used in a particular sense.

e.g. He was pale with *fear*.

Some children suffer from *a fear* of the dark.

D. Before names of meals unless preceded by an adjective.

e.g. We have breakfast at eight.

She gave us a good breakfast.

The article is also used when it is a special meal given to celebrate something.

e.g. I was invited to a dinner given to welcome the new ambassador.

## 2. THE DEFINITE ARTICLE (THE):

The definite article is *the*, used for singular and plural nouns and for all genders.

e.g. The boy/ the boys, the girl/ the girls, the door/ the doors

### 2.1. Use of the definite article:

The definite article is used:

A. When the object or group of objects is unique or considered to be unique

e.g. The earth, the sky, the equator, the stars.

B. Before a noun which has become definite as a result of being mentioned a second time

e.g. His car struck a tree; you can still see the mark on the tree.

C. Before a noun made definite by the addition of a phrase or clause

e.g. The boy that I met.

The girl in blue.

The place where I met him.

D. Before a noun which, by reason of locality, can represent only one particular thing

e.g. She is in the garden. (The garden of this house).

He sent for the doctor (his own doctor).

E. Before superlatives, only, and first, second, third etc. when used as adjectives or pronouns

e.g. Mont Blanc is the highest mountain in Europe.

The first week of a holiday is always pleasant.

F. Before an adjective used to represent a class of persons

e.g. There is no peace for any but *the dead*.

*The old* and *the young* should be able to live together.

G. Before certain proper names of seas, rivers, groups of islands, chains of mountains, deserts and plural names of countries

e.g. the Atlantic, the Thames, the Alps, the USA, the USSR

*The Sudan* and *the Mali* are the only names of countries which take the definite article.

H. Before proper names consisting of 'adjective + noun' or 'noun + of + noun'

e.g. The National Gallery

The Tower of London.

I. With names of people, '*the + Plural surname*' can be used to mean '*the ..... family*'

e.g. We invited the Simpsons. → We invited the Simpson family.

J. Before musical instruments used with the verb *play*.

e.g. She learnt to play the flute.

## **2.2. Omission of the definite article:**

The definite article is not used:

A. Before names of places and people except as shown before.

e.g. Amina is my friend.

We travel to Spain.

B. Before abstract nouns except when they are used in a particular sense, compare:

e.g. Men fear death.

The death of the prime minister left his party without a leader.

C. Before names of games

e.g. He plays golf.

D. Before *home* when it is not preceded or followed by a descriptive word or phrase.

e.g. He went home.

We arrived at the bride's home.

E. Before *bed, church, court, hospital, prison, school, college, and university* when these places are visited or used for their primary purpose.

e.g. I go to bed to sleep.

He was kept in prison for the crimes he committed.

But when these places are visited or used for other reasons, the definite article *the* is used.

e.g. I put my dress on the bed.

He goes to the prison sometimes, to give lectures.

F. Before *sea* when we go to sea as sailors.

Also to be at sea = to be on a voyage (as passengers or crew).

But we say *to go* or *to be at the sea* meaning *to go* or *to be at the seaside*.

We can also live by/near the sea.

G. Before *work* when it means place of work.

e.g. He is on his way to work.

H. Before *town* when speaking about the subject's or speaker's own town that is the city center.

e.g. We were in town yesterday.

## EXERCISES

### A: Supply an appropriate article where necessary.

After reading.....article entitled “cigarette, smoking and your health”, I lit.....cigarette to calm my nerves. I smoked with .....satisfaction and.....pleasure as I was sure that this would be my last cigarette; for.....whole week, I did not smoke at all and during this time my wife suffered terribly. I had all the usual symptoms of someone giving up smoking; .....bad temper and .....enormous appetite. My friends kept on offering me .....sweets and.....chocolate. After seven days of this, I went to .....party. Everybody around me was smoking and I felt uncomfortable. When my old friend Brian urged me to accept.....cigarette, it was more than I could bear. I took one, lit it and smoked with.....satisfaction. My wife was delighted that things had returned to normal once more. Anyway, as Brian pointed out, it is.....easiest thing in .....world to give up smoking. He himself has done it .....lots of time.

### B: Supply the definite or the indefinite article where necessary.

- 1.He was very poor years ago, but now he is.....rich man.
- 2.....rich should help.....poor.
- 3.She was born .....deaf and .....blind.
- 4.There are many organizations to help.....deaf and.....blind.
- 5.....school was built in our village last year.
- 6.The farmer goes to.....market on.....Saturdays.
- 7.We need .....cinema and .....theatre.
- 8.It is .....most interesting exhibition I have ever seen.
- 9.After dinner, she went to.....bed.
10. He is .....best boxer in our town.
11. This exercise is .....easier than .....other.
12. ....refrigerators are necessary in .....hot countries.
13. Which river is .....longest ...Nile ...Amazon, or .....Mississippi.
14. Heyerdahl crossed .....Pacific in .....raft.
15. Why is..... Britain sometimes called.....United Kingdom?
16. We sailed up .....red sea and then went through .....Suez Canal.

17. Paris is on .....Seine ...London is on .....Thames and Rome is on .....Tiber.  
18. ....beef is .....kind of.....meat.

**C: In the following dialogue, try to decide whether the speakers would probably use *a, an, the* or nothing.**

1. A: I have.....idea. Let's go on .....picnic Saturday.  
B: Okay.
2. A: Did you have fun at .....picnic yesterday?  
B: Sure I did; and you?
3. A: You'd better have .....good reason for being late.  
B: I do.
4. A: Did you think .....reason Jack gave for being late was believable?  
B: Not really.
5. A: Where's my blue shirt?  
B: It's in .....washing machine. You'll have to wear .....different one.
6. A: Can you repair my car?  
B: What's wrong with it?  
A: .....radiator has.....leak, and one of .....windshield wipers doesn't work.
7. A: Have you seen my boots?  
B: They are in .....closet in .....front hallway.

**D: Complete this description with *a, an, the* or no article (*x*)**

Charlie Chaplin was .....English film actor. He was also .....director. He did most of his work in.....USA. Many people consider him .....greatest comic actor of .....silent cinema. He appeared in many films as.....poor man with.....small round hat, .....small moustache and .....trousers and .....shoes that were too big for him, causing him to walk in .....funny way.

**E: Correct the mistakes in the use of articles in the following text.**

I remember really embarrassing moment when I was starting to learn the English. My teacher's name was Trevor Jones. He was from Cardiff in the Wales. He was always making the jokes. One day he wrote words "English Gamer" on blackboard.

He asked us if that was correct. Immediately I offered to answer question. I told him the E should be changed to the A. Trevor said that was good answer and he changed letter. Then he asked me if I was happy with new spelling. With the absolute confidence, I said that it was now correct. Suddenly, the other students started laughing. I looked around in the confusion. My friend whispered that I needed second M. ‘Oh it should have the M too!’ I shouted out and Trevor nodded with a smile. It was correct. But I still remember terrible feeling of embarrassment from that moment.

**F: Make sentences combining words from columns (1) and (2). Add a connecting verb and *a, an or the*. If no article is needed, write *x***

(1)	(2)
1 Barcelona	A) largest island in the world.
2 Javier Perez de Cuellar	B) member of the European Union.
3 Le Monde	C) president of South Africa in 1994.
4 France	D) site of the 1992 Olympic Games.
5 Ghana	E) only constructed object visible from space.
6 Wall Street	F) important financial centre.
7 Nelson Mandela	G) newspaper published in France.
8 The Great Wall of China	H) republic in 1957.
9 Greenland	I) secretary general of the UN from 1982 to 1991.

Example: Barcelona, was **the** site of the 1992 Olympic Games.

**G: Which of the underlined parts of these sentences is correct?**

1. ‘Did you hear noise/ a noise just now?’ ‘No I didn’t hear anything.’
2. a If you want to know the news, you can read paper/a paper.  
b I want to write some letters but I haven’t got a paper/any paper to write on.
3. a I thought there was somebody in the house because there was light/a light on inside.

- b Light/a light comes from the sun.
4. a I was in a hurry this morning. I didn't have time/a time for breakfast.
- b 'Did you enjoy your holiday?' 'Yes, we had wonderful/a wonderful time.'
5. Sue was very helpful. She gave us some very useful advice/advices.
6. We had very good weather/a very good weather while we were on holiday.
7. We were very unfortunate. We had bad luck/a bad luck.
8. I had to buy a bread/some bread because I wanted to make some sandwiches.
9. George is unemployed. He is looking for job/a job.
10. I didn't have much luggage/ a luggage just two small bags.



# NOUNS

## 1. KINDS OF NOUNS

There are four kinds of nouns in English:

- ❖ Common nouns: dog, man, table.
- ❖ Proper nouns: France, Mrs. Smith, Tom.
- ❖ Abstract nouns: beauty, courage, fear, joy.
- ❖ Collective nouns: Crowd, group, team.

## 2. GENDER

There are two genders in English: masculine and feminine, however we can also find some words which are neuter.

*Masculine*: men ,boys and male animals. The pronouns used are *he* and *they*.

*Feminine* : women , girls and female animals. The pronouns used are *she* and *they*.

*Neuter*: inanimate things, animals whose sex is unknown and sometimes babies whose sex is unknown. The pronouns used are *it* and *they*.

*Exceptions* : Countries and vehicles such as ships and cars when regarded with affection or respect are sometimes considered feminine instead of neuter.

e.g. A: How is your new car ?

B: *She* is running beautifully

Algeria lost many of *her* bravest men in the war of independence.

## 2.1. Masculine / Feminine Nouns Denoting People

### Different Forms

Male	Female	Male	Female
Boy	Girl	Gentleman	Lady
Bachelor	Spinster	Husband	Wife
Bridegroom	Bride	Nephew	Niece
Father	Mother	Widower	Widow
Duke	Duchess	King	Queen
Prince	Princess	Lord	Lady
Heir	Heiress		

### Same form

The following words can carry both male and female meanings:  
 baby, child, cousin, infant, parent, relation, relative, spouse, teenager.

## 2.2. Masculine/Feminine Nouns Indicating Occupation

The majority of nouns indicating occupation have the same form.

e.g. artist, cook, dancer , driver etc.

### Different forms

Male	Female	Male	Female
Actor	Actress	Manager	Manageress
Conductor	Conductress	Steward	Stewardess
Salesman	Saleswoman	Waiter	Waitress
Host	Hostess	Policeman	policewoman

For some words which carry the suffix *man/ woman*, *person* can be used instead.

e.g. salesperson

### 2.3. Masculine/ Feminine Nouns Denoting Animals

#### Different forms

Male	Female	Male	Female
Bull	Cow	Gander	Goose
Cock	Hen	Lion	Lioness
Dog	Bitch	Ram	Ewe
Drake	Duck	Stag	Doe

The majority of the other animals have the same form for both genders.

### 3. PLURALS

The plural of a noun is usually made by adding 's' to the singular.

e.g. day → days

⊠ 'S' is pronounced /s/ after /p/, /k/, /f/ an /t/ sounds otherwise it is pronounced /z/.

When "s" is placed after *ce* , *ge* ,*se* ,or *ze* an extra syllable /iz/ is added to the plural of the spoken word .

e.g. age → ages

place → places

⊠ Nouns ending in *o* ,*ch* ,*sh* ,*ss* and *x* form their plural by adding 'es' and pronounced /iz/ at the end except with *o* , it is pronounced /-z/.

e.g. tomato → tomatoes

church → churches

But words of foreign origin or abbreviated words ending in 'o' add 's' only .

e.g. kimono → kimonos  
photo → photos  
kilo → kilos

⌘ Nouns ending in 'y' following a consonant form their plural by dropping the 'y' and adding 'ies'.

e.g. baby → babies      lady → ladies

But when the 'y' is preceded by a vowel, the plural noun takes an 's' at the end.

e.g. boy → boys      donkey → donkeys

⌘ The following nouns ending in 'f' or 'fe' replace the 'f' or 'fe' by 'ves' in plural: calf, half, knife, leaf, life, self, sheaf, thief, wife, loaf, wolf, shelf, elf.

e.g. wife → wives      wolf → wolves

The nouns *dwarf*, *hoof*, *scarf* and *wharf* take either 's' or 'ves' in the plural.

e.g. hoofs or hooves      scarfs or scarves

The remaining words ending in 'f' or 'fe' add 's' in the ordinary way.

e.g. cliff → cliffs      safe → safes

⌘ A few nouns form their plural by a vowel change or have an irregular form.

e.g. foot → feet      mouse → mice  
man → men      loose → lice  
tooth → teeth      goose → geese  
child → children      ox → oxen

⌘ Names of certain creatures, such as *fish*, do not change in the plural. In fact, *fishes* is uncommon.

e.g. carp, pike, salmon, trout, cod, plaice, squid, turbot, deer, sheep

But if used in a plural sense these words would take a plural verb.

✘ A few words do not change whether in singular or plural.

e.g. aircraft, craft, quid (£1), counsel ( barrister working in court).

✘ Collective nouns, crew, family, team etc. can take a singular or plural verb: singular if we consider the word to mean a single group or unit,

e.g. Our team is the best.

or plural if we use the collective noun to mean a number of individuals.

e.g. Our team are wearing their new jerseys.

✘ Certain words are always plural and take a plural verb.

e.g. clothes - police

Are also plural garments consisting of two parts

e.g. breeches ,pants ,pyjamas.

and tools and instruments consisting of two parts

e.g. binoculars, pliers, scissors, glasses etc.

✘ A number of words ending in ‘ics’, such as acoustics, ethics, athletics, hysterics, mathematics, which are plural in form, normally take a plural verb.

e.g. His mathematics are weak .

But names of sciences can sometimes be considered singular.

e.g. Mathematics is an exact science.

✘ Words plural in form but singular in meaning

e.g. No news is good news.

Some diseases such as: mumps, rickets, shingles.

Some games such as: draughts, bowls, dominos, billiards, darts.

⌘ Some words which retain their original Greek or Latin forms make their plurals according to the rules of Greek and Latin.

e.g. crisis      →      crises  
phenomenon    →      phenomena  
oasis          →      oases  
erratum        →      errata  
radius         →      radii  
terminus       →      termini

But some other words follow the English rules :

e.g. dogma      →      dogmas  
gymnasium     →      gymnasiums

Sometimes there are two plural forms for the same singular noun with different meanings.

e.g. appendix    →      appendices or appendixes (medical term)  
appendix        →      appendices (addition (s) to books)  
index            →      indexes (in books)  
index            →      indices (in maths)

⌘ In compound nouns, normally, the last word is made plural.

e.g. travel-agents

But where *man/ woman* is prefixed both parts are made plural.

e.g. men-divers,    women-drivers  
         menservants,    gentlemen-farmers

The first word is made plural with compounds formed of:

*nouns (verb +er)+ adverbs.*

e.g. hangers-on  
         passers-by  
         runners-up

## 4. UNCOUNTABLE NOUNS

### 4.1. Names of substances

bread	cream	gold	paper	tea
beer	wood	ice	sand	water
cloth	dust	jam	soap	wine
coffee	glass	oil	stone	

### 4.2. Abstract nouns

advice	death	information
beauty	experience	knowledge
courage	fear	relief

### 4.3. Also considered uncountable in English

Baggage	damage	luggage	weather
Camping	furniture	parkingshopping	

### 4.4. Some properties and uses of uncountable nouns

✕ Uncountable nouns are always singular and are not used with *a/an*. These nouns are often preceded by *some, any, no, a little* etc. or by nouns such as *a bit of, a piece of, a slice of* etc.

e.g. a bit of news      a grain of sand      a pot of jam  
a drop of oil      a pane of glass a sheet of paper

✕ Many of the nouns in the above group can be used in a particular sense and are then countable.

e.g. Her *hair* is black. (uncountable)

Whenever she finds a grey *hair* she pulls it out. (countable)

We drink coffee/ tea. (uncountable)

But we can ask for *a (cup of) coffee / a tea / two coffees* etc.(countable)

We can walk in wood. (uncountable)

Or we can walk in a wood /woods. (countable)

⌘ Some abstract nouns can be used in a particular sense with a/an.

e.g. a help, a relief, a knowledge of,

a horror / dislike /hatred /love of .

a mercy /pity /shame / wonder, used with ‘that’

a fear /fears

e.g. He had a good knowledge of mathematics.

He had a love of music.

He had a hatred of violence.

It’s a pity / a shame you were not here.

There is a fear / there are fears that he has been murdered.

## 5. CASES AND FUNCTIONS OF NOUNS

There are four cases of nouns in English: possessive, nominative, accusative and dative according to the function of nouns in a sentence. It should be pointed out that except for the possessive case, English nouns have no case endings.

### 5.1. Nominative case

A noun is in the nominative case when it is:

the subject of a sentence

e.g. *Ali* drove the car.

the complement of a linking verb (refer to sentence elements 2.5)

e.g. It is *Ali*

### 5.2. Accusative case

A noun is in the accusative case when it is:

The direct object of a verb

e.g. I saw *Ali*



Or follows a preposition

e.g. I spoke to *Ali*

### 5.3. Dative case

A noun is in the dative case when it stands for ‘to + noun’ or ‘for + noun’, it is, therefore, the indirect object of a verb.

e.g. I gave *Ali* a book.

### 5.4. Possessive Case ( the genitive)

#### 5.4.1. Case Endings for the Possessive

☒ ‘S is used with singular nouns and plural nouns not ending in ‘s’.

e.g.      Ali’s book.                              The boy’s room  
            The man’s hat.                              The men’s hats.

☒ A simple apostrophe ( ’ ) is used with plural nouns ending in ‘s’ and proper names ending in ‘s’.

e.g.      The girls’ school.  
            This is Anas’ book.

☒ Compounds are generally treated as one word.

e.g. My mother –in- law’s house.

#### 5.4.2. Use of the Possessive Case

☒ When the possessor is a person or animal, possession is normally indicated by putting the possessor in the possessive case, not by using the preposition ‘of’.

e.g.      The cat’s bowl.      not      ~~the bowl of the cat.~~

but when the possessor noun is immediately followed by a phrase or a clause the ‘of’ construction is used.

e.g. Novels are a waste of time, was *the opinion of my friend* who had never read a novel in his life .

⌘ When the possessor is a thing, 'of' is normally used.

e.g. The walls of the room.

The legs of the table.

but with many well-known combinations it is usual to put the two nouns together using the first noun as a sort of adjective. This is often done to indicate the position of something.

e.g. The hall door.

The dining room table.

Similarly with some names of towns, districts and places.

e.g. London Cathedral.

Or when there is a connection with time.

e.g. summer holiday.

autumn colours.

Or to indicate the use of clothes, equipments etc.

e.g. tennis shoes, coffee cup, tea pot, world cup.

And with kinds of stories

e.g. crime stories, detective stories, adventure stories.

⌘ The possessive form is used with expressions of time such as: second, minute, hour, day, night, week, month, year, etc.

e.g. a day's work

a week's holiday

⌘ The nouns *pound* and *money* preceded by a possessive adjective can be used in the possessive case when they are followed by the word 'worth'.

e.g. To get your money's worth.

## EXERCISES

**A: Put into the plural as many of nouns in the following sentences as will take a plural form and make other changes if necessary.**

1. A crisis often occurs in the best regulated family.
2. Another criterion is needed in analyzing this phenomenon.
3. The anonymous workman was the real hero on the campus.
4. The runner-up was given a pound note.
5. The skeleton found in the lower stratum was taken at once to the museum.
6. The middle ages were time of feudal rivalry.
7. The driver must produce his certificate to the customs.
8. The soldier left his arms in the barrack.
9. A barrack is a building used as a military quarter.
10. A goods train carries a heavier load than a truck does.

**B: Complete the sentences with the given nouns. Add *s/es* if necessary:**

Advice	Homework	Progress	Thunder
Change	Luggage/baggage	River	Traffic
City	Music	Screwdriver	

1. I've some coins in my pocket. In other words I've some.....in my pocket.
2. The Mississippi, the Amazon and the Nile are well known .....in the world.
3. I like to listen to operas, symphonies, and folk songs. I like.....
4. Since I came to the United States, I have visited Chicago, New York and Miami. I want to visit other.....before I return to my country.
5. The street is full of cars, trucks and buses. This street always has heavy .....especially during rush hours.
6. The children got scared when they heard.....during the storm.
7. Tools that are used to fasten screws into wood are called .....
8. Ann took three suitcases, shoulder-bag and a cosmetic case. In other words she took a lot of .....on her trip.
9. I didn't feel good Ann "you should see a doctor" Tom said; "you should go home and go to bed" Martha said; "you should rest", I got.....from three people.

10. I can often understand people even when they talk fast, I am satisfied with the .....I have made in learning English.

**C: Are the following nouns masculine, feminine or both.**

- |                |                |
|----------------|----------------|
| 1. Hero        | 11. Daughter   |
| 2. Steward     | 12. Guest      |
| 3. Person      | 13. Novelist   |
| 4. Writer      | 14. Host       |
| 5. Air hostess | 15. Boss       |
| 6. Student     | 16. Cook       |
| 7. Bride       | 17. Country    |
| 8. Neighbor    | 18. Manager    |
| 9. Son         | 19. Ship       |
| 10. Foreigner  | 20. Boy-friend |

**D: Rewrite the following nouns in the plural form.**

- |               |                      |
|---------------|----------------------|
| 1. Child      | 11. Leaf             |
| 2. Zero       | 12. Parenthesis      |
| 3. Mouse      | 13. Petrol-station   |
| 4. Apple-tree | 14. Crisis           |
| 5. Industry   | 15. Echo             |
| 6. Radio-set  | 16. Shelf            |
| 7. Fox        | 17. Analysis         |
| 8. Sheep      | 18. Tea-cup          |
| 9. Belief     | 19. Brother- in- law |
| 10. Drawer    | 20. Ox               |

**E: The following words are connected with an activity, for example sport, or an academic subject. Write the name of the activity. Each time the beginning of the word is given, then put each of these names into a sentence of your own.**

- |                |          |
|----------------|----------|
| 1. Calculate   | algebra  |
| Equation.....m |          |
| 2. Government  | Election |
| Minister.....p |          |
| 3. Finance     | Trade    |
| Industry.....e |          |
| 4. Running     | Jumping  |
| Throwing.....a |          |

- |              |                |          |
|--------------|----------------|----------|
| 5. Light     | Heat           |          |
|              | Gravity.....p  |          |
| 6. Exercises | Somersault     | Parallel |
|              | bars.....g     |          |
| 7. Computer  | Silicon Chip   | Video    |
|              | games.....e    |          |
| 8. Atom      | Electron       |          |
|              | Molecule.....c |          |

**F: Decide whether the following words are countable or not.**

1. Roof
2. Confusion
3. Traffic
4. Pain
5. Behaviour
6. Knife
7. Freedom
8. Mouth
9. Peace
10. cutlery

# VERBS

## 1. CLASSES OF VERBS

There are two classes of verbs in English:

**1.1. Auxiliary Verbs:** be, have, do, can, could, may, might, must, shall, should, ought to, will, would, to need, to dare and used to.

This class is divided into two sub-classes:

Primary auxiliaries: be, have, do

Modal auxiliaries: The remaining auxiliaries

### NB

**It should be noted that be, have, do, need and dare have infinitives and participles like ordinary verbs, while the other auxiliaries have not.**

**1.2. Lexical / Ordinary verbs:** All the other verbs belong to this class.

e.g. to sing, to work.

This class is also divided into two sub-classes: regular and irregular verbs according to the form of the verb as explained below.

## 2. LEXICAL / ORDINARY VERBS

### 2.1. Verbal Forms

All ordinary verbs have five basic forms:

Verb Form	Base/ Infinitive	Past simple	Past Participle	Present Participle	'S' Form
Regular	<b>Walk</b>	<b>Walked</b>	<b>Walked</b>	<b>Walking</b>	<b>Walks</b>
Irregular	<b>Write</b>	<b>Wrote</b>	<b>Written</b>	<b>Writing</b>	<b>Writes</b>

As mentioned earlier there are two categories of lexical verbs: regular and irregular.

In regular verbs the past simple and past participle are both formed by adding (d) or (ed) to the infinitive; therefore, from the base of such verbs we can predict the other forms. Whereas the past forms of irregular verbs cannot be predicted from the base, they should be learnt (see the list of irregular verbs).

**N.B.**

**In all verbs the ‘s’ form and the present participle can be obtained by adding ‘s’ / ‘es’ and ‘ing’ to the base respectively .**

## **2.2. Some Inflectional Spelling Rules**

### **2.2.1. Doubling of Consonant**

Final base consonants of a verb, except *w*, *x* and *y*, are doubled before inflections (suffixes) beginning with a vowel letter when the preceding is stressed and spelled with a single vowel letter.

- e.g. hit + ing = hitting
- knit + ed = knitted
- permit + ing = permitting
- begin + ing = beginning

There is no doubling when the vowel is unstressed or written with two letters.

- e.g. enter + ing = entering
- answer + ed = answered
- defeat + ed = defeated

### **Exceptions**

Bases ending with certain consonants are doubled also after single unstressed vowels:

- g -            - gg-
- c -            - ck-
- e. g: traffic      trafficking      trafficked

In British English bases ending in ‘*l*’, ‘*m*’, and ‘*p*’ are also doubled when

they come after a single vowel.

- l -

-ll-

- m

-mm-

- p

-pp-

e. g. signal

signalling

signalled

program(me)

programming

programmed

worship

worshipping

worshipped

These consonants (*l, m, p*) are not doubled in American English unless they come after a single stressed vowel.

### 2.2.2. Verbs Ending with ‘y’

Bases ending with ‘y’ following a consonant, change the ‘y’ to ‘i’ before any suffix except ‘ing’

e.g. carry + ed = carried - carry + ing = carrying

hurry + ed = hurried - hurry + ing = hurrying

When the verb is in the ‘s’ form, that is the third person singular, the following change occurs:

e.g. carry + s = carries

hurry + s = hurries

In bases ending with ‘ie’, the ‘ie’ is replaced by ‘y’ before the ‘ing’ inflection

e.g. die + ing = dying

lie + ing = lying

### 2.2.3. Omission of Final ‘e’

Final ‘e’ in a verb is regularly dropped before the ‘ing’ and ‘ed’ inflections.

e.g. shave

shaving

shaved

Verbs with bases ending in ‘ee’, ‘ye’, ‘oe’ and often (but not always) ‘ge’ are exceptions to this rule in that they do not drop the ‘e’ before ‘ing’, but they do drop it before ‘ed’.

e. g. agree

agreeing

agreed

dye

dyeing

dyed

hoe

hoeing

hoed

singe

singeing

singed

The final ‘e’ of verbs ending in ‘ie’ is also dropped before ‘ed’



### 3. AUXILIARY VERBS

Auxiliaries help to form a tense or an expression. They combine with present or past participles or with infinitives to form the tenses of ordinary verbs.

- e. g. I am coming
- He has finished.
- I didn't see him.

They also combine with infinitives to indicate permission, possibility, obligation, deduction etc.

- e. g. He can speak French.
- You may go.
- We must hurry.

Auxiliaries are divided into two classes: principal / primary auxiliaries and modal auxiliaries.

#### 3.1. Principal Auxiliaries: be , have , do

*Be, have, do* have the Following Forms:

Infinitive	Present tense	Past simple	Past participle	Present participle
<b>Be</b>	<b>am, is, are</b>	<b>was, were</b>	<b>been</b>	<b>being</b>
<b>Have</b>	<b>have, has</b>	<b>had</b>	<b>had</b>	<b>having</b>
<b>Do</b>	<b>do, does</b>	<b>did</b>	<b>done</b>	<b>doing</b>

*Be and have* are used as auxiliaries to form tenses.

e.g. He has just arrived. (Present perfect)

      He is writing a letter. (Present continuous)

They are also used to express negation and interrogation in such statements.

*Do* as an auxiliary is used with the present and past simple of ordinary verbs in negative and interrogative sentences.

e.g. It didn't matter.

e.g. Does she see us?

*Be, have, do* require a participle or infinitive when used as auxiliaries, but in answers, comments etc. this is often understood but not mentioned.

e.g. A: Have you heard that?

B: yes, I have ( heard that ).

*Be, have, do* are also used as ordinary verbs with independent meanings. *Be* can denote ‘existence’, *have* can mean ‘take’, *do* can mean ‘perform’ etc.

e.g.       The cat *is* in the kitchen.  
              He *had* his breakfast.  
              She *does* her homework.

In this case:

☒ *Be* follows the auxiliary verb pattern.

e.g.   He *is* here.  
          He *isn't* here.  
          *Is* he here?

☒ *Have* normally follows the auxiliary pattern when having the state sense of possession.

e.g.   I *haven't* any books.  
          *Have* I any books?

With this meaning, the informal form *have got* can be used especially in British English as an alternative to *have* in negative and interrogative sentences.

e.g.   I *haven't (got)* any books.  
          *Has* he (*got*) to go?

*Have* uses the *do-construction* when used in dynamic senses (receive, take, experience, etc.).

e.g.   Did he *have* his breakfast ?

☒ *Do* follows the ordinary verb pattern.

e.g.   Did she *do* her homework?  
          She *didn't* *do* her homework.

### 3.2. Modal Auxiliaries

There are two categories of modal auxiliaries: modals and semi-modals.

**3.2.1. Modals:** They are as follows:

Present form	Past form
<b>Can</b>	<b>Could</b>
<b>May</b>	<b>Might</b>
<b>Will</b>	<b>Would</b>
<b>Shall</b>	<b>Should</b>
<b>Must</b>	
<b>Ought</b>	

Modals have no final 's' in the third person singular.

e. g. He can

He must

They always form their negative and interrogative according to the auxiliary pattern that is without *do*.

e. g. A: will he come?

A: Can I open the door?

B: No, he will not.

B: No, you cannot.

They have no proper past tenses. Only four past forms exist: *could*, *might*, *should* and *would*, but they have a restricted use.

All modal verbs except *ought* are followed by the bare infinitive i.e. infinitive without 'to'.

e. g. You should pay.

You ought to pay.

**3.2.2. Semi-modals**

*Need*, *dare* and *used* are considered as semi-modals because they can have different forms. When used as auxiliaries, *need* and *dare* can either conform to the modal auxiliary pattern i.e. take the bare infinitive, or to the ordinary verb pattern i.e. use the *do construction* and, then, take the full infinitive.

It should be mentioned that in the affirmative, *dare* is conjugated like an ordinary verb i.e. *dare/dares* in the present and *dared* in the past. Observe the following examples:

Auxiliary pattern	Ordinary verb pattern
He needn't wait.	He doesn't need to wait.
He dared not interrupt.	He didn't dare to interrupt.
Dare he criticise my arrangements?	Does he dare criticise my arrangements?
	She dares coming to my house.

*Need* and *dare* can also be used as ordinary verbs and are then inflected and have the usual participles.

e. g. He needs help.

They dared me to jump.

*Used*, also referred to as *used to*, is used only in the past. For its negative and interrogative forms used in formal English, it usually follows the auxiliary pattern.

e. g. I used not / usedn't to go there.

Used you to live in London?

Though technically *used* has no infinitive, the forms *didn't use to* and *did he use to?* are quite often heard.

## 4. USE OF AUXILIARIES

### 4.1. Auxiliaries in Short Answers

Auxiliaries are used in short answers to yes/ no questions.

e. g. A: Do you smoke?

B: Yes, I do/ No, I don't.

If there is more than one auxiliary in the question, the first should be used in the answer.

e. g. A: Could he have bought it ?

B: Yes, he could/ No, he couldn't.

## 4.2 Disagreement with Remarks

We use auxiliaries to disagree with someone's remark.

- e. g. A: He worked too hard.  
B: Oh no, he didn't.  
A: Ali gets up too early.  
B: No, he doesn't.  
A: Why did you travel first class?  
B: But I didn't.  
A: I won't pay you  
B: yes, you will.

## 4.3 Question Tags

Question tags are short additions to sentences asking for agreement or confirmation and in which auxiliaries are used.

- After negative statements we use affirmative interrogatives.  
e. g. You didn't see him, did you?
- After affirmative statements we put negative interrogatives.  
e. g. Ali was there, wasn't he?

**NB :**

**Negative auxiliaries in the tags are usually contracted.**

**The subject of the tag is always a pronoun.**

**The same tense of the statement is kept in the tag.**

- Statements containing words such as : *neither, no (adj), none, no one, nobody, scarcely, barely, hardly, hardly ever and seldom* are treated as negative statements and followed by affirmative interrogative tags.  
e. g. No salt is allowed, is it?  
Amina hardly ever goes to parties, does she?
- When the subject of the sentences is: *anyone, anybody, no one, nobody, none, neither, everybody, everyone, somebody or someone*, we use the pronoun *they* as subject to the tag.  
e. g. No one would object, would they?  
Neither of them complained, did they?  
Someone had recognised him, hadn't they?
- Negative interrogative tags without contractions are very rarely

used but possible with a different word order.

e. g. You saw him, did you not?

Irregularities:

e. g. I 'm late, aren't I?

Let's go, shall we?

- After affirmative imperatives we use:  
'*Won't you?*' to invite people to do things  
'*Will you?*', '*Would you?*', '*Can you?*', '*Could you?*', '*Can't you?*' to tell people to do things.

e. g. Do sit down, won't you?

Open the window, would you?

Give me a hand, will you?

Shut up, can't you?

Ask her to come, can you?

- After a negative imperative we use '*will you?*'  
e. g. Don't forget, will you?

**4.4. Additions to Remarks**

- Affirmative additions to affirmative remarks are made by:

Subject + auxiliary + too / also or so + auxiliary + subject
--

If there is an auxiliary in the remark it is repeated in the addition, otherwise the auxiliary *do* is used.

e. g. Amina has finished her work and Sarah has too / so has Sarah.

Djawad enjoyed the party and Ali did too / so did Ali.

The additions can be spoken by another person.

e. g. A: The boys cheated.

B: The girls did too.

- Negative additions to affirmative remarks are made with:

but + subject + negative auxiliary

e. g. He likes pop music but I don't.

- Affirmative additions to negative remarks are made with:

but + subject + auxiliary

e. g. The horse wasn't hurt but the rider was.

- Negative additions to negative remarks are made with:

neither/ nor + auxiliary + subject  
or  
subject + negative auxiliary + either

e. g. He never goes to concerts neither does his wife / his wife doesn't either.

She didn't like the book nor did I/ I didn't either.

## 5. MEANING OF AUXILIARIES

### 5.1. Principal Auxiliaries: Be, Have, Do

#### 5.1.1. Be

*Be + infinitive* is used to convey orders or instructions.

e. g. No one is to leave this building without the permission of the police.

Note the difference between:

a) Stay here, Ali.

And

b) You are to stay here, Ali.

In (a) the speaker himself is ordering Ali to stay, while in (b) he may be simply conveying to Ali the wishes of another person.

The above distinction disappears in indirect speech where the *Be +*

*infinitive* expresses indirect commands.

e. g. He says, “wait till I come”.

Reported speech: He says that we are to wait till he comes.

It is also used in reporting requests for instructions.

e. g. “Where shall I put it, sir?” he asked.

Reported speech: He asked where he was to put it.

*Be + infinitive* is also used to convey a plan.

e. g. She is to be married next month.

The expedition is to start in a week’s time.

*Was / Were + infinitive* can express an idea of destiny.

e. g. They said goodbye, knowing that they were never to meet again.

*Be about + infinitive* expresses the immediate future.

e. g. They are about to start.

If *just* is used, the future expressed is even more immediate.

e. g. They are just about to leave.

Be about + infinitive = Be on the point of + gerund

e. g. They are on the point of starting.

### 5.1.2. Have

The construction *have + object + past participle* can be used to express sentences of the type ‘I employed someone to do something for me’

e. g. I had my car cleaned.

This sentence means: I employed someone to clean my car.

**NB:**

**The word order *have + object + past participle* should be kept otherwise the meaning will be changed, compare:**

**She had her hair cut.**

**\*She had cut her hair.**

When *have* is used in this way, the negative and interrogative of its present and past tenses are formed with *do*.

e. g. Do you have your windows cleaned every month?

*Get* can be used in the same way as *have* but is more colloquial.

e. g. I got my car cleaned.



*Had better + bare infinitive* has a present or future meaning, *had* in this construction is an unreal past.

e. g. Affirmative: I'd better ring him at once.

Negative: you'd better not miss the last bus.

*Had* is usually contracted after pronouns

The construction *had better + bare infinitive* is not normally used in the ordinary interrogative, but is sometimes used in the negative interrogative.

e. g. Hadn't you better ask him first?

The construction *have + object + present participle* is often used with a period of future time.

e. g. I'll have you driving in 3 days.

It can also be used in the past.

e. g. He had them all dancing.

This construction can be used in the interrogative form but is not often used in the negative.

### 5.1.3. Do

*Do / Did + infinitive* is used in affirmative statements when we wish to add special emphasis on the verb in the infinitive. It is mainly used when another speaker had expressed doubt about the action referred to.

e. g. A: You didn't see him.

B: I did see him.

*Do + imperative* makes a request or invitation more persuasive.

e. g. Do come with us.

*Do* can be used as an approving or encouraging affirmative answer to someone asking for approval.

e. g. A: Shall I write to him?

B: Yes, do.

## 5.2. Modal Auxiliaries

### 5.2.1. Can / Could

#### Ability

*Can* and *could* are used to express general ability or knowing how to do something. In this case they can be replaced by *be able to*.

- e. g. I can type a telex  
I am able to type a telex

Both *can* and *be able to* are possible in the present, but *can* is more commonly used. Similarly, both *could* and *be able to* are possible in the past, but *could* is more commonly used.

- e. g. He can speak French.  
He is able to speak French
- e. g. He could run 100 meters in 13 seconds  
He was able to run 100 meters in 13 seconds

Only *be able to* is used in all other forms and tenses such as the future simple, present perfect, infinitive ... etc.

- e. g. I've been able to swim since I was three.  
I would love to be able to swim.

*Could* has a conditional use both in the second and third conditionals.

- e. g. If I had taken the exam I could have passed it.

*Could* + *perfect infinitive* is used to express a past ability that was never proved.

- e. g. I could have stopped the bank robbers as they were escaping.

#### Possibility

*Can* is used to express a theoretical possibility.

- e. g. How many people can a land-rover hold?

*Could* can express a weak possibility.

- e. g. It could be a UFO<sup>1</sup>, but it looks like a plane.

*Could* + *perfect infinitive* is used when we think it is possible that something has happened, but we don't really know.

---

<sup>1</sup> Unidentified Flying Object

e. g. She is still not here; she could have got lost.

### **Permission**

*Can* and *could* are used to ask permission. “*Could I?*” can express both formal and informal requests, whereas “*can I?*” is more colloquial.

e. g. Can I bring a friend to the party?  
Could I have another cup of coffee, please?

*Can* is used to give or refuse permission for both “*can I?*” and “*could I?*”

e. g. A: Can I open the door?  
B: Yes, you can / No, you can't.  
A: Could I open the door?  
B: Yes, you can / No, you can't.

### **Offers and requests**

*Can* and *could* are used to offer to do something for someone

e. g. Can I do the shopping for you?  
I could give you a lift to the station.

*Can* and *could* are also used to ask or tell someone to do something.

e. g. Can you draw the curtains, please?

### **5.2.2. May / Might**

#### **Possibility**

*May* and *might* express either a present or future possibility.

*Might* slightly increases the doubt.

e. g. He may be at home, now.  
He doesn't work hard, but he might succeed in his exams.

*May / Might + perfect infinitive* is used in speculations about past actions.

e. g. He may / might have gone = it is possible that he has gone.  
When the main verb is in the past only *might* is used.  
e. g. He thought that she might have missed the plane.

*Might*, not *may*, must be used when the uncertainty no longer exists.

e. g. He came home alone, he might have got lost. (But he didn't get lost.)

*Might*, not *may*, is also used when the matter was never put to test, as in:

e. g. Perhaps we should have taken the other road. It might have been quicker.

Sentences of this kind are similar to the 3rd conditional.

e. g. If we had taken the other road it might have been quicker.

*May / Might* can be used in conditional sentences instead of *will / would* to indicate a possible rather than a certain result. Only *might* is used in the 2nd and 3rd conditional

### **Permission**

*May* and *might* are used to ask formally for permission. *Might* is less common and a rather tentative way of asking permission i.e. it indicates a greater uncertainty than *may* about the answer.

e. g. May I write you a cheque?

I wonder if I might borrow \$5 from you.

*May* is used to give or refuse permission for both “*may I?*” and “*might I?*”

e. g. A: May I stay out late tonight?

B: Yes, you may. / No, you may not.

### **5.2.3. Must**

#### **Obligation**

*Must* is used to give command (when the command is at the wish of the speaker) or strong advice. It can also be used to express personal obligation.

e. g. You must be home early.

I must clean the house.

When the command is made because of external circumstances, *have to* is used.

e. g. We have to be at work at 8:00 everyday.

*Have got to* can also be used. It is usually contracted and it is used for more specific actions, whereas *have to* is used for more habitual actions.

e. g. I've got to work late tonight.

Only *have to* can be used in the past simple, perfect tenses, gerund, infinitive and after modals.

e. g. I don't like having to repeat myself all time.

### **Absence of obligation**

*Don't need to, needn't, don't have to* and *haven't got to* are used to say that something is unnecessary. They express absence of obligation, which is not expressed by *mustn't*. In fact, *mustn't* is used to give strong negative advice or command.

e.g. You don't have to wear a tie to work, but you mustn't wear jeans. (Wear a tie or not as you like, but no jeans allowed)

### **Deduction / Assumption**

*Must* is used to express a logical deduction, that is when we are certain about something but have no concrete evidence.

e. g. Someone is knocking at the door. It must be Amina.

In questions and negative statements, we use *can* and *can't / couldn't* with this meaning not *must* and *mustn't*.

e. g. There is somebody at the door. Who can it be?

It can't be the postman. It's only seven o'clock.

*Must + perfect infinitive* is used to express a logical deduction about the past.

e. g. You must have been terrified when the curtains caught fire.

In questions and negative statements *can* and *can't / couldn't* are used.

e. g. He can't / couldn't have missed the bus.

#### **N.B.:**

**Only *couldn't* is used when the negative or interrogative deduction is introduced by a verb in the past.**

**e. g. He said that it couldn't be an aeroplane.**

### **5.2.4. Ought to / Should**

#### **Obligation, duty or giving advice**

*Ought to* and *should* are used to express obligation or duty and to give advice to people about what to do.

e. g. They should / ought to forbid parking here; the street is too narrow.

*Ought to/ should + perfect infinitive* expresses the speaker's view of past obligation or duty, and can also express regret or disapproval.

e. g. We should / ought to have gone with them. They had a lovely time.

**NB:**

The difference between *ought to / should, must* and *have to* is that *must* expresses the speaker's authority, *have to* external authority, whereas with *should* and *ought to* it is more a matter of conscience or good sense.

e.g. Someone suffering from an incessant cough went to the doctor. The doctor told him: "You must stop smoking". When he came back home and after telling his wife about the cause of his illness he said "I have to stop smoking". His wife answered "Yes indeed, you should stop smoking".

A second difference between the above mentioned auxiliaries is that with *must* and *have to* we have the impression that the obligation is or will be fulfilled. With *ought* and *should*, it is uncertain that the obligation is being or will be fulfilled.

e.g. A driver: I ought to / should go slowly here. (He isn't really going to drive slowly otherwise he would say : I must / have to go slowly)

**Probability / Assumption**

*Ought to / Should* is used when we think it is probable that something is the true situation.

e. g. My glasses ought to/ should be here somewhere.

*Ought to / Should + perfect infinitive* is used when we think it is probable that something has happened, but we do not know definitely.

e. g. Ali ought to /should have arrived to Oran by now.

### 5.2.5. Will/ Would

#### Requests

*Will/ Would* can express requests. “*Will you*” is more authoritative and therefore less polite than “*would you*”.

e. g. Will / Would you please count your change?

Would you mind moving your car?

“*Would you*” can have the same meaning of request as “*could you*”.

e.g. Would / Could you open the window, please?

#### Offers

Both *will* and *would* can express offers, but *would* is more formal.

e. g. Will you have lunch with me tomorrow? (Informal)

Would / Could you have lunch with me tomorrow? (Formal)

#### Probability / Assumption

*Will* is used for assumptions about present or future actions.

e. g. Ring his home number, he will be at home now .

They will have plenty of time to get to the station.

*Will + perfect infinitive* is used for assumptions about past actions in the future.

e. g. Phone him at 9: 00, he will have finished his supper.

The following table summarises the meaning that can carry each modal auxiliary.

Modals	Can	Could	May	Might	Will	Would	Must	Should	Ought
Ability	<u>X</u>	<u>X</u>							
Possibility	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>					
Permission	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>					
Offers & Requests	<u>X</u>	<u>X</u>			<u>X</u>	<u>X</u>			
Obligation							<u>X</u>	<u>X</u>	<u>X</u>
Deduction/ Probability/ Assumption					<u>X</u>		<u>X</u>	<u>X</u>	<u>X</u>
Advisability								<u>X</u>	<u>X</u>

### 5.3. SEMI –MODALS

#### 5.3.1. Need / Needn't

*Needn't* is used to express an absence of obligation or necessity  
 e.g. You needn't bring any food, lunch is provided .

*Needn't* + perfect infinitive is used to express a past action that was unnecessary but which actually happened.

e.g. You needn't have made me supper, I 'm not hungry .

#### 5.3.2. Dare

In affirmative state

ments, *dare* is conjugated like an ordinary verb.

e.g. For a long time no one dared even to whisper .

But in negative and interrogative statements it can be conjugated either like an ordinary verb or like an auxiliary.

e.g. He doesn't dare to say anything. /He daren't say anything.

Do we dare interrupt? / Dare we interrupt?



In the negative *dare* as an auxiliary can have the following forms: *dare*, *dares* and *dared*

- e.g. They dared not move.
- She dares not move.

*Dare* is not much used in affirmative statements except in the following expression:

- ‘I dare say’ meaning ‘I suppose’ or ‘I accept what you say’. It is used only with the first person singular ‘I’.
- e.g. I dare say there’ll be a restaurant car on the train.

*Dare* is also used to express indignation

- e.g. How dare(d) you/ he/ they?

### 5.3.3 Used

*Used to* expresses a discontinued habit or a past situation which contrasts with the present.

- e.g. I used to smoke cigarettes; now I smoke a pipe.
- She usedn’t to like Ali, but she quite likes him now.

*Used to* also expresses a past routine or pattern.

- e.g. Every evening Ali used to visit his uncle.

Since *used* has no present form, we use the simple present tense to express present habits or routines.

- e.g. He visits his uncle every Friday.

## EXERCISES

### A: Choose the correct form of the verbs: *can*, *could* and *(be) able to*.

1. I really enjoyed staying with my aunt when I was a child because she always told me I could/was able to watch TV after 10 o'clock.
2. I couldn't have found/haven't been able to find my filofax for days now.
3. As soon as she arrived I could/was able to see from her face that she was depressed.
4. Why did I have to listen to you? I could have been/can be at home now instead of here.
5. You should have taken a taxi or you could phone/could have phoned me for a lift.
6. This refrigerator was \$567 but I could/was able to get a discount because it was slightly damaged.
7. I have no idea where my sister is. She could/can be in the North Pole for all I know.
8. It is difficult to understand how miners work under such conditions. I can't/ couldn't.
9. She was able to be/could have been a star but she became a nurse instead.
10. I could/can drive but I can't ride a bike.

### B: Choose the correct form of the verb: *must/have to/mustn't/needn't/don't have to*.

1. You \_\_\_\_\_ pay a month's rent in advance. The landlord always insists on it.
2. You \_\_\_\_\_ complete and return the completed form before Friday, 10th March.
3. In Britain, motorcyclists \_\_\_\_\_ wear crash helmets.
4. You \_\_\_\_\_ drink alcohol while taking these tablets.
5. You \_\_\_\_\_ have a license to have children.
6. You \_\_\_\_\_ put out the rubbish. I can do that later.
7. Mr Brown \_\_\_\_\_ work late in the office since he changed his job.
8. Mary has a weight problem. She knows she \_\_\_\_\_ give up fried food if she wants to lose weight.
9. During the Antarctic expedition the explorers \_\_\_\_\_ melt the snow to get drinking water.

10. You \_\_\_\_\_ all remember to lock the door when you leave.

**C: Choose the correct form of the verbs: *must/can't/may/might*.**

1. You must be/ can't be very proud of your daughter winning the prize.
2. That play has been such a success. It must be / can't be easy to get tickets to see it.
3. You must be / must have been parched after carrying those heavy boxes. I must put the kettle on.
4. We thought you would have visited us when you were in town. I suppose you must be/must have been too busy.
5. I'm sure you could pass the examination if you tried. You mustn't be/ can't be using the proper learning strategies.
6. Why did you work there? You might have enjoyed/ can't have enjoyed working in such an environment.
7. The shop may be delivering/must be delivering our new suite today.
8. You will have to go over the books again. You might have been concentrating/ can't have been concentrating when you looked at them the first time.
9. I just called the office but I guess they may have/ may be having a lunch break.
10. If you carry those heavy suitcases you must/ might injure yourself.

**D: These sentences are wrong. Correct them.**

1. I don't know who gave me this CD. It should have been my uncle.
2. She shouldn't be out so late. Look at her. She mustn't be more than fifteen.
3. They didn't want to come with us at first, but finally we could persuade them to come.
4. Will you like a cup of tea with your cake?
5. Mary hasn't to work on Saturdays any more.
6. 'You must have been Anthony's brother. Hello, I'm Roger.'
7. I phoned yesterday and they said he's just left for a two day trip to Malibu.
8. We mustn't have booked seats for the show because the theatre is half empty.
9. I can't have to go to work yesterday so I stayed in bed till lunchtime.

10. You mightn't have cooked all that food.

**E: Complete with the correct modal verb:**

**Can couldn't have to might must ought to shouldn't was able.**

1. It's very cold today. Do you think it ..... snow later?
2. You ..... leave your door unlocked when you go out.
3. They ..... have filled the car with petrol before they set off.
4. My motorbike broke down in the middle of nowhere, but luckily I..... to fix it.
5. Mum says we ..... watch TV after we've finished our homework.
6. You don't ..... pick me up at the station. I can get a taxi.
7. This is impossible, it ..... be a mistake!
8. Jim ..... have seen me because he walked past without saying 'Hello'.

**F: a) Make *negative additions* to the following remarks using the suggestions given in the brackets.**

1. He isn't back. (**she**)  
He isn't back .....
2. Samira never goes to concerts. (**Mehdi**)  
Samira never goes to  
concerts.....
3. She thanked me. (**he**)  
She thanked me .....
4. This beach is safe for bathing. (**that beach**)  
This beach is safe for bathing .....

**b) Make *affirmative additions* to the following remarks using the suggestions given in the brackets.**

1. He lives in London. **(I)** He lives in London  
 .....
2. You must come. **(your son)** You must come  
 .....
3. She can't eat mushroom. **(I)** She can't eat mushroom  
 .....
4. I haven't got a computer, **(my neighbour)** I haven't got a  
 computer .....

**G: Complete the following tag questions (use only one choice from the list given)**

1. I must remember to phone him more often,  
 .....?  
 a/ must me?      b/ must I?      c/ mustn't I?
2. ...., wasn't he?  
 a/ Elizabeth was English      b/ Shakespeare was English  
 c/ Mark wasn't English
3. We have never expected him to succeed,  
 .....?  
 a/ have we      b/ haven't we      c/ has he
4. There ought to be more street lights here,  
 .....?  
 a/ ought it      b/ ought not lights      c/ shouldn't they
5. Let's go for a walk, .....?  
 a/ Shall we?      b/ Shan't we?      c/ Won't we?
6. ...., haven't we?  
 a/ they haven't seen this film      b/ we haven't seen this film  
 c/ we have seen this film
7. We won't be late, .....?  
 a/ Won't we?      b/ Will we?      c/ Are us?
8. ...., aren't I?  
 a/ I'm not your teacher      b/ you're my teacher      c/ he's the  
 teacher      d/ I am your teacher

**H: Write the tag questions**

1. I am attractive, .....

2. Stop daydreaming, .....
3. Let's go to the beach, .....
4. He has got a car, .....
5. There aren't any spiders in the bedroom, .....
6. This is Paul's pen, .....
7. You *play* the guitar, .....
8. They *went* to the cinema, .....
9. He hardly ever speaks, .....
10. They rarely eat in restaurants, .....

**I: Read about each situation and write sentences with 'have something done'**

**e.g. Betty is paying the Person who has repaired her bicycle.  
Betty has had her bicycle repaired.**

- 1 Jack went to the hospital. A nurse bandaged his leg.  
.....
- 2 Lara is going to the dentist. She's going to remove her tooth.  
.....
- 3 Selma is visiting the town while her photos are being developed.  
.....
- 4 Steve's car was broken. His mechanic repaired it.  
.....

# PRESENT TENSES

## 1. THE SIMPLE PRESENT TENSE

### 1.1. Form

In the affirmative the simple present has the same form as the infinitive but adds an “s” for the third person singular.

Affirmative : I / you /we/ they work, he / she / it works.

Negative : I / you / we / they do not work, he / she / it / does not work.

Interrogative : Do /I/you/ we / they work ? , Does he / she / it work?

Negative interrogative : Don't I / you / we /they work ? , Doesn't he / she/it work ?

### 1.2. Use

A. The main use of the simple present tense is to express habitual actions.

e.g. He smokes.

Dogs bark.

It is often used with adverbs or adverbial phrases such as : always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year etc...

e.g. Christians go to Church on Sundays.

It rarely rains here.

It is also used with time clauses to express routine or habitual actions.

e.g. Whenever it rains the roof leaks.

As soon as he earns any money he spends it.

B. The simple present is used with the verb say, when we are asking about or quoting from: books, notices or very recently received letters.

e.g. I see you've got a letter from Ann, what does she say ?

She says.....

Shakespeare says, “ Neither a borrower nor a lender be”.

C. The present simple can be used in newspaper headlines.

e.g. PEACE TALKS FAIL.

D. It can be used for dramatic narratives. This is particularly useful when describing the action of a play, opera etc... It is also often used by commentators at sport events, public functions etc...

e.g. When the curtain rises, Juliet is writing at her desk, suddenly the window opens and a man jumps in ...

E. It is used in conditional sentences type 1

e.g. If I see Amina I will ask her about the exam date.

F. The simple present is also used for a planned future action or a series of actions, particularly when they refer to a journey. Travel agents generally use it.

e.g. We leave Tlemcen at 10:00 next Tuesday and arrive to Oran at 12:00. We spend three hours in Oran and leave again at 15:00...

G. To express a general truth we also use the present simple

e.g. The earth moves round the sun.

H. The present simple is used instead of the present continuous with verbs which cannot be used in the continuous form such as see, love, believe etc... (see section 3 below )

e.g. I see you. ( not I'm seeing you )

## **2. THE PRESENT CONTINUOUS / PROGRESSIVE**

### **2.1. Form**

The present continuous is formed with *the present tense of the auxiliary verb 'be' + the present participle.*

Affirmative: I am working, you / we / they are working, he / she / it is working

Negative: I am not working, you / we / they are not working, he / she / it is not working

Interrogative: am I working ? Are you / we / they working? Is he / she / it working?

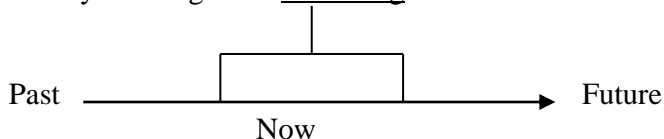
Negative interrogative: aren't I/you/we/they working? Isn't he/she/it working?



## 2.2. Use

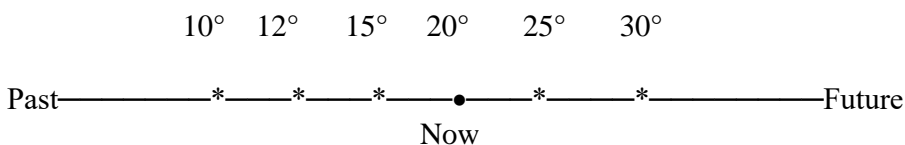
A. We use the present progressive to talk about actions and situations that are going on ‘around now’ i.e. before, during and after the moment of speaking.

e.g. “What are you doing?” “I’m reading”.



B. We also use the present continuous to talk about developing and changing situations

e.g. The weather is getting warmer.



C. The present continuous is also used for a definite arrangement in the near future.

e.g. I’ m meeting Ali tonight.

Are you doing anything tomorrow afternoon?

In this case, the time of the action should always be mentioned in order to avoid confusion between present and future meanings. *Come* and *go* however, can be used in this way without a time expression.

e.g. I’m going to Paris. (Future action)

## 3. VERBS TAKING AND NOT TAKING THE PROGRESSIVE

There are two types of verbs: dynamic and state verbs.

### 3.1. Dynamic verbs

These verbs usually take the progressive aspect i.e. they can be conjugated in any continuous tense. They are put under three groups:

#### 3.1.1. Verbs denoting activities

Such as walk, read, drink, write, work, etc.

### 3.1.2. Verbs denoting processes

Such as change, grow, widen, improve, etc.

### 3.1.3. Verbs denoting momentary events

Such as knock, jump, nod, kick, etc.

If used with the progressive, these verbs suggest repetition.

e.g. - He knocked at the door. ( one knock on the door )

- He was knocking at the door. (repeated knocks on the door)

## 3.2. State verbs

These verbs often cannot be used with continuous tenses, because the notion of something in progress cannot be easily applied to them. The verbs which normally do not take the progressive include:

### 3.2.1. Verbs of perceiving

Such as feel, hear, see, smell, taste.

-The verbs *look* and *sound* can be included in this group when used as liking verbs.

e.g. She looks nice.

-Verbs referring to internal sensation such as *hurt*, *feel*, *ache*, can be used either with the progressive or the simple tense.

e.g. My back hurts.

My back is hurting.

### 3.2.2. Verbs referring to a state of mind or feeling

Such as believe, adore, desire, detest, dislike, doubt, forget, hate, hope, imagine, know, like, love, mean, prefer, remember, suppose, understand, want, wish, etc.

e.g. I forget his name.

The verbs *seem* and *appear* may also be included here :

e.g. He seems /appears to be enjoying himself.

### 3.2.3. Verbs referring to a relationship or a state of being

Such as be, belong to, concern, consist of, contain, cost, depend on, deserve, equal, fit, have, involve, matter, owe, own, possess, remain, require, resemble, suffice, etc.

e.g. This carpet belongs to me.

### 3.3. Exceptions

Although *state verbs* may be labeled *non – progressive*, there are special circumstances in which they are used with the progressive. In this case, we can say that *the state verb* has been changed into an *activity verb*, i.e. a verb referring to an active form of behaviour. In place of *see* and *hear*, we have the equivalent activity verbs *look (at)* and *listen (to)*

e.g. I am looking at your drawings.

He was listening to the news when I entered.

But for *smell*, *feel* and *taste* there is no special corresponding activity verb, so these verbs have to do the duty for the state meaning and the activity meaning.

e.g. The doctor is feeling her pulse.      He says it feels normal.

e.g. we've been tasting the soup.      It tastes delicious.

In the same way *think*, *imagine*, *remember*, etc. can sometimes be used as mental activity verbs.

e.g. I'm thinking about what you said. I think you're right.

## 4. THE PRESENT PERFECT SIMPLE.

### 4.1. Form

The present perfect is formed with *the present tense of have + past participle*

Affirmative: I/ you/we/ they have worked, he / she/ it has worked.

Negative: I/ you/we/ they have not worked, he / she/ it has not worked.

Interrogative: have I/you /they worked? Has he / she /it worked?

Negative-interrogative: haven't I/you/we/they worked? Hasn't he /she /it worked?

## 4.2. Use

We use the present perfect simple to say that something in the past is connected with the present in some way. If we say that something has happened, we are thinking about the past and the present at the same time. It is often used in conversations, letters, newspapers, and television and radio reports.

e.g. I've broken my leg. (My leg is broken now.)

A. The present perfect is used for recent actions when the time is not mentioned.

e.g. I have read the instructions but I don't understand them.  
≠ I *read* the instructions last night.

B. Recent actions in the present perfect often have results in the present time.

e.g. He has had a bad car crash. (He is still in hospital.)  
≠ He had a bad car crash. (He recovered by now).

C. The present perfect can also be used for actions which occur further back in the past, but there is still a connection with the present.

e.g. Nagib Mahfouz has written a big number of novels. (He is still alive and can write more)  
≠ William Shakespeare *wrote* a big number of plays. (He is dead now)

D. The present perfect used with 'just' expresses a recently completed action.

e.g. He has just phoned me.

E. The present perfect is also used for actions occurring in an incomplete period of time.

e.g. This afternoon will end at about 17:00.  
(at 16:00) I haven't seen Ali this afternoon.  
≠ (at 18:00) I *didn't see* Ali this afternoon.

But if we know that an action usually happens at a certain time of our incomplete period we use the simple past.

e.g. My alarm clock *didn't ring* this morning.

F. The present perfect can be used with *lately*, *recently*, *ever*, *never*, *always*, *occasionally*, *often*, etc.

e.g. Has he been here lately?

They have always answered my letters. (A habitual action)

G. We use the present perfect to talk about actions, states, and situations which started in the past and still continue in the present.

e.g. He has been in the army for two years. (He is still in the army.)

We have waited all day. (We are still waiting.)

He has lived here all his life. (He still lives here.)

Sometimes the action finishes at the time of speaking.

e.g. I haven't seen you for ages. (But I see you now.)

H. The present perfect used with *for* and *since*

- *For* used with the simple past denotes a terminated period of time; whereas, when used with the present perfect tense it denotes a period of time extending into the present.

e.g. We *lived* there *for* ten years. (but we don't live there now)

We have lived there *for* ten years. (We still live there.)

- *Since* is used with a point in time or a clause and means 'from that point to the time of speaking'. It is usually used with a perfect tense.

e.g. She has been a teacher *since* 1985.

I've worked here *since* I left school.

I haven't seen him *since* November 1998.

Has he written *since* he left home?

## 5. THE PRESENT PERFECT CONTINUOUS

### 5.1. Form

This tense is formed with *the present perfect of 'be' + the present participle*.

Affirmative: I/you/ we /they have been working; he/she/it has been working.

Negative: I /you /we/ they have not been working, he/she /it has not been working.

Interrogative: Have I/ you/ we/ they been working? Has he/ she/it been working?

Negative-Interrogative: Haven't I/you/we/ they been working? Hasn't / he/she/it been working?

### 5.2. Use

The present perfect continuous is used for an action which began in the past and is still continuing or has only just finished.

e.g. I have been waiting for an hour and he hasn't come yet.  
Here I am, have you been waiting long?

## EXERCISES

### PRESENT TENSES

#### A: Put in the present continuous form of the verb in brackets.

1. Please be quiet. I \_\_\_\_\_ (try) to read my book.
2. I \_\_\_\_\_ (not/use) the computer at the moment so you can use it.
3. Mary is ill so Sue \_\_\_\_\_ (teach) her lessons today.
4. Excuse me, I \_\_\_\_\_ (look) for a hotel. Is there one near here?
5. \_\_\_\_\_ (you/wait) for someone?
6. Jack, you are very careless. You \_\_\_\_\_ (always/forget) to do your homework!
7. The cost of living \_\_\_\_\_ (rise) very fast. Every year things are more expensive.
8. What \_\_\_\_\_ (you/do)? I \_\_\_\_\_ (clean) my shoes.
9. Why \_\_\_\_\_ (not/wear) shorts? It's so hot today.
10. The neighbours are so noisy! They \_\_\_\_\_ (always/argue) loudly.

#### B: Put the verb into the correct form, present continuous or present simple.

1. I \_\_\_\_\_ (not/belong) to this particular government committee.
2. Hurry! The bus \_\_\_\_\_ (come). I \_\_\_\_\_ (not/want) to miss it.
3. Gregory is a vegetarian. He \_\_\_\_\_ (not/eat) meat.
4. I \_\_\_\_\_ (look) for the manager. I can't find him anywhere.
5. We are successful because we \_\_\_\_\_ (take) the time to talk to our customers.
6. John \_\_\_\_\_ (deal) with all the enquiries about sales.
7. At the moment we \_\_\_\_\_ (make) a training video for Siemens.
8. \_\_\_\_\_ (you/know) what Mr. Briceson \_\_\_\_\_ (do)? He is not in his office.

9. I \_\_\_\_\_ (apply) for a job in the sales department, but I don't know if I will be successful. It \_\_\_\_\_ (depend) on whether or not they have any vacancies.
10. Unemployment \_\_\_\_\_ (fall) and is now down to 5.6%.
11. Jane is doing some research in the library. She needs it for a book she \_\_\_\_\_ (write).
12. While Anna is away on holidays, Matt \_\_\_\_\_ (work) in her office.
13. He \_\_\_\_\_ (teach) French and German at University and \_\_\_\_\_ (learn) Greek.
14. There \_\_\_\_\_ (be) two flights to Honduras this afternoon. The British Airways flight \_\_\_\_\_ (leave) at 13:00 and \_\_\_\_\_ (arrive) at 22:00.
15. Inflation \_\_\_\_\_ (rise) at a rate of 2% per annum.

**C: Put the verb in brackets into the present simple or the present continuous.**

1. She always \_\_\_\_\_ (remember) my birthday.
2. Mr. Brown \_\_\_\_\_ (work) in a supermarket.
3. I \_\_\_\_\_ (work) in this factory until I find a better job.
4. Look! It \_\_\_\_\_ (snow).
5. Can you hear those girls? What \_\_\_\_\_ (they/talk) about?
6. \_\_\_\_\_ (you/know) Helen?
7. We \_\_\_\_\_ (never/go) to work by tube. It is too busy.
8. When I'm in Paris I \_\_\_\_\_ (usually/stay) in the Hotel du Pont, but this time I \_\_\_\_\_ (stay) in the more expensive Hotel Notre Dame.
9. Ruth \_\_\_\_\_ (be) a vegetarian. She \_\_\_\_\_ (not/eat) meat or fish.
10. My father \_\_\_\_\_ (be) an engineer, but he \_\_\_\_\_ (not/work) right now.
11. \_\_\_\_\_ (you/believe) in ghosts?
12. My parents \_\_\_\_\_ (live) in Sydney. Where \_\_\_\_\_ (you parents/live)?
13. We \_\_\_\_\_ (own) two cars, an estate car and a sports car.
14. Can you drive? No, but I \_\_\_\_\_ (learn) at the moment.



15. Look! That woman \_\_\_\_\_ (try) to steal that man's wallet.
16. The River Nile \_\_\_\_\_ (flow) into the Mediterranean.
17. \_\_\_\_\_ (you/like) Bon Jovi?
18. I \_\_\_\_\_ (get) thirsty. Let's get something to drink.
19. Those flowers \_\_\_\_\_ (smell) lovely. What are they?
20. Jane \_\_\_\_\_ (repair) her bike. She \_\_\_\_\_ (know) exactly what to do.

**PRESENT PERFECT**

**A: Here is the latest news about your friends and family. Complete the sentences using the present perfect simple.**

**e.g. I/buy/a new car**

**I have bought a new car**

1. Mary/move house
2. Fred and Frank/start/a company
3. My parents/go to Greece
4. Sue/get married
5. Granny/celebrate her 80th birthday

**B: Read the situations and write sentences in the present perfect simple. Choose one of the following:**

**Learn- buy- find- break- clean- grow**

1. James can't go to school because his arm is in plaster.  
**He has broken his arm.**
2. Fred was nervous about travelling to France. He isn't any more because he knows he can communicate. He has  
.....
3. Jane didn't have a dress to wear to the wedding. Now she does  
.....
4. Our flat was very dusty. It isn't any more.  
.....
5. Mr Flint was unhappy because he had lost his cat. Now he is happy.  
.....
6. Harry didn't have a beard last month. Now he has a beard.....

**C: You are interviewing a famous person. Ask questions about things he/she has done in his/her life. Make the questions from the words given.**

1. ever/win/an award

**Have you ever won an award?**

2. ever/travel/to Hollywood .....
3. ever/meet/Bill Clinton .....
4. ever/write/a novel .....
5. ever/run/a marathon .....
6. ever/give/money to charity .....

**D: Complete the sentences using the present perfect simple and today/this week/this year etc.**

1. I watched TV yesterday, but **I haven't watched TV today.**
2. It rained last week but .....
3. Last week I spent a lot of money but .....
4. I saw James yesterday but .....
5. I received a lot of post last month but .....
6. It was warm last spring but .....

**E: Write a sentence using the present perfect continuous. Use the words in brackets.**

1. John is sunburnt. **He has been sitting in the sun.** (sit/in the sun)
2. The ground is wet. (rain)
3. Jack has no money left. (shop)
4. Fred is covered in paint. (paint/the kitchen)
5. Maisy is tired and irritable (drive/for 4 hours)
6. Harry is very hot and dirty (dig/the garden)

**F: Complete the sentences using the present perfect continuous and add *since* or *for*.**

1. Maria \_\_\_\_\_ (learn) English \_\_\_\_\_ two years.
2. I \_\_\_\_\_ (write) letters \_\_\_\_\_ 8:00.
3. Robert and Jane \_\_\_\_\_ (travel) around Europe \_\_\_\_\_ five weeks.
4. We \_\_\_\_\_ (go) to Ireland for our holidays \_\_\_\_\_ 1968.
5. It \_\_\_\_\_ (rain) \_\_\_\_\_ this morning.
6. Anne \_\_\_\_\_ (look) for a new job \_\_\_\_\_ a long time.
7. Mark \_\_\_\_\_ (sell) computers \_\_\_\_\_ he started his job with Olivetti.

8. We \_\_\_\_\_ (wait) for the bus \_\_\_\_\_ twenty-five minutes.
9. She \_\_\_\_\_ (play) piano \_\_\_\_\_ she was eight.
10. They \_\_\_\_\_ (watch) TV \_\_\_\_\_ hours.

**G: Complete the sentences using present perfect simple or continuous.**

1. (build) The Browns \_\_\_\_\_ a house for some time. They \_\_\_\_\_ all the main walls now.
2. (write) John \_\_\_\_\_ his novel since last year. He \_\_\_\_\_ the first three chapters.
3. (paint) The painters \_\_\_\_\_ the town hall since February. They \_\_\_\_\_ nearly half of it now.
4. (save) The Cooks \_\_\_\_\_ to go on holiday next summer. They \_\_\_\_\_ € 2000 up to now.
5. (watch) I \_\_\_\_\_ cartoons on TV. I \_\_\_\_\_ 4 cartoons already.

**H: Put the verb in the most suitable form, present perfect simple or continuous.**

1. You look tired. \_\_\_\_\_ (you/study) hard?
2. Mr Brown is new here, isn't he? How long \_\_\_\_\_ (he/work) for the company?
3. I \_\_\_\_\_ (lose) my wallet. Have you seen it anywhere?
4. I \_\_\_\_\_ (read) the magazine you lent me, but I \_\_\_\_\_ (not/finish) yet.
5. \_\_\_\_\_ (you/hear) the bad news? Simon \_\_\_\_\_ (break) his leg!
6. How many articles \_\_\_\_\_ (you/write)?
7. What \_\_\_\_\_ (you/do)? I \_\_\_\_\_ (wait) for you for an hour!
8. Bob and his friends \_\_\_\_\_ (play) golf since this morning.
9. I \_\_\_\_\_ (know) Louise for ten years.
10. Mr Brown \_\_\_\_\_ (mark) the exams all morning, but he \_\_\_\_\_ (not/read) them all.

**I: Put in the correct verb form: present perfect or past simple.**

1. How long \_\_\_\_\_ (she/study) German?
2. When \_\_\_\_\_ (he/begin) to study Business Administration?

3. Who \_\_\_\_\_ ( write ) the play Dancing at Lughnasa.
4. \_\_\_\_\_ (you/visit) any museums when you were in Sofia.
5. Henry has a perfect school record. He \_\_\_\_\_ (not/be) sick this year.
6. Prices \_\_\_\_\_ (go) up. Things are much more expensive this week.
- 7 . What \_\_\_\_\_ (happen) to you. I waited all afternoon for you.
8. Marilyn \_\_\_\_\_ (have) an accident. She was running for the bus when she \_\_\_\_\_ (fall) down.
9. Mr. Arnold \_\_\_\_\_ (win) the Exporter of the Year prize twice. His brother \_\_\_\_\_ (win) it four times already.
10. Alfred Hitchcock \_\_\_\_\_ (make) lots of films in his long career.
11. I \_\_\_\_\_ (just/remember) something.
12. \_\_\_\_\_ (you/reply) to Mr. Aston's letter yet?
13. Mr. Miller \_\_\_\_\_ (work) in a travel agency for years. Then he gave it up.
14. Melanie lives in Bucharest. She \_\_\_\_\_ (live) there all her life.
15. My uncle died in 1960. I \_\_\_\_\_ (never/have) the opportunity to meet him.

# PAST TENSES

## 1. THE SIMPLE PAST TENSE

### 1.1. Form

The simple past tense in regular verbs is formed by adding 'ed' to the infinitive, whereas, with irregular verbs this varies considerably and should be learnt.

Affirmative: I / you/ he/ she /it /we /they worked.

Negative: I/you/ he/ she/it / we/ they didn't work.

Interrogative: did I / you / he / she / it / we / they work?

Negative-interrogative: didn't /you /he/she /it /we /they work?

### 1.2. Use

A. The simple past is used for actions completed at a definite time in the past.

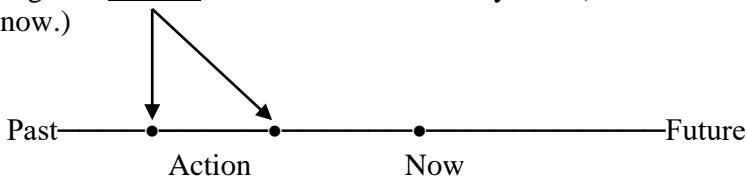
e.g. I met him yesterday.

Pasteur died in 1895.

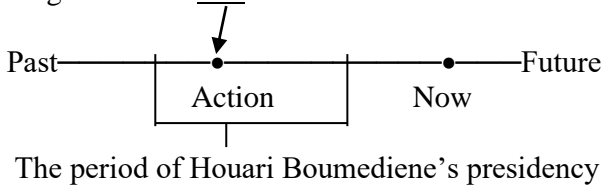
B. The simple past is also used for an action whose time is not given but which:

- Occupied a period of time now terminated.

e.g. He worked in that bank for four years. (but he doesn't work there now.)



- Or occurred at a moment in a period of time now finished.  
e.g. She once saw President Houari Boumediene.



- C. This tense is used for past habits too.

e.g. He always carried an umbrella.  
They never drank wine.

- D. The simple past is used in conditional sentences type 2.

e.g. If I had money I would buy a car.

## 2. THE PAST CONTINUOUS/ PROGRESSIVE

### 2.1. Form

The past continuous is formed with the past tense of *the auxiliary be + the present participle*.

Affirmative: I/ he/ she/ it was working, you / we/ they were working.

Negative: I/ he/ she/ it was not working, you/ we/ they were not working.

Interrogative: Was I /he/ she / it working? Were you / we/ they working?

Negative-interrogative: Wasn't /I/he/she / it working? Weren't you /we /they working?

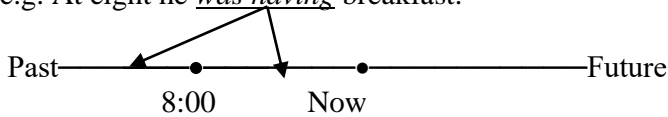
### 2.2. Use

A. The past continuous is used for past actions which continued for sometime but whose exact limits are not known and are not important. Used without a time expression it can indicate gradual development in the past.

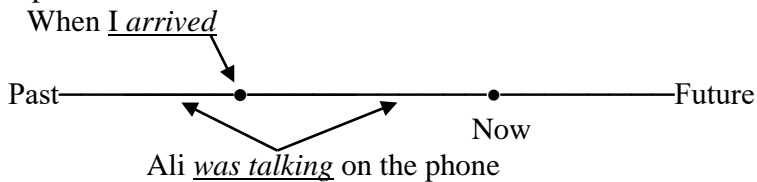
e.g. It was getting darker.

B. When used with a point in time, the past continuous expresses an action which began before that time and probably continued after it .

e.g. At eight he was having breakfast.



C. We often use the past progressive with a simple past tense. The past continuous refers to a longer action or situation; the simple past refers to a shorter action or situation that happened in the middle of the long action, or interrupted it.



### 3. PAST PERFECT SIMPLE

#### 3.1. Form

This tense is formed with *had* + *the past participle*. It is, therefore, the same for all persons.

Affirmative: I/ he/ she/ it/ you / we/ they had worked.

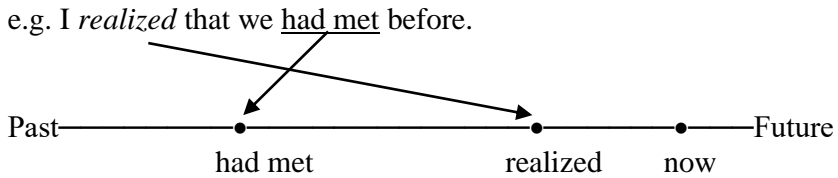
Negative: I/ he/ she/ it/ you / we/ they had not worked.

Interrogative: Had I/ he/ she/ it worked?

Negative-Interrogative: hadn't I/ he/ she/ it worked?

#### 3.2. Use

A. The basic meanings of the past perfect simple are 'earlier past' and 'completed in the past'. A common use is to go back to earlier past when we are already talking about the past, so as to make clear that something had already happened at the time we were talking about it.



B. The past perfect is common after past verbs of ‘saying and thinking’, to talk about things that had happened before the ‘saying or thinking’ took place.

e.g. I told her that I had finished.  
I wondered who had left the door open.

C. The past perfect is used in conditional sentences, type 3.  
e.g. If I had gone to university I would have studied medicine.

## 4. PAST PERFECT CONTINUOUS / PROGRESSIVE

### 4.1. Form

This tense is formed with *had been+ the present participle*. It is, therefore, the same for all persons.

Affirmative: I/ he/ she/ it/ you / we/ they had been working.

Negative: I/ he/ she/ it/ you / we/ they had not been working.

Interrogative: had I/ he/ she/ it/ you / we/ they been working?

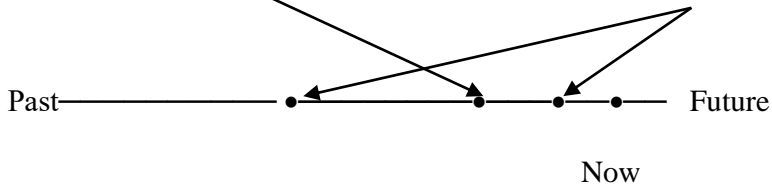
Negative–interrogative: hadn’t I/ he/ she/ it/ you / we/ they been working?

### 4.2 Use

The past perfect continuous is used to talk about longer actions or situations which had continued up to the past moment that we are thinking about, or shortly before it.



e.g. When I found Amina, I could see that she had been crying.



## 5. SIMPLE AND CONTINUOUS/ PROGRESSIVE TENSES

A. Continuous tenses are often used to talk about more temporary actions and situations. When we talk about longer, lasting or permanent situations we prefer simple tenses.

- e.g. { I've lived in Tlemcen since my birth.  
I've been living in Tlemcen for the last month.
- { She had lived with her parents till they died.  
She had been living with her parents for sometime before she moved to her new flat.
- e.g. { My sister is living at home for the moment. (around now)  
You live in Tlemcen, don't you?
- { Why is that girl standing on the table?  
My grandparents' house stands on a hill outside the town.

B. We can use the progressive tenses to talk about repeated actions and events if the number of repetitions is not mentioned; otherwise, we use the simple tenses.

- e.g. { I've been playing football a lot recently.  
I have played football three times this week.
- { He had been trying to get her on the phone.  
He had tried five times to get her on the phone.

C. There is an important difference between the simple and continuous aspects of the present and past tenses: the continuous tenses focus on the action looking at it as a continuous extended activity; whereas the simple tenses look more at the idea of completion and result.

e.g. { I've been reading this novel. (focus on the length of the action)  
I've read three novels. (focus on the completion of the action)

{ I had been reading a book of science fiction and my mind became full of strange images. (focus on the length of the action)  
I had read all my magazines and was beginning to get bored. (focus on the completed action)

D. We can use *always* with the present progressive to mean 'very often', we use this structure to talk about things which happen very often (perhaps more often than expected), but which are not planned. Compare:

e.g. { I'm *always* meeting Ali in the supermarket. (Accidental unplanned meetings)  
When Amina comes to see me, I *always* meet her at the station. (a regular planned arrangement)

## EXERCISES

### PAST SIMPLE AND PAST CONTINUOUS

**A: Put one of these verbs in each sentence. Use the past simple:**

**Eat – bring- write- buy- see- meet**

1. The party was fantastic. Every guest \_\_\_\_\_ something to eat and a bottle of wine.
2. I had an extravagant weekend. I \_\_\_\_\_ some clothes and a plant.
3. Three weeks ago Tracy \_\_\_\_\_ her ex-husband in Mallorca. What a coincidence!
4. When I lived in Italy, we always \_\_\_\_\_ lamb at Easter.
5. Shakespeare \_\_\_\_\_ a lot of plays.

**B: A friend has just returned from his holiday. Ask him questions about it using the past simple.**

**Example: where/go? Where did you go?**

**sun/shine Did the sun shine?**

1. how /get there?
2. who/go with?
3. where/stay?
4. the weather /good?
5. what/you think of the food?
6. what/do during the day?
7. go out in the evenings?
8. buy any souvenirs?
9. make any new friends?
10. how long/the journey home/take?

**C: Put the verb in the past simple.**

1. Tom \_\_\_\_\_ (not/come) to the office yesterday because he \_\_\_\_\_ (be) ill.
2. She \_\_\_\_\_ (not/read) the book because she \_\_\_\_\_ (not/be) very interested in that author.
3. The students \_\_\_\_\_ (not/finish) their group project because they \_\_\_\_\_ (run out) of time.
4. We \_\_\_\_\_ (not/eat) anything for breakfast because we \_\_\_\_\_ (be) in a hurry.

5. Mary \_\_\_\_\_ (not/catch) the train to Mexico City because she \_\_\_\_\_ (arrive) at the station too late.

**D: Put the verb in the correct form: past simple or past continuous.**

1. I \_\_\_\_\_ (dream) when the alarm clock \_\_\_\_\_ (go off).
2. They \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
3. The phone \_\_\_\_\_ (ring) while I \_\_\_\_\_ (have) a shower.
4. We \_\_\_\_\_ (not/go out) last Sunday because it \_\_\_\_\_ (rain).
5. I \_\_\_\_\_ (see) Kim at the party. She \_\_\_\_\_ (wear) a new dress.
6. I \_\_\_\_\_ (break) a bowl this morning. When I \_\_\_\_\_ (wash) the dishes it just \_\_\_\_\_ (slip) out of my hand onto the floor!
7. When he \_\_\_\_\_ (carry) the table, he \_\_\_\_\_ (feel) a sharp pain in his back.
8. Sarah \_\_\_\_\_ (go) down the stairs when the lights \_\_\_\_\_ (go out).
9. We \_\_\_\_\_ (watch) TV when someone \_\_\_\_\_ (come) to the door and \_\_\_\_\_ (knock) very loudly.
10. What \_\_\_\_\_ (you/do) at this time yesterday? Oh, I \_\_\_\_\_ (prepare) the dinner.
11. I \_\_\_\_\_ (fall) asleep while I \_\_\_\_\_ (watch) television.
12. At 12:45 yesterday, Mr Alright \_\_\_\_\_ (see) a client in his office.

**PAST PERFECT**

**A: Read the situations and write sentences in the past perfect using the words in brackets.**

1. I arrived at the party at 9 p.m. but Jane was already there. (she / arrive / before / me) **She had arrived before me.**
2. I invited Jeff to come for lunch but he wasn't hungry. (he / already / eat / lunch)
3. Jane was late for her exam. All the other students were already there.

(they / start / the exam)

4. Mike got home after midnight. The house was quiet.

(everybody / go / to bed)

5. I rang Fred but he wasn't at home.

(he / already / leave / for work)

**B: Complete the sentences using the past simple or the past perfect.**

1. When the teacher came in, everybody \_\_\_\_\_ (stand up).

2. I arrived two hours late because my car \_\_\_\_\_ (break down).

3. I was really tired last night. I \_\_\_\_\_ (have) a hard day.

4. Sam felt ill, so he \_\_\_\_\_ (go) to bed.

5. When we \_\_\_\_\_ (write) the letter, we went to the post office.

**C: Complete the sentences using the past perfect or the past perfect continuous.**

1. By the time I got home they \_\_\_\_\_ (eat) all the cake.

2. The room was very smoky. I could tell that my brother \_\_\_\_\_ (smoke) in there all afternoon.

3. She retired at fifty-five, but she \_\_\_\_\_ (work) hard all her life.

4. James was very irritable. He \_\_\_\_\_ (look) for his contact lens for an hour and he still \_\_\_\_\_ (not / find) it!

5. I was furious with Tom when he arrived. I \_\_\_\_\_ (wait) for him for hours.

6. Harry was sad to sell his car. He \_\_\_\_\_ (have) it for a long time.

7. Mary was covered in white paint. She \_\_\_\_\_ (decorate) the kitchen all afternoon.

8. Lucy went into the sitting room. The TV was on. Her brother \_\_\_\_\_ (watch) it and \_\_\_\_\_ (forget) to switch it off.

9. Hattie felt terribly sick. She \_\_\_\_\_ (eat) too many cream cakes.

10. The journey was incredibly long. We \_\_\_\_\_ (travel) for ten hours and we weren't even half way yet.

**D: Complete the sentences using the present perfect or past perfect.**

1. The park looked awful after the music festival. People \_\_\_\_\_ (leave) litter everywhere.
2. You \_\_\_\_\_ (make) a mistake. I am not the person you are looking for.
3. When we arrived at the cinema, the film \_\_\_\_\_ (already/start).
4. It isn't raining now. It \_\_\_\_\_ (finally/stop).
5. I am really not very hungry. I \_\_\_\_\_ (just/have) lunch.
6. His apartment was really dirty. He obviously \_\_\_\_\_ (not/clean) it for weeks.
7. At last the Board of Directors were ready to announce their decision. They \_\_\_\_\_ (make) up their mind.
8. I am so exhausted. \_\_\_\_\_ (really/have) a tough week.
9. The ball hit the back of the net before the goalkeeper \_\_\_\_\_ (notice).
10. The CEO didn't speak until he \_\_\_\_\_ (hear) all the arguments.

# FUTURE TENSES

## 1. THE SIMPLE FUTURE: WILL+ INFINITIVE

### 1.1. Form

The simple future is made of *will+ bare infinitive*. *Shall* can be used instead of *will*, but only with the first persons i.e. *I* and *we*.

Affirmative: I/we will/shall work, you/he/she/it/they will work.

Negative: I/we will not / shall not work; you/he/she/it/they will not work.

Interrogative: Will/shall I/we work? Will you/he/she/it/they work?

Negative-Interrogative: Won't/ Shan't I/we work? Won't you/he/she/it/they work?

### 1.2. Use

A. The simple future is used to predict future events i.e. to say what we think, guess, or calculate will happen.

e.g. Tomorrow will be warm, with some clouds in the afternoon.

B. The simple future is also used to express the speaker's opinions, assumptions, speculations about the future.

e.g. (I suppose) They will sell the house.

They will probably wait for us.

C. The simple future is used for future habitual actions which, we assume, will take place.

e.g. Spring will come again.

D. For unpremeditated actions we use the future simple to express intention at the moment of decision.

e.g. (The telephone is ringing) I will answer it.

E. In newspapers and news broadcasts, the simple future is used for formal announcements.

e.g. THE FRENCH PRIME MINISTER WILL VISIT ALGERIA SOON.

F. The future simple is also used in sentences containing clauses of condition, time, and sometimes purpose.

e.g. If I drop this glass it will break.

When it gets warmer the snow will start to melt.

## 2. THE FUTURE CONTINUOUS

### 2.1. Form

This tense is formed with the simple future of *be* + *present participle*.

Affirmative: I/you/he/she/it/we/they will be working.

Negative: I/you/he/she/it/we/they won't be working.

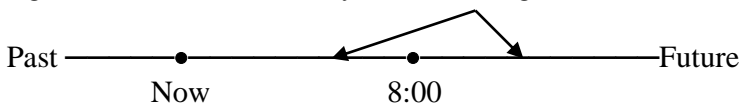
Interrogative: Will I/you/he/she/it/we/they be working?

Negative-Interrogative: Won't I/you/he/she/it/we/they be working?

### 2.2. Use

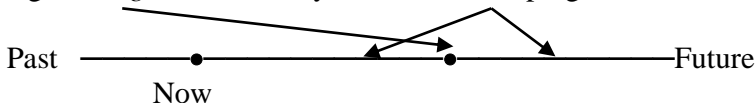
A. Like the other continuous tenses, the future continuous is normally used to express an action which starts before a point in time and probably continues after it in the future.

e.g. Tomorrow at 8.00, they will be sitting in their classroom.



B. The future continuous can also be used in a time clause, with a verb in a simple tense to express a longer action.

e.g. I will go out when my son will be sleeping.



C. The future continuous usually emphasises an action which will occur in the normal course of event.

e.g. The train will be arriving soon.



### 3. THE 'BE GOING TO' FUTURE

#### 3.1. Form

It consists of the present continuous of the verb *go* + *the full infinitive*.

e.g. I'm going to write a letter.

#### 3.2. Use

A. The 'be going to' form, like the present continuous, is used for the near future to talk about future actions or events that have some present reality i.e. they are already planned or decided.

e.g. I am washing my hair this evening.

I am going to wash my hair this evening.

B. The 'be going to' form expresses the subject's intention to perform a certain future action. This intention is always premeditated and there is usually the idea of an already planned or prepared action.

e.g. I am going to meet my friends this afternoon.

C. 'Be going to' can be used without a time expression to refer to the immediate future.

e.g. I am going to buy a house.

However, it is not very usual to put the verbs *go* and *come* into the 'be going to' form; instead the present continuous is generally used.

e.g. I am going to Algiers.

I am coming soon.

D. The 'be going to' form is also used for predictions; it expresses the speaker's feeling of certainty about a future event. The time is usually not mentioned, but the action is expected to happen in the near or immediate future.

e.g. Look at those clouds! It's going to rain.

How pale is that girl! I think she is going to faint.

### 3. 3. Comparison between the ‘be going to’ and the ‘will + infinitive’ future

A. The ‘*be going to*’ future always implies a premeditated intention and often intention + plan; whereas, ‘*will + infinitive*’ implies intention alone which is generally unpremeditated i.e. the action is not pre-planned.

e.g. - She has bought some wool; she is going to knit a jumper.

- A: This is a terribly heavy box.

B: I will help you to carry it.

When the intention is neither premeditated nor clearly unpremeditated either ‘*be going to*’ or ‘*will+ infinitive*’ future can be used.

B. The simple future and the ‘*be going to*’ form can express what the speaker thinks, believes, hopes, assumes, fears etc. with a slight difference: ‘*be going to*’ implies that there are signs that something will happen; whereas, ‘*will + infinitive*’ implies that the speaker thinks or believes it will happen. Compare the following examples:

e.g. { - The lift is going to break down. (It is making a strange noise.)  
-The lift will break down. (Some time in the future, because it is an XYZ lift company whose lifts don’t last long).

{ - She is going to have a baby. (She is pregnant.)  
- She will be happy and will have a lot of children. (This is my hope for my friend on her wedding day. She is not pregnant but I assume that she will follow the normal course of events for any married woman and have children.)

## 4. THE FUTURE PERFECT SIMPLE

### 4.1. Form

It is formed with *will/ shall+ perfect infinitive* for first persons i.e. *I* and *we* and *will+ perfect infinitive* for the other persons.

Affirmative: *I/ we shall/ will have worked. You/ he/ she/ it/ they will have worked.*

Negative: *I/ we shall not /will not have worked. You/ he/ she/ it/ they will not have worked.*

Interrogative: *Shall/ Will I/ we have worked? Will you/ he/ she/ it/ they have worked?*

Negative-Interrogative: *Shan't/ Won't I/ we have worked? Won't you/ he/ she/ it/ they have worked?*

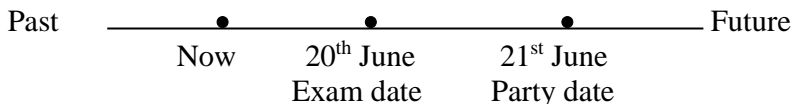
### 4.2. Use

It is normally used with a time expression beginning with 'by' such as 'by then', 'by that time', 'by the 25<sup>th</sup> of June' etc.

e.g. By the end of next month he will have spent ten years here.

This tense is used for an action which at a given future time will be in the past or will have just finished. Imagine that we want to organise a party next month on the 20<sup>th</sup> of June but our friend Ali is going to sit for his exam on the same day, so we decide to postpone the party and organise it on the 21<sup>st</sup> of June saying:

e.g. We'd better wait till the 21<sup>st</sup> of June. Ali will have had his exam by then, so he will be able to enjoy himself.



## 5. THE FUTURE PERFECT CONTINUOUS

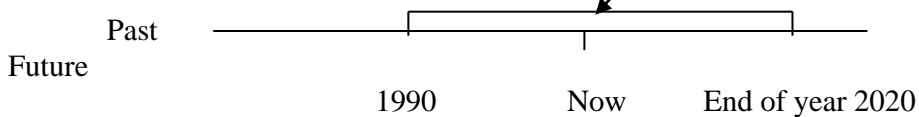
### 5.1. Form

It is formed with the future perfect of 'be' + *present participle*.

### 5.2. Use

Like the future perfect, it is normally used with a time expression beginning with 'by'. It is used when the action is continuous.

e.g. By the end the year 2010 he will have been working for 30 years.





## EXERCISES

### FUTURE TENSE

**A: Put the verb in brackets into the present continuous or the present simple.**

1. I \_\_\_\_\_ (meet) Jane tonight.
2. The train to London \_\_\_\_\_ (leave) at midday.
3. What time \_\_\_\_\_ (the film / begin) this evening?
4. What \_\_\_\_\_ (you / do) next weekend?
5. We \_\_\_\_\_ (have) a party on Saturday. Do you want to come?
6. When \_\_\_\_\_ (the concert / start)? It . \_\_\_\_\_ (start) at 7 p.m..
7. Harry \_\_\_\_\_ (come) to stay tomorrow. He \_\_\_\_\_ (catch) the last bus from York, which \_\_\_\_\_ (arrive) here at midnight.

**B: Write questions using *going to*.**

Your friend is going on holiday to Spain. You ask:

1. (where / stay?) **Where are you going to stay?**
2. (what / see?) .....
3. (who / go with?) .....
4. (how / travel?) .....
5. (how much luggage / take?) .....
6. (what souvenirs / buy?) .....

**C: Use *going to* and the words in brackets to say what is going to happen in these situations.**

1. There are a lot of black clouds in the sky. (rain) **It's going to rain.**
2. The cat has seen a mouse. (chase)
3. There is a large hole in the bottom of the boat. (sink)
4. It is 7:45 and John is asleep. His train leaves at 7:50. (miss)
5. A car thief is looking around a car park. (steal)
6. A bungee jumper is standing on a high bridge. (jump)

**D: Choose the correct form of the verb.**

1. I'll meet / I'm meeting Jane in town tonight.
2. Louise can't come. She is taking / will take the car to the garage at 5 p.m.

3. What time does your train leave / will your train leave tomorrow?
4. 'I'm very thirsty.' 'I'll get / I get you something to drink. Coke or tea?'
5. This bus is stopping / stops at every village, so it's very slow!
6. 'Did you buy some butter?' 'Oh, I forgot. I'll get / I'm getting some now.'
7. I think it rains / will rain later today.
8. 'Have you chosen a new car yet?' 'Yes, we are going to buy / we will buy a Ford Focus.'
9. 'Why have you put the TV on?' 'I'm going to watch / I will watch the news.'
10. 'Frank, I can't go out because I haven't got any money.' 'Don't worry. I lend you / I'll lend you some.'
11. Shall / Will I carry that for you?

# CONDITIONAL SENTENCES

## 1. CONDITIONAL SENTENCES: TYPE 1

### 1.1. Form

If + present + will + infinitive

e.g. If we play tennis I will win.

### 1.2. Meaning

This type of sentences implies that the action in the 'if-clause' is quite *probable*. The meaning is present or future, but the verb in the 'if-clause' is in the present tense.

e.g. If I go to London I will visit the Tower of London .

### 1.3. Variations of the main clause

A. If + present + may/might + infinitive.

e.g. If I live in a big city I may/might be happier .

This type of sentences expresses *possibility*.

B. If + present + may/can + infinitive

e.g. If your documents are in order you may/can leave at once .

This type of sentences expresses *permission*.

C. If + present + must/should + infinitive

e.g. If you want to lose weight you must/should eat less bread .

This type of sentences expresses *command, request or advice*.

D. If + present + another present tense.

e.g. If you heat ice it turns to water.

This type of sentences is used to express *automatic* or *habitual* results.



## 2. CONDITIONAL SENTENCES : TYPE 2

### 2.1. Form

If + past + would + infinitive

e.g. If we played tennis I would win.

### 2.2. Meaning

The meaning of the second conditional is present or future, and the past tense in the 'if-clause' is not a true past but a subjunctive which indicates:

#### A. Unreality

e.g. If I had a car I would lend it to you.

(But I haven't a car --- the meaning is present)

#### B. Improbability

e.g. If someone tried to blackmail me I would tell the police .

(But I don't expect that anyone will blackmail me – the meaning is future)

Sometimes there is a confusion of whether the meaning is present or future, this is why in formal English the construction '*were + infinitive*' is used with all persons, and in colloquial English '*was + infinitive*' is used with the third person singular, this is done to obtain a future meaning. Yet, the past tense as shown above is more usual .

e.g.- If he were to leave his bicycle outside someone would steal it.  
(formal English)

- If he was to leave his bicycle outside someone would steal it.  
(colloquial English)

### 2.3. Variations of the main clause

A. If + past + might/could + infinitive

e.g. If you tried again you might succeed.

While a 'certain result' is expressed by *would* a 'possible result' is expressed by *might*.

*Could* expresses either ability as in the first example or permission as in the second example.

e.g. 1) If I knew her number I could ring her up.

2) If you finished your work you could go with them .

B. If + past tense + another past tense  
e.g. If anyone interrupted him he got angry.

This type of sentences is used to express automatic or habitual actions in the past. Note that the past tenses here have a past meaning.

### **3. CONDITIONAL SENTENCES : TYPE 3**

#### **3.1. Form**

If + past perfect + would + perfect infinitive  
e.g. If I had played tennis I would have won.

#### **3.2. Meaning**

The time is past and the condition cannot be fulfilled because the action in the 'if-clause' did not happen.

#### **3.3. Variations of the main clause**

If + past perfect + could/might + perfect infinitive  
e.g. If we had found him earlier we could have saved his life.(ability)  
If we had found him earlier we might have saved his life.(possibility)

## EXERCISES

### A: Conditional 1

Put the verbs in brackets into the correct form.

1. If you \_\_\_\_\_ (visit), we \_\_\_\_\_ (go) to the theatre.
2. If it \_\_\_\_\_ (rain), we \_\_\_\_\_ (eat) inside.
3. If you \_\_\_\_\_ (not / pass) the exam, \_\_\_\_\_ (you / take) it again?
4. We \_\_\_\_\_ (lose) our way if we \_\_\_\_\_ (not / stay) on the main road.
5. He \_\_\_\_\_ (not / catch) the plane if he \_\_\_\_\_ (not / hurry)!
6. I \_\_\_\_\_ (telephone) if I \_\_\_\_\_ (need) any help.

### B: Conditional 2

Put the verbs in brackets into the correct form.

1. If you \_\_\_\_\_ (do) more exercise, you \_\_\_\_\_ (feel) better.
2. What \_\_\_\_\_ (you / do) if you \_\_\_\_\_ (win) a million pounds?
3. If someone \_\_\_\_\_ (come) in here with a gun, I \_\_\_\_\_ (be) very frightened.
4. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (learn) French before travelling to France.
5. I'm sure Fred \_\_\_\_\_ (understand) if you \_\_\_\_\_ (explain) the situation to him.
6. My husband \_\_\_\_\_ (be) very upset if I \_\_\_\_\_ (lose) my wedding ring.

### C: Conditional 3

Put the verbs in brackets into the / a correct form.

1. If Kim \_\_\_\_\_ (not / miss) her flight, she \_\_\_\_\_ (not / met) her future husband Tom!
2. I \_\_\_\_\_ (not / fail) the exam if I \_\_\_\_\_ (work) harder.

3. If he \_\_\_\_\_ (drive) more carefully, he \_\_\_\_\_ (not / have) an accident.
4. They \_\_\_\_\_ (win) the race if the weather conditions \_\_\_\_\_ (be) better.
5. What \_\_\_\_\_ (you / do) if you \_\_\_\_\_ (see) the thief steal the jewels?
6. If we \_\_\_\_\_ (buy) a lottery ticket, we \_\_\_\_\_ (win) a fortune!

**D: Match the two halves of the sentences.**

1. If I were rich	a) I'll drink a glass of white wine with it.
2. If I hadn't eaten so much	b) I may arrive on time.
3. If I had won the competition	c) I wouldn't smoke so much!
4. If I don't miss the train	d) I'd invest in property.
5. If I could swim	e) I can have a shower before the meeting.
6. If I move house	f) I wouldn't feel so sick now!
7. If I hadn't lost the keys	g) I would have got a new sports car!
8. If I arrive on time	h) I would be watching TV by now!
9. If I eat fish for dinner tonight	i) I'll buy an old cottage in the countryside.
10. If I were you	j) I would go to a Greek island.

**E: Write sentences beginning *I wish...***

1. It's raining, and you hate the rain. **I wish it wasn't raining.**
2. You live in a big city and you don't like it. **I wish I lived in a village.**
3. You're poor, but you'd like to be rich!
4. You haven't got a car and you need one.
5. You would like to own a dog.
6. You can't speak a foreign language.
7. A friend hasn't arrived and that's a pity.

8. You have eaten too much and feel ill.
9. You have lost your purse.
10. You have missed the last bus home.
11. You failed your exam because you didn't work hard enough.
12. You have just watched a terrifying horror film and regret it!

**F) Put the verbs in brackets into their correct forms.**

1. I would have read the letter if I \_\_\_\_\_ (know) it was from you.
2. If Tony doesn't help in the garden I \_\_\_\_\_ (not finish) my work in time.
3. If you \_\_\_\_\_ (not tell ) me about Maxwell's birthday I would forget it.
4. We \_\_\_\_\_ (catch) the train earlier if Mary had found her purse.
5. If Susan \_\_\_\_\_ (learn) the poem she would have known the answer.
6. If it \_\_\_\_\_ (be) too hot we will stop and get a cold drink.
7. If it \_\_\_\_\_ (not rain) today I would stay it home.
8. If the Professor spoke clearly we \_\_\_\_\_ (understand) him better.
9. If you go on talking like that we \_\_\_\_\_ (throw) you out.
10. If Sasha \_\_\_\_\_ (go) home now he would meet his own brother.
11. If it rained , the streets \_\_\_\_\_ (be) wet.
12. If I \_\_\_\_\_ (not tell) Jim the address he wouldn't have found you.
13. The bird \_\_\_\_\_ (die) if you had caught it.
14. What \_\_\_\_\_ (you, do) if you won the lottery ?
15. If the weather \_\_\_\_\_ (not change) we will reach the top of the mountain.
16. Dinner \_\_\_\_\_ (be) fine if the meat weren't cold.
17. I'm sure Benny \_\_\_\_\_ (come) if you wait a bit longer.

18. If you ring the bell, somebody \_\_\_\_\_ (answer) it.
19. If Bert \_\_\_\_\_ (see) you, he would have talked to you.
20. You \_\_\_\_\_ (find ) your ticket if you had looked into your pockets.
21. You \_\_\_\_\_ (fall) ill if you eat so much.
22. What \_\_\_\_\_ (happen) if the door had not been opened?
23. If Chris asked you for a cigarette, \_\_\_\_\_ (you, give) him one?
24. If you \_\_\_\_\_ (buy) that big car, you would need a lot of money.
25. \_\_\_\_\_ (You, change) the colour of your hair if I asked you to do so?
26. If you give me the letter, I \_\_\_\_\_ (post) it for you.
27. \_\_\_\_\_ (You, post) the letter if I had given it to you?
28. If the weather is fine, I \_\_\_\_\_ (go) swimming.
29. If you \_\_\_\_\_ (not work) harder, you won't pass the exam.
30. If they \_\_\_\_\_ (be) rich, they would travel around the world.
31. The children \_\_\_\_\_ (go) skating if the lake were frozen.
32. What would you have done, if you \_\_\_\_\_ (lose) your handbag?
33. What will happen if you \_\_\_\_\_ (not know) the answer?
34. She \_\_\_\_\_ (go) on holiday, if she hadn't been ill.
35. If I \_\_\_\_\_ (notice) you, I would have said hello.
36. If I \_\_\_\_\_ (be) like you, I wouldn't watch such films.
37. If you opened your eyes, you \_\_\_\_\_ (see) a wonderful world.
38. People \_\_\_\_\_ (live) in peace if they stop fighting.

39. If Tom drinks so much, he \_\_\_\_\_  
(cannot drive) home.
40. If we \_\_\_\_\_ (not hurry) we would miss the train.
41. He \_\_\_\_\_ (not spend) so much money if he weren't a happy person.
42. \_\_\_\_\_ (You, come ) , if you had had more time ?
43. If Jim \_\_\_\_\_ (study) the new words he would have got a better mark.
44. If he were rich, he \_\_\_\_\_ (buy) the house.
45. If you don't hurry you \_\_\_\_\_ (be) late.
46. If it wasn't so hot, we \_\_\_\_\_ (play) football.
47. If I \_\_\_\_\_ (be) ill, would you visit me?
48. If Sean \_\_\_\_\_ (not be) driving so fast, the police would not have stopped him.
49. If I had sold my house, I \_\_\_\_\_ (get) 4 million pounds.
50. If I \_\_\_\_\_ (be) you I would I would do it.

**G) Put the verbs in brackets into their correct forms.**

1. The burglars \_\_\_\_\_ (not do) so much damage if you hadn't locked all the drawers.
2. If he had slipped he \_\_\_\_\_ (fall) 500 metres.
3. They would have forced their way into the house if I \_\_\_\_\_ (not call) for help.
4. You \_\_\_\_\_ (not be) of any use to me unless you learn to type.
5. I \_\_\_\_\_ (bring) you some beer if I had known that you were thirsty.
6. You'll get a cold if you \_\_\_\_\_ (not change) your wet clothes.
7. I'll probably get lost unless he \_\_\_\_\_ (come) with me.
8. I could repair the roof myself if I \_\_\_\_\_ (have) a ladder.

9. If a train entered this tunnel, it \_\_\_\_\_  
(not come) out again.
10. If you had told me earlier, I \_\_\_\_\_ (be  
able) to help you.
11. If you \_\_\_\_\_ (can/come)with us, we  
would have been pleased.
12. You \_\_\_\_\_ (not make) such a mistake  
if you had been more careful.
13. If father \_\_\_\_\_ (be) alive he would be  
horrified.
14. If it \_\_\_\_\_ (be ) fine tomorrow we shall go  
for a swim.
15. If he is out, I \_\_\_\_\_ (call) tomorrow.
16. You`ll miss the train if you \_\_\_\_\_ (not  
hurry).
17. If you had gone to the exhibition you  
\_\_\_\_\_ (enjoy) it.
18. If I \_\_\_\_\_ (be) in your position I would act  
differently.
19. If he had had 50 Euros, he \_\_\_\_\_ (go) to  
the stadium.
20. If that ship \_\_\_\_\_ (sink) there will not be  
enough life boats on board.
21. If he \_\_\_\_\_ (be) able to win that match he  
would have made it to the finals.
22. If it \_\_\_\_\_ (clear) up we could still have a  
game of tennis.
23. If he sends the letter off today Joan \_\_\_\_\_  
(have) it by Monday.
24. If I \_\_\_\_\_ (not smoke) like a chimney the  
curtains would not get so yellow.
25. If my wife \_\_\_\_\_ (have) a dishwasher I  
would not have to dry up daily.
26. If you are good I \_\_\_\_\_ (buy) you a box of  
chocolates.
27. If John \_\_\_\_\_ (eat) those mushrooms he  
would not have survived.
28. If the weather lasts for one more week the farmers  
\_\_\_\_\_ (be) able to bring in the harvest.



29. He might have been happier at school if he \_\_\_\_\_ (be) good at sport .
30. If his French lessons at school \_\_\_\_\_ (be) more interesting, he wouldn't have studied German.
31. If he hadn't specialized in languages, he \_\_\_\_\_ (might do) mathematics.
32. When he was 24, he was seriously ill. If he hadn't been sent to a very good hospital, he \_\_\_\_\_ (could die).
33. He wouldn't have become a teacher if he \_\_\_\_\_ (not meet) a certain man.
34. If he hadn't met a certain woman, he \_\_\_\_\_ (might not go) to live abroad.
35. If he \_\_\_\_\_ (work) less hard, he might enjoy himself more.
36. He would not have been so happy if he \_\_\_\_\_ (not have) a very good life.
37. If I \_\_\_\_\_ (be) you I would go home immediately.
38. If you had married Peter you \_\_\_\_\_ (have) a very unhappy life.
39. I would tell you the answer if I \_\_\_\_\_ (know) it.
40. If John \_\_\_\_\_ (smile) sometimes, he would be more attractive.
41. I \_\_\_\_\_ (learn) German if I had had more time.
42. What will you do if I \_\_\_\_\_ (go) away?
43. If you went away I \_\_\_\_\_ (invite) all my friends and have a party.
44. I \_\_\_\_\_ (send) Jane a postcard if I had known her address.
45. Would you still love me if I \_\_\_\_\_ (grow) a beard?
46. If I have enough money I \_\_\_\_\_ (travel) round the world.

# PREPOSITIONS

## 1. INTRODUCTION

It is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions and these may correspond to several different prepositions in another language. At the same time, different prepositions can have very similar uses (e.g. in the morning, on Monday morning, at night). Moreover, many nouns, verbs and adjectives are used with particular prepositions ( e.g. the reason for, arrive at , angry with ). Often the correct preposition cannot be guessed and one has to learn the expression as a whole. In some expressions English has no preposition where one may be used in another language, in other expressions the opposite is true. All these factors lead to a difficulty in learning prepositions in English.

Prepositions are words, which as their name implies, are placed before a noun phrase. The most common prepositions are simple i.e. consist of one word.

e.g.	about	before	for	on	to
	above	below	from	over	under
	after	beside	in	past	until
	along	between	into	since	up
	around	by	of	till	with
	at	down	off	through	without

Other prepositions consisting of more than one word are called complex prepositions.

e.g.	according to	due to	by means of
	along with	except for	in comparison with
	as for	out of	in front of
	away from	owing to	in relation to
	because of	up to	on top of

Prepositions often connect two things: a noun (N), an adjective (Adj), or a verb (V) that comes before it and a prepositional object: a noun phrase (NP) or pronoun (Pro) that comes after the preposition.

e.g. This is a present for you.  
                                  N                  Pro  
I am really angry with you.  
                                  Adj                  Pro  
They live in a small village.  
                                  V                  N.P.  
A mower is a machine for cutting grass.  
                                  N                                  NP

## 2. PREPOSITIONS OF TIME AND DATE

### 2.1. At, on, in

- At a time : at down, at six, at midnight, at 4.30.
- At an age : at sixteen, at the age of sixteen.  
                  e.g. She got married at seventeen.
- On a day / date : on Monday, on 4<sup>th</sup> June, on Christmas day.
- In a period: in the morning / afternoon / evening, in October, in 1968, in summer.

#### Exceptions :

At night , at Christmas , at Easter (when the period is concerned, not the day only).

On the morning / afternoon / evening / night, of a certain date.

e.g. We arrived on the morning of the sixth.

### 2.2. By, before

- By a time / date /period = at that time or before, not later than that date. In fact, it often implies “ before that time /date”.  
                  e.g. The train starts at 6.10, so you’d better be at the station by 6.00.
- By + a time expression is often used with a perfect tense, particularly the future perfect .  
                  e.g. By the end of July I’ll have read all those books.
- Before can be a preposition, a conjunction or an adverb.  
                  e.g. Before signing this document you should read it.  
                  (preposition)

e.g. Before you sign this document you should read it.  
(conjunction)

I've seen him somewhere before. (adverb)

### 2.3. At, by, till / until

e.g. Dinner will be served at 7.00 (exact time )

Dinner will be served by 7.00 (before or at that time )

Dinner will be served till/ until 7.00 (from a certain time to 7.00)

### 2.4. On time, in time, in good time

- On time : at the time ( planned arranged, not before, not after, punctual, not late )

e.g. The 8.15 train started on time. (it started /left the station at 8.15)

The conference was very well organized .Everything began and finished on time .

- In time : (for something / to do something ) soon enough, not late  
e.g. I've sent Jill her birthday present. I hope it arrives in time.( for her birthday, soon enough for her birthday).
- In good time (for ) : with a comfortable margin.  
e.g. I arrived at the concert hall in good time for the concert (The concert began at 7.30 and I arrived at 7.15 )

### 2.5. At the beginning/end, in the beginning, at first /at last

- At the beginning (of ) /at the end (of ) = literally at the beginning /end.  
e.g. At the beginning of the book there is often a table of contents. At the end there may be an index.
- In the beginning/ at first = in the early stage. It implies that later on there was a change  
e.g. In the beginning /At first people used hand tools, later we had machines.
- In the end / at last = eventually / after some time.  
e.g. At first he opposed the marriage, but in the end he gave his consent.

## 2.6. After, afterwards

- After is a preposition , it must be followed by a noun, a pronoun or a gerund .  
e.g. She left after the film.
- Afterwards is used as an adverb, meaning “after that or then”  
e.g. She left afterwards.

## 2.7. From, since

- From can be used for time and place.  
e.g. I walked from 9.00 in the morning to midday .  
We drove from London to Oxford.
- Since is used for time, never for place, meaning “ from that time to the time referred to”. It is often used with a present perfect or a past perfect tense.  
e.g. She’s been in London since the 1<sup>st</sup> of August .

## 2.8. Since, for

- Since is used with a point in time .  
e.g. She’s been talking on the phone since 7.30.

For is used with a period of time .

e.g. She’s been talking on the phone for half an hour .

## 2.9. For, during

- For is used with a period of time when the action continues for the whole period.  
e.g. For five years, for a month, for an hour.
- For is also used when there is an idea of purpose and when the action occupies the whole period.  
e.g. They stayed with us for Ramadhan.  
I hired a car for July.

In the above examples during is possible. But in the first example we would lose the idea of purpose and in the second example we would lose the idea that it was for the whole of July.

- During is used when an action takes place at some point within a given period .

e.g. Someone phoned during the evening.

During may also be used when the action continues for the whole period, when it is named or defined

e.g. During the war, we lived outside the city.

### 3. PREPOSITIONS OF POSITION AND MOVEMENT

In the following table the prepositions indicating position, movement or both are listed and the use of each is illustrated.

Position examples	Position only	Position or Movement	Movement only	Movement examples
Your pen is on the table. <b>Note:we use also on the wall, and on TV.</b>		on	on to	The cat jumped on/ on to the table.
She is in the kitchen.	In		into	She came into the room.
It is in /inside the box.	Inside		out of	She went out of the room.
I 'll meet you outside the cinema.	Outside			
It is under the table.		under		We sailed under the bridge.
It is below the surface.	Below			
It is above the surface	Above			
The picture is hanging over the fire place.		over		The dog jumped over the fence.

<b>Position examples</b>	<b>Position only</b>	<b>Position or Movement</b>	<b>Move-ment only</b>	<b>Movement examples</b>
We stood round the piano.		round		We walked round the building.
We stood round /around in groups.		round/ around		They walked round/ around the market.
The road runs through the town.		through		The train went through the tunnel.
Among the guests there was a famous man.		among		He wandered among the crowd.
Cambridge is near London.		near		Don't go too near the bridge.
He hid behind the tree.		behind		The mouse ran behind the bridge.
My car is parked in front of the hotel.		in front of		He ran straight in front of the car.
			past	He walked straight past me.
The town hall is just along the road.		along		It's nice to walk along the river.
There was a barrier across the road.		across		She ran across the road.
He is up on the roof.		up		We climbed up the mountain.
She is down in the cellar.		down		He ran down the hill.
She sat next to /by/ beside me.	next to/ by/ beside			

Position examples	Position only	Position or Movement	Movement only	Movement examples
			from	We' ve come all the way from Bechar.
			to	..... to Tlemcen.
The post office is opposite the hotel.	opposite			
He is leaning against the wall.		against		The wind is blowing against me.
			towards	He came towards me.
Remchi is between Tlemcen and Oran.		between		He came between us.

## 4. PREPOSITIONS EXPRESSING TRAVEL

### 4.1. ...From .....to

The expression is used with go / travel / drive /fly / cycle etc...

e.g. We traveled from London to Edinburgh.

### 4.2. Arrive in/at, get to

e.g. We arrived in London.

I arrived at the hotel /at the airport /at the cross-roads.

“get to “ can be used with any destination.

e.g. He got to the station just in time for his train.

I want to get to London before dark.

Get in (*in* is an adverb) can mean arrive at destination. It is chiefly used for trains.

e.g. What time does the train get in? (reach terminus)



### 4.3. Home

We can use a verb of motion + *home* without a preposition.

e.g. They went home by bus.

But if *home* is immediately preceded by a word or phrase, a preposition is necessary.

e.g. She returned to her parents' home.

We can be /live / stay /work etc at *home*, but when the preposition *in* is used, it cannot be followed directly by *home*.

e.g. You can do this sort of work at home/ at your own home.

You can do this sort of work in your own home.

### 4.4. Transport: by, on, get in /into /on /onto /off /out of

- We can travel *by* car, but we travel *in* the /my / Tom's car. However, we always travel *by* bus / train /plane and *by* sea /air.

We can also travel *by* a certain route, or *by* a certain place.

e.g. We went by N4. (The fourth national route)

- We can walk or go *on* foot. We can cycle or go *on* a bicycle
- We get *in / into* and *out of* a car /a taxi .
- We get *on / onto* and *off* a bus /train /plane / boat /ship
- We can also get *in / into / out of* buildings, institutions, and countries instead of go / come / return etc., when there is some difficulty in entering or leaving these places.

*In /out* here are used as adverbs.

e.g. I've lost my keys! How are we going to get *into* the flat/ to get *in* the flat? ( *in* -- adverb )

It's difficult to get *into* a university nowadays.

## 5. WORDS USED AS PREPOSITIONS AND ADVERBS

Many words can be used as either prepositions or adverbs

e.g. He got *off* the bus at the corner. (preposition)

He got *off* at the corner. (adverb)

The most important of these are: above, about, across, along, before, behind, below, besides, by, down, in, near, off, on, over, past, round, since, through, under and up.

e.g. They were here *before* six. (preposition)

He has done this sort of work *before*. (adverb)

It's *near* the hotel. (preposition)

Don't go too *near*. (adverb)

She climbed *over* the wall. (preposition)

You'll have to climb *over* too. (adverb) .

Many of these words are used to form phrasal verbs.

e.g. The plane took *off*. (left the ground)

The preposition remains next to the verb with noun and pronoun objects.

e.g. She must look after him.

The adverb comes either next to the verb or at the end of the clause or sentence when the object is a noun. If the object is a pronoun, verbs must be separated.

## 6. VERB + PREPOSITION / VERB + ADVERB COMBINATIONS

### 6.1. Verb + preposition

This combination usually has a literal meaning.

e.g. We *climb up* that mountain in four hours.

We had to *sit on* hard seats.

The preposition in each case refers to the noun and usually remains next to the verb and before the noun. Sometimes the combination *verb + preposition* produces an idiomatic meaning.

e.g. Take after = resemble.

He *takes after* his father in looks.

### 6.2. Verb + Adverb

This combination usually has an idiomatic meaning. The adverb need not remain directly connected to the noun or pronoun, but can go independently to the end of the clause or sentence.

e.g. Get across = communicate, convey.

He managed { to get across his message.  
                  { to get his message across.

### 6.3. Verb + Adverb + Preposition + Object

Some *verb + Adverb* combinations are followed by a preposition to form a compound verb. Both parts remain next to the verb with noun and pronoun objects.

e.g. We have *run out of*  $\left\{ \begin{array}{l} \text{oil.} \\ \text{it.} \end{array} \right.$

## 7. PREPOSITIONS FOLLOWED BY GERUNDS OR NOUNS

- ✕ *Be keen on*: He's keen on fishing. (Gerund)  
He's keen on class. (Noun)
- ✕ *Be fond of* ( like ): I am fond of listening to pop music. (Gerund)  
I am fond of pop music. (Noun)
- ✕ *Be good at*: She's good at playing tennis. (Gerund)  
She's good at tennis. (Noun)
- ✕ *Be interested in*: I'm interested in collecting stamps. (Gerund)  
I'm interested in stamps. (Noun)
- ✕ *Be used to*: I'm used to getting wet. (Gerund)  
I'm used to the rain. ( Noun )  
*Used to + gerund / noun* should not be confused with *Used to + infinitive* which is quite different and which describes a past habit.  
e.g. I *used to* play tennis everyday in the past, but now I am no more able to do so.
- ✕ *Be afraid of*: She's afraid of going out in storms. ( Gerund )  
She's afraid of storms. ( Noun )
- ✕ *A method / Way of*: That's a good way of earning money. (Gerund only)
- ✕ *Insist on*: I insist on seeing the manager ( Gerund )  
I must insist on absolute silence ( Noun )
- ✕ *Accuse someone of*: She accused him of stealing her purse. (Gerund)  
She accused him of robbery. ( Noun )

## EXERCISES

**A: Complete the sentences. Each time use *at*, *on*, or *in* + one of the following**

The evening - about 20 minutes - 1492 - Christmas - the moment - 21 July 1969 - the 1920s - the same time - Sundays - the Middle Ages - 11 seconds - night

1. Columbus made his first voyage from Europe to America.....
2. I Britain most people do not work .....
3. If the sky is clear, you can see the stars.....
4. After working hard during the day, I like to relax.....
5. The first man walked o the moon.....
6. It's difficult to listen if everyone is speaking.....
7. Jazz became popular in the USA.....
8. I'm just going out to the shop. I'll be back.....
9. (*on the phone*) 'Can I speak to Clare?' 'I'm afraid she's not here.....
10. In Britain people send each other cards.....
11. Many of Europe's great cathedrals were built.....
12. Bob is a very fast runner. He run 100 metres.....

**B: Complete the sentences with one of the following verbs (in the correct form) + a preposition: *apply*, *ask*, *do*, *leave*, *look*, *search*, *talk*, and *wait*.**

1. Police are.....the man who escaped from prison.
2. We're still.....a reply to our letter. We haven't heard anything yet.
3. George likes his job but he doesn't.....it much.
4. When I finished my meal, I .....the waiter.....the bill.
5. Kate is unemployed. She has .....several jobs but she hasn't had any luck.
6. If something is wrong, why don't you.....something.....it.
7. Linda's car is very old but it's in excellent condition. She.....it well.
8. Diane is from Boston but now she lives in Paris. She.....Boston.....Paris when she was 19.

**C: Which of the following prepositions: *to, on(to), in(to), at, on, in, (away) from, off, out of*, could acceptably replace each gap in the sentences below.**

1. Come.....my room and sit down.....my desk.
2. Stand.....the door and show the visitors their seats.
3. Take this parcel.....my house. I live.....32 Sidgwick Avenue.
4. Stick this notice.....the notice-board. Don't let anyone take it.....the notice-board, will you?
5. I don't want anyone else.....the platform, please keep right.....it.
6. Take that dangerous weapon.....him and keep it.....him.
7. How far is it.....here.....the station.
8. Mary stood.....the window watching as the dog chased the intruder.....the garden.
9. Many people work.....the town and go.....the country for the week-end.
10. Most government offices are situated.....the capital, but some have moved.....the provinces.
11. Do you really live.....New Delhi? I stopped.....New Delhi once on the flight....Tokyo.....London.

12. My younger brother is still.....school. He will be going.....university next year.

**D: Insert *till, until, to, for, since, then, after* or *afterwards* where necessary.**

1. Go on.....the cross-roads.
2. Go on .....you see a church on your right.
3. We work from 9 a.m. ....6 p.m.
4. We had tea and.....went for a walk.
5. It's a long time.....I had a good meal. I haven't had a good meal.....ages.
6. We'll have a soup to start with. What would you like .....that?
7. I've been waiting for Tom.....6 o'clock; I wonder if he's lost his way.
8. Start now and go on.....I tell you to stop.
9. I'm going to wait.....it stops raining.
10. Ever.....his accident he's been afraid of flying.
11. I spoke angrily.....I regretted my words.
12. I give all the guests breakfast; .....I have my own.

**E: Transform each of the sentences below into (a) a *wh*-question, and (b) a sentence with a relative clause.**

e.g. I put the parcel on the top shelf.

(a) Which shelf did you put the parcel on?

(b) The shelf I put the parcel on was the top one

1. I gave your letter to the very handsome looking man.
2. I haven't dealt with the seventh question yet.
3. I am more accustomed to the American style of spelling.
4. I am most anxious about the front tooth.
5. I am familiar with the shorter dictionary.
6. I am best qualified for the intermediate course.
7. I operated on the wrong patient.
8. I was concerned with the later editions of this book.

# PASSIVE VOICE

## 1. FORM

- The passive voice of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb.

Examples of present, past and perfect passive tenses.

Active: We keep the butter here.

Passive: The butter is kept here.

Active: They broke the window.

Passive: The window was broken.

Active: People have seen wolves in the streets.

Passive: Wolves have been seen in the streets by people.

- The *subject* of the active verb becomes the *agent* of the passive verb and is preceded by 'by'. It is generally omitted.

e.g. The thieves were caught by the police.

The thieves were caught.

- The passive of continuous tenses require the continuous forms of **to be**

Examples of present and past continuous passive tenses

Active: They are repairing the bridge.

Passive: The bridge is being repaired.

Active: They were carrying the injured player.

Passive: The injured player was being carried.

Other continuous tenses are rarely used in the passive, so that sentences like:

They have/had been repairing the road

They will/would be repairing the road

are not normally put into the passive voice.

- *Auxiliary + infinitive* combinations are made passive by using a passive infinitive.

Active: You should keep these papers.

Passive: These papers should be kept.

Active: They should have told him. (perfect infinitive)

Passive: He should have been told.

- The passive gerund is **being + past participle**  
Active: I remember my father taking me to the zoo.  
Passive: I remember being taken to the zoo by my father.
- Here is a table of active tenses and their passive equivalents

Tense/Verb form	Active voice	Passive voice
Simple present	keeps	is kept
Present continuous	is keeping	is being kept
Simple past	kept	was kept
Past continuous	was keeping	was being kept
Present perfect	has kept	has been kept
Past perfect	had kept	had been kept
Future	will keep	will be kept
Conditional	would keep	would be kept
Present infinitive	to keep	to be kept
Perfect infinitive	to have kept	to have been kept
Perfect conditional	would have kept	would have been kept
Present participle/Gerund	keeping	being kept
Perfect participle	having kept	having been kept

## 2. USE

- The passive voice is used in English when it is more convenient or interesting to stress the thing done than the doer of the action, or when the doer is unknown.

e.g. My watch was stolen.



- A sentence containing a direct and an indirect object can have two passive forms:

e.g. Active: Someone gave her an apple.

Passive: She was given an apple. Or

Passive: An apple was given to her.

The first sentence is much the more usual i.e., the indirect object becomes the subject of the passive verb.

### 3. PREPOSITIONS WITH PASSIVE VERBS

- In a passive sentence the agent or doer of the action is very often not mentioned. When the agent is mentioned, it is preceded by “**by**”:

e.g. Active: Ann saw him.

Passive: He was seen by Ann

- When dealing with materials, the preposition “**with**” is used:

e.g. Active: Smoke filled the room.

Passive: The room was filled with smoke.

- When a *verb + preposition + object* combination is put into the passive, the preposition will remain immediately after the verb.

e.g. Active: We must write to him quickly

Passive: He must be written to quickly.

Similarly with *verb + preposition/ adverb* combination

e.g. Active: They threw away the old newspapers.

Passive: The old newspapers were thrown away.

### 4. INFINITIVE CONSTRUCTIONS AFTER PASSIVE VERBS

- After: acknowledge, assume, believe, claim, consider, estimate, feel, find, know, presume, report, say, think, understand etc. and sentences of the type “People consider/know/think etc. that he is ...” we have two possible passive forms

1- It is considered/known etc. that he is.....

2- He is considered/known etc. to be.....

The infinitive construction (i.e. sentence 2) is the neater of the two. It is chiefly used with “to be” though other infinitives can sometimes be used.

e.g. He is thought to have information.

- After suppose:

□ Suppose in the passive can be followed by the present infinitive of any verb but this construction usually conveys an idea of duty and is not therefore the normal equivalent of suppose in the active.

e.g. You are supposed to know how to drive = It is your duty to know/You should know how to drive.

It can also keep its meaning as in the active

e.g. She is supposed to have had her baby.

□ Suppose in the passive can similarly be followed by the perfect infinitive of any verb. This construction very often does not convey the idea of duty.

e.g. - He is supposed to have escaped disguised as a woman = People suppose that he escaped etc.

- You are supposed to have finished = You should have finished.

• Infinitives placed after passive verbs are normally full infinitives.

e.g. Active: We saw them go out.

Passive: They were seen to go out

With “let” we do not use “to”

e.g. Active: They let us go.

Passive: We were let go.

• The continuous infinitive (and also the perfect form of the continuous infinitive) can be used after the passive of believe, know, report, say, suppose, think, understand:

e.g. He is believed /known/said/supposed to be living abroad.

He is believed to have been waiting for a message.

## EXERCISES

### A: Complete the story using either the active or passive voice.

This building, which is the oldest surviving example in the country,(1) ..... (say) to be the most expensive house in Canada. Currently the house(2) ..... (sell) by the international auctioneers, Mc Phersons. The house-(3) ..... (report) to be haunted and many people down the centuries (4)..... (hear) strange footsteps and noises in the dark of night. The building(5) ..... (build) in 1123 by Michel Davidson, and it (6)..... (have) a remarkable history ever since then. Many famous people are said (7) .....(stay) in the house on many occasions including OliverCromwell. Henry Reede (8) ..... (live) in the house for the past ten years. While the house (9) ..... (restore) some years ago, Mr Reede conducted some research into the history of the house. 'I (10) ..... (read)that there are secret chambers somewhere' he said. 'We (11) .....(look)for them for quite some time now but (12) .....(not find) them. However, we do hope to find them some day.

### B: Complete the following sentences using the passive voice.

1. Animal Farm \_\_\_\_\_(write) by George Orwell.
2. I've collected all the necessary articles that \_\_\_\_\_ (need) to write this paper.
3. If you hadn't been so unprofessional, you \_\_\_\_\_ (sack).
4. The man who \_\_\_\_\_ (suspect) of stealing your handbag has been captured.
5. Lady Spence \_\_\_\_\_ (hold) at gunpoint during a robbery in her home at Dorchester yesterday.
6. We had hoped to get a look at some of the exhibits but the gallery \_\_\_\_\_ (restore) last May when we were there.
7. This company is very inefficient. The telephone \_\_\_\_\_ (never/answer) promptly.
8. It seems to me that no proper records \_\_\_\_\_.(keep)

9. Many items \_\_\_\_\_ (damage) during the robbery.
10. President Kennedy \_\_\_\_\_ (shot) in 1963.

**C: Correct the following sentences.**

1. This room is cleaning every day.
2. Gregory get liked by everyone.
3. All his money were stolen and he couldn't fly home to London.
4. Everything possible is doing to solve the problems in other countries.
5. Brian are having the roof repaired finally.
6. The hunted killer is believe to be living in Boston.
7. Mr Gregory doesn't like being kepted waiting.
8. Gold was discovering in California some years ago.
9. The picture got painted by Anabella last year.
10. The car needs being repaired.

# REPORTED SPEECH

## 1. DIRECT AND INDIRECT SPEECH

There are two ways of relating what a person has said: direct and indirect.

- In direct speech, we repeat the original speaker's exact words and place them between inverted commas plus a comma or colon placed immediately before the remark.

e.g. He said, "I have bought a new car."

- In indirect speech, we give the exact meaning of the remark or speech, without necessarily using the speaker's exact words.

e.g. He said (that) he had bought a new car. (No comma after 'say')

'That' can usually be omitted after 'say' and 'tell' + *object*. But it should be kept after other verbs.

## 2. STATEMENTS IN INDIRECT SPEECH: TENSE CHANGES

When we turn direct speech into indirect, some changes are usually necessary.

- When the introductory verb (say, tell, remark etc.) is in the present, present perfect or future, direct statements can be reported without any changes of tense.

e.g. He says, "the train will be late" = He says the train will be late.

- But when the introductory verb is in the past tense, the following tense changes are necessary:

<b>Direct speech</b>	<b>Indirect speech</b>
<b>Simple present</b> "I never drink tea," she replied	<b>Simple past</b> She replied that she never drank tea
<b>Present continuous</b> "I am looking for Amina," she explained	<b>Past continuous</b> She explained (that) she was looking for Amina
<b>Present perfect</b> "I have found my bag", she said	<b>Past perfect</b> She said (that) she had found her bag
<b>Present perfect continuous</b> He said, "I have been waiting for ages.	<b>Past perfect continuous</b> He said he had been waiting for ages.
<b>Simple past</b> "I bought it yesterday," he said	<b>Past perfect</b> He said he had bought it yesterday
<b>Future</b> They said, "they will travel abroad"	<b>Conditional</b> They said they would travel abroad
<b>Future continuous</b> "I will/shall be using the car tomorrow," She said.	<b>Conditional continuous</b> She said she would be using the car tomorrow.
<b>Conditional</b> She said, "I would/ should buy a car"	<b>Conditional</b> She said she would/ should buy a car. (No tense change)

### 3. UNCHANGED TENSES

- In theory the past tense changes to the past perfect, but in spoken English it is often left unchanged.

e.g. Direct speech: He said, “Ann arrived on Monday”.

Indirect speech: He said (that) Ann arrived (had arrived) on Monday.

- In written English past tenses change to past perfect, but there are some exceptions.

Past/ past continuous tenses used in time clauses do not normally change.

e.g. Direct speech: He said, “When we were living in Paris...”

Indirect speech: He said that when they were living in Paris....

The main verb of such sentences can either remain unchanged or become the past perfect.

e.g. Direct speech: He said, “when we were living /lived in Paris, we often saw Paul”

Indirect speech: He said that when they were living/ lived in Paris they often saw/ had seen Paul.

- A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged.

e.g. Direct speech: She said, “I decided not to buy the house because it was on a main road”

Indirect speech: She said that she had decided not to buy the house it was on a main road.

- Might, ought to, should, would, used to, could and must do not normally change In indirect speech.

- Conditional sentences types 2 and 3 remain entirely unchanged.

#### 4. OTHER CHANGES WHEN TURNING DIRECT SPEECH INTO INDIRECT SPEECH

- In indirect speech the conjunction ‘that’ can be placed immediately after the introductory verb. It can usually be omitted after *say*, *think* and *tell + object*, but it should be kept after other verbs such as complain, explain, shout, reply, etc.

e.g. I think (that) she is right.

She shouted that she was busy (Not ~~She shouted she was busy.~~)

- Pronouns and possessive adjectives normally change from first or second person to third person

e.g. Direct speech: Ali said, “I like my new house”

Indirect speech: Ali said he liked his new house.

This change does not occur when the speaker is reporting his own words.

e.g. Direct speech: I said, “I like my new house”

Indirect speech: I said that I liked my new house.

NB: Sometimes a noun must be inserted to avoid ambiguity.

e.g. Direct speech: Ahmed said, “He came in through the window”.

Indirect speech: Ahmed said that the man had come in through the window.

- Expressions of time change in indirect speech except when the speech is made and reported on the same day

e.g. Direct speech: “I saw her the day before yesterday,” he said.

Indirect speech: He said he had seen her two days before.

Direct speech: This morning he said, “I’ll be very busy today”

Indirect speech: This morning he said that he would be very busy today

The following table gives the change of some adverbs and adverbial phrases:



Direct speech	Indirect speech
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day/ the following day
The day after tomorrow	In two day's time
Next week/ year etc.	The following week/ year etc.
Last week/ year etc.	The previous week/ year etc.
A week/ year etc. ago	week/ year before/ the previous week/ year etc.

**This** is usually replaced by **that** when used in time expressions.

e.g. Direct speech: He told me, "I'll come this week"

Indirect speech: He told me that he would come that week.

- **Here** is usually replaced by a phrase

e.g. Direct speech: He said, "You can sit here, Ali"

Indirect speech: He said to Ali that he could sit next to him.

**Here** can be replaced by **there** when it is clear what place is meant.

e.g. Direct speech: At the café he said, "I'll be here tomorrow"

Indirect speech: At the café he said that he would be there the next day.

## 5. QUESTIONS IN INDIRECT SPEECH

When direct questions are turned into indirect speech, in addition to the changes seen above occurring in statements, the following changes are necessary

- The interrogative form of the verb changes to the affirmative form and the question mark (?) is omitted.  
e.g. Direct speech: "When did he travel to England?" he said  
Indirect speech: He asked when he had travelled to England.
- If the introductory verb is say or tell, it must be changed to a verb of inquiry such as ask, inquire, wonder, want to know etc.  
e.g. Direct speech: She said, "Where is the station?"  
Indirect speech: She wondered where the station was.
- For *yes/ no questions* **if** or **whether** are used in indirect speech.  
e.g. Direct speech: "Did you see the accident?" the policeman asked.  
Indirect speech: The policeman asked if/ whether I had seen the accident.

## 6. COMMANDS, REQUESTS, ADVICE IN INDIRECT SPEECH

- In indirect speech commands, requests and advice are usually expressed by *a verb of command/ request/ advice + object + infinitive*.  
e.g. Direct speech: "You had better hurry, Ali!" she said.  
Indirect speech: She advised Ali to hurry.
- Negative commands, requests and advice are generally reported by *not + infinitive*.  
e.g. Direct speech: "Don't play far from the house, boys," she said.  
Indirect speech: She warned the boys not to play far from the house

## EXERCISES

### A: Complete the following sentences.

1. John said he \_\_\_\_\_ (go) to a concert with Jane last week.
2. I thought you \_\_\_\_\_ (go out with) him any longer.
3. At half-time the team thought they \_\_\_\_\_ (have) a good chance to win.
4. She said she \_\_\_\_\_ (not/ do) want to talk to you.
5. He said that he \_\_\_\_\_ (will) arrive tomorrow.
6. When did you leave school? The interviewer asked Jane \_\_\_\_\_.
7. 'Stay in bed for a while' the doctor said. The doctor told \_\_\_\_\_.
8. 'Don't be naughty', Malcolm said. Malcolm said \_\_\_\_\_.
9. 'I will come this afternoon' Mary said. Mary said \_\_\_\_\_.
10. 'You can drive?', Julie asked. Julie asked \_\_\_\_\_.

### B: Correct the following sentences.

1. He asked Jane when did she leave school.
2. Someone was wondering if has Alex arrived yet.
3. The boss said them they could leave early.
4. The doorman asked me to see my membership card.
5. An official asked what we was doing.
6. Tom said me that he did not like tennis.
7. Mary told that she wasn't available for anybody this morning.
8. My father told me stay where I was.
9. Jason said I am feeling ill.
10. Roger said about his most recent trip to Mexico.

### C: Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell':

1. "Don't do it!" She
2. "I'm leaving tomorrow" She
3. "Please get me a cup of tea" She

4. "She got married last year" She
5. "Be quick!" She
6. "Could you explain number four, please?" She
7. "Where do you live?" She
8. "We went to the cinema and then to a Chinese restaurant" She
9. "I'll come and help you at twelve" She
10. "What are you doing tomorrow?" She
11. "Don't go!" She
12. "Do you work in London?" She
13. "Could you tell me where the post office is?" She
14. "Come here!" She
15. "I've never been to Wales" She
16. "Have you ever seen 'Lord of the Rings'?" She
17. "I don't like mushrooms" She
18. "Don't be silly!" She
19. "Would you mind waiting a moment please?" She
20. "How often do you play sport?" She

**D: Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell':**

1. "Come quickly!" She
2. "Did you arrive before seven?" She
3. "How was your holiday?" She
4. "I would have visited the hospital, if I had known you were sick" She
5. "Don't touch!" She
6. "Do you usually cook at home?" She
7. "They had never been to Scotland until last year" She
8. "Make sure you arrive early!" She
9. "I should have studied harder for the exam" She
10. "Would you mind telling me how to get to the art gallery, please?" She
11. "Please don't forget my book" She
12. "Make sure you arrive at six!" She
13. "Remember to study hard!" She
14. "Where do you want to eat tonight?" She
15. "I usually drink coffee in the mornings" She
16. "Do you like studying English?" She

17. "I'll come and help you on Saturday" She
18. "Please buy some bread on your way home" She
19. "Please give this to John" She
20. "Could you give me the glass on the table, please?" She

## Answer Key

### Sentence Elements

**A:** Examples: Full-scale computers / have / a large number of programs

S	V	O
We / must change / all the programs / tomorrow		

S	V	O	A
---	---	---	---

**B:** 1-----Od. 2-----Cs. 3-----a) Od; b) Co. 4-----a) Od; b) Co. 5-----a) Oi; b) Od. 6-----Co or Od. 7-----a) Cs; b) Cs. 8-----Od. 9-----a) Oi; b) Od; c) Od. 10-----Cs. 11-----a) Od; b) Co. 12 Cs. 13-----a) Od; b) Co. 14-----a) Oi; b) Od; c) Oi.

**C:** Examples: 1. Paul laughed.                      2. You hit me

<b>D:</b>	S	V	O	S	V	O
		A				

e.g. You/ must add/ the raisins/ after[ you/ 've poured/ the syrup/ over the crumbs].

(A)

### Articles

**A:** an, a, 0, 0, a, a, an, 0, 0, a, a, 0, the, the, 0.

**B:** 1 (a), 2 (the), 3( 0, 0), 4 (the, the), 5 (a), 6 (the, 0), 7 (a ,a), 8 (the), 9 (0), 10 (the), 11 (0, the), 12 (0,0), 13 (the, the, the, the),14 (the, a), 15 (0, the), 16 (the, the), 17 (the, 0, the, the), 18 (0, a).

**C:** 1 (an, a), 2 (the), 3 (a), 4 (the), 5 (the), 6 (the, a, the, the), 7 (the, 0).

**D:** 1 (an), 2 (a), 3 (the), 4 (the), 5 (the), 6 (a), 7 (a), 8 (a), 9 (0), 10 (0), 11 (a).

**E:** the (X)English, the (X) Wales, the (X) jokes, (the) words, (the) blackboard, (the) question, the (X or an) A, (a), (the), (the), the (X), the (X), (a), the (an), the.

**F:**

1. Barcelona, was **the** site of the 1992 Olympic Games.
2. Javier Perez de Cuellar **the** or **x** Secretary General of the UN from 1982 to 1991.
3. Le Monde is **a** newspaper published in France.
4. Ghana became **a** republic in 1957.
5. Wall Street is **an** important financial centre.
6. Nelson Mandela became **the** or **x** president of South Africa in 1994.
7. The Great Wall of China is **the** only constructed object visible from space.
8. Greenland is **the** largest island in the world.

**G:**

1. A noise, 2 a) a paper, b) any paper, 3 a) a light, b) light, 4 a) time, b) a wonderful time, 5 advice, 6 very good weather, 7 bad luck, 8 some bread, 9 a job, 10 much luggage.

## **Nouns**

**A:**

1. Crises often occur in the best regulated families.
2. Other criteria are needed in analyzing these phenomena.
3. The anonymous workmen were the real heroes on the campuses.
4. The runners-up were given pound notes.
5. The skeletons found in the lower strata were taken at once to the museums.
6. The middle ages were times of feudal rivalries.
7. The drivers must produce their certificates to the customs.
8. The soldiers left their arms in the barracks.
9. Barracks are buildings used as military quarters.

10. Goods trains carry heavier loads than trucks do.

**B:**

1 Change, 2 rivers, 3 music, 4 cities, 5 traffic, 6 thunder, 7 screwdrivers, 8 luggage, 9 advice, 10 progress.

**C:**

1 masculine, 2 masculine, 3 both, 4 both, 5 feminine, 6 both, 7 feminine, 8 both, 9 masculine, 10 both, 11 feminine, 12 both, 13 both, 14 masculine, 15 both, 16 both, 17 feminine/neutral, 18 masculine, 19 feminine/neutral, 20 masculine.

**D:**

1 children, 2 zero s/es, 3 mice, 4 apple-trees, 5 industries, 6 radio-sets, 7 foxes, 8 sheep (unchanged), 9 beliefs, 10 drawers, 11 leaves, 12 parentheses, 13 petrol-stations, 14crises, 15 echoes, 16 shelves, 17 analyses, 18 tea-cups, 19 brothers-in-law, 20 oxen.

**E:**

1 mathematics, 2 politics, 3 economics, 4 athletics, 5 physics, 6 gymnastics, 7 electronics, 8 chemistry.

**F:** 1 countable, 2 uncountable, 3 uncountable, 4 uncountable, 5 uncountable, 6 countable, 7 uncountable, 8 countable, 9 uncountable, 10 countable or uncountable (depends on the context).

**Auxiliaries/ Modals**

- A 1. could
- 2. haven't been able to
- 3. could
- 4. could have been
- 5. could have phoned
- 6. was able to
- 7. could be
- 8. couldn't



9. could have been

10. can

**B** 1. have to 6. don't have to/needn't

2. must/have to 7. has had to

3. must/have to 8. must/has to

4. mustn't 9. had to

5. needn't/don't have to 10. must

**C** 1. must be 6. can't have enjoyed

2. can't be 7. may be delivering

3. must be 8. can't have been concentrating

4. must have been 9. may be having

5. can't be 10. might

**D** 1. It must have been my uncle.

2. She can't be more than fifteen.

3. ...we were able to persuade them to come.

4. Would you like a cup ...

5. Mary doesn't have to work

6. You must be Anthony's brother.

7. ...said he had just left for a two day trip to Malibu.

8. We needn't have booked

9. I wasn't able to/couldn't go to work ...

10. You needn't have cooked all that food.

**E.** 1 might 2 shouldn't 3 ought to 4 was able 5 can 6 have to 7 must 8 couldn't

**F. a.** Other possibilities might be correct too!

1. He isn't back. (she)/ He isn't back and neither is she.

2. Samira never goes to concerts. (Mehdi)/ Samira never goes to concerts and neither does Mehdi.

3. She thanked me. (he)/She thanked me but he didn't.

4. This beach is safe for bathing, (that beach)/ This beach is safe for bathing but that beach isn't.

**b.** 1. He lives in London. (I) He lives in London and so do I.

2. You must come. (your son) You must come and so must your son.
3. She can't eat mushrooms. (I) She can't eat mushrooms but I can.
4. I haven't got a computer. (my neighbour) I haven't got a computer but my neighbour has

**N.B. Other possibilities might be correct too.**

**G.** 1. c. mustn't I? / 2. b. Shakespeare was English / 3. a. have we? / 4. c. shouldn't they? / 5. a. shall we? / 6. c. we have seen this film / 7. b. will we? / 8. d. I am your teacher

**H.** 1. aren't I / 2. will you- would you -can you- could you- can't you / 3. shall we / 4. hasn't he / 5. are there / 6. isn't it / 7. don't you / 8. didn't they / 9. does he / 10. don't they

**I.1** Jack went to the hospital. A nurse bandaged his leg.

Jack had his leg bandaged.

2 Lara is going to the dentist. She's going to remove her tooth.

Lara is going to have her tooth removed.

3 Selma is visiting the town while her photos are being developed.

Selma is having her photos developed.

4 Steve's car was broken. His mechanic repaired it.

Steve had his car repaired.

## **Tenses**

### **Present Tenses**

#### **A**

1. 'm trying
2. 'm not using
3. 's teaching
4. 'm looking
5. Are you waiting
6. 're always forgetting
7. 's rising
8. are you doing 'm cleaning
9. aren't you wearing
10. 're always arguing

#### **B**

1. do not belong
2. is coming do not want
3. doesn't eat

4. am looking
5. take
6. deals
7. are making
8. Do you know is doing
9. am applying depends
10. is falling
11. is writing
12. is working
13. teaches is learning
14. are leaves arrives
15. is rising

### C

1. remembers
2. works
3. 'm working
4. 's snowing
5. are they talking
6. Do you know
7. never go
8. usually stay 'm staying
9. 's doesn't eat
10. 's isn't working
11. Do you believe
12. live do your parents live
13. own
14. 'm learning
15. 's trying
16. flows
17. Do you like
18. 'm getting -
19. smell
20. 's repairing knows

## Present Perfect

### A

1. Mary has moved house.
2. Fred and Frank have started a company.
3. My parents have gone to Greece.
4. Sue has got married.

5. Granny has celebrated her 80th birthday.

**B**

2. He has learnt French.
3. She has bought a dress.
4. I have cleaned it.
5. He has found his cat.
6. He has grown a beard.

**C**

2. Have you ever travelled to Hollywood?
3. Have you ever met Bill Clinton?
4. Have you ever written a novel?
5. Have you ever run a marathon?
6. Have you ever given money to charity?

**D**

2. it hasn't rained this week.
3. I haven't spent any money this week.
4. I haven't seen him today.
5. I haven't received any post this month.
6. it hasn't been warm this spring.

**E**

2. It has been raining.
3. Jack has been shopping.
4. Fred has been painting the kitchen.
5. Maisy has been driving for 4 hours.
6. Harry has been digging the garden.

**F**

1. has been learning for
2. have been writing since
3. have been travelling for
4. have been going since
5. has been raining since
6. has been looking for
7. has been selling since
8. have been waiting for
9. has been playing since
10. have been watching for

**G**

1. have been building have built
2. has been writing has written
3. have been painting have painted

4. have been saving have saved
5. have been watching have watched

### **H**

1. Have you been studying 6. have you written
2. has he been working 7. have you been doing; 've been waiting
3. 've lost 8. have been playing
4. 've been reading haven't finished 9. 've known
5. Have you heard 's broken. 10. has been marking hasn't read

### **I**

1. has she studied/has she been studying 2. did he begin
3. wrote
4. Did you visit 5. hasn't been 6. have gone
7. happened 8. has had; fell 9. has won; has won
10. made 11. have just remembered 12. Have you replied
13. worked 14. has lived 15. never had

## **Past Simple and Continuous**

### **A**

1. brought
2. bought
3. met
4. ate
5. wrote

### **B**

1. How did you get there?
2. Who did you go with?
3. Where did you stay?
4. Was the weather good?
5. What did you think of the food?
6. What did you do during the day?
7. Did you go out in the evenings
8. Did you buy any souvenirs?
9. Did you make any new friends?
10. How long did the journey home take?

### **C**

1. didn't come was
2. didn't read wasn't
3. didn't finish ran out
4. didn't eat were
5. didn't catch arrived

**D**

1. was dreaming went off
2. were waiting arrived
3. rang was having
4. didn't go was raining
5. saw was wearing
6. broke was washing slipped
7. was carrying felt
8. was going went out
9. were watching came knocked
10. were you doing was preparing
11. fell was watching
12. was seeing

**Past Perfect****A**

2. He had already eaten lunch.
3. They had already started the exam.
4. Everybody had gone to bed.
5. He had already left for work.

**B**

1. stood up
2. had broken down
3. had had
4. went
5. had written

**C**

1. had eaten
2. had been smoking
3. had worked
4. had been looking hadn't found
5. had been waiting
6. had had
7. had been decorating
8. had been watching had forgotten
9. had eaten
10. had been travelling

**D**

1. had left
2. have made

3. had already started
4. has finally stopped
5. have just had
6. had not cleaned
7. had made
8. have really had
9. had noticed
10. had heard

## **Future Tenses**

### **A**

1. 'm meeting
2. leaves
3. does the film begin
4. are you doing
5. 're having
6. does the concert start starts
7. 's coming 's catching arrives

### **B**

2. What are you going to see?
3. Who are you going to go with?
4. How are you going to travel?
5. How much luggage are you going to take?
6. What souvenirs are you going to buy?

### **C**

2. The cat is going to chase the mouse
3. The boat is going to sink
4. John is going to miss his train.
5. The thief is going to steal a car.
6. He is going to jump.

### **D The correct form is:**

1. I'm meeting
2. is taking
3. does your train leave
4. I'll get
5. stops
6. I'll get
7. will rain
8. are going to buy
9. I'm going to watch

10. I'll lend

11. Shall

## Conditionals

### A

1. visit will / can / may / might / must / should go
2. rains will / can / may / might / must / should eat
3. don't pass will / can
4. will / may / might lose don't stay
5. won't / may not / might not catch doesn't hurry
6. will / may / might telephone need

### B

1. did would / might feel
2. would / might / could you do won
3. came would / might be
4. were would / might learn
5. would understand explained
6. would / might be lost

### C

1. hadn't missed wouldn't / mightn't have met
2. wouldn't / mightn't have failed had worked
3. had driven wouldn't / mightn't have had
4. would / could / might have won had been
5. would / might you have done had seen
6. had bought would / could / might have won

### D

1. d 2. f 3. g 4. b 5. j 6. i
7. h 8. e 9. a 10. c

### E

3. I wish I were rich / I wish I wasn't poor.
4. I wish I had a car.
5. I wish I had a dog.
6. I wish I could speak a foreign language.
7. I wish he / she had arrived.
8. I wish I hadn't eaten so much.
9. I wish I hadn't lost my purse.
10. I wish I hadn't missed the last bus home / I wish I had caught the last bus.
11. I wish I had worked harder / I wish I hadn't failed my exam.



12. I wish I hadn't watched that film.

## **F**

1. I would have read the letter if I had known (know) it was from you.
2. If Tony doesn't help in the garden I will not finish (not finish) my work in time.
3. If you didn't tell (not tell ) me about Maxwell's birthday I would forget it.
4. We would have caught (catch) the train earlier if Mary had found her purse.
5. If Susan had learned (learn) the poem she would have known the answer.
6. If it isn't (be) too hot we will stop and get a cold drink.
7. If it didn't rain (not rain) today I would stay it home.
8. If the Professor spoke clearly we would understand (understand) him better.
9. If you go on talking like that we will throw (throw) you out.
10. If Sasha went home (go) home now he would meet his own brother.
11. If it rained , the streets would be (be) wet.
12. If I had not told (not tell) Jim the address he wouldn't have found you.
13. The bird would have died (die) if you had caught it.
14. What would you do (you, do) if you won the lottery?
15. If the weather doesn't change (not change) we will reach the top of the mountain.
16. Dinner would be (be) fine if the meat weren't cold.
17. I'm sure Benny will come (come) if you wait a bit longer.
18. If you ring the bell, somebody will answer (answer) it.
19. If Bert had seen (see) you, he would have talked to you.
20. You would have found (find ) your ticket if you had looked into your pockets.
21. You will fall (fall) ill if you eat so much.
22. What would have happened (happen) if the door had not been opened?
23. If Chris asked you for a cigarette, would you give (you, give) him one?
24. If you bought (buy) that big car, you would need a lot of money.
25. Would you change (You, change) the colour of your hair if I asked you to do so?
26. If you give me the letter, I will post (post) it for you .

27. Would you have posted (You, post) the letter if I had given it to you?
28. If the weather is fine, I will go (go) swimming.
29. If you don't work(not work) harder, you won't pass the exam.
30. If they were (be) rich, they would travel around the world.
31. The children would go (go) skating if the lake were frozen.
32. What would you have done, if you had lost (lose) your handbag?
33. What will happen if you don't know (not know) the answer?
34. She would have gone (go) on holiday, if she hadn't been ill.
35. If I had noticed (notice) you, I would have said hello.
36. If I were (be) like you, I wouldn't watch such films.
37. If you opened your eyes, you would see (see) a wonderful world.
38. People will live(live) in peace if they stop fighting.
39. If Tom drinks so much, he won't be able drive (cannot drive) home.
40. If we didn't hurry (not hurry) we would miss the train.
41. He wouldn't spend (not spend) so much money if he weren't a happy person.
42. Would you have come (You, come ), if you had had more time ?
43. If Jim had studied (study) the new words he would have got a better mark.
44. If he were rich, he would buy(buy) the house.
45. If you don't hurry you will be (be) late.
46. If it wasn't so hot, we would play (play) football.
47. If I was/were (be) ill, would you visit me?
48. If Sean had not driven (not be) driving so fast, the police would not have stopped him.
49. If I had sold my house, I would have got (get) 4 million pounds.
50. If I was/were (be) you I would I would do it.

## **G**

1. The burglars would not have done (not do) so much damage if you hadn't locked all the drawers.
2. If he had slipped he would have fallen (fall) 500 metres.
3. They would have forced their way into the house if I had not called (not call) for help.
4. You will not be (not be) of any use to me unless you learn to type.
5. I would have brought (bring) you some beer if I had known that you were thirsty.
6. You'll get a cold if you do not change (not change) your wet clothes.

7. I'll probably get lost unless he comes(come) with me.
8. I could repair the roof myself if I had(have) a ladder.
9. If a train entered this tunnel, it would not come (not come) out again.
10. If you had told me earlier, I would have been able (be able) to help you.
11. If you had been able to come (can/come)with us, we would have been pleased.
12. You would not have made (not make) such a mistake if you had been more careful.
13. If father was/were(be) alive he would be horrified.
14. If it is (be ) fine tomorrow we shall go for a swim.
15. If he is out, I will(call) tomorrow.
16. You'll miss the train if you don't hurry (not hurry).
17. If you had gone to the exhibition you would have enjoyed (enjoy) it.
18. If I was/were(be) in your position I would act differently.
19. If he had had 50 Euros, he would have gone (go) to the stadium.
20. If that ship sinks (sink) there will not be enough life boats on board.
21. If he had been (be) able to win that match he would have made it to the finals.
22. If it cleared(clear) up we could still have a game of tennis.
23. If he sends the letter off today Joan will have(have) it by Monday.
24. If I did not smoke (not smoke) like a chimney the curtains would not get so yellow.
25. If my wife had (have) a dishwasher I would not have to dry up daily.
26. If you are good I will buy (buy) you a box of chocolates.
27. If John had eaten(eat) those mushrooms he would not have survived.
28. If the weather lasts for one more week the farmers will be (be) able to bring in the harvest.
29. He might have been happier at school if he had been (be) good at sport .
30. If his French lessons at school had been(be) more interesting, he wouldn't have studied German.
31. If he hadn't specialized in languages, he might have done (might do) mathematics.

32. When he was 24, he was seriously ill. If he hadn't been sent to a very good hospital, he could have died(could die).
33. He wouldn't have become a teacher if he had not met(not meet) a certain man.
34. If he hadn't met a certain woman, he might not have gone (might not go) to live abroad.
35. If he worked(work) less hard, he might enjoy himself more.
36. He would not have been so happy if he had not had( not have) a very good life.
37. If I was/were(be) you I would go home immediately.
38. If you had married Peter you would have had (have) a very unhappy life.
39. I would tell you the answer if I knew(know) it.
40. If John smiled(smile) sometimes, he would be more attractive.
41. I would have learned (learn) German if I had had more time.
42. What will you do if I go (go) away ?
43. If you went away I would invite(invite) all my friends and have a party.
44. I would have sent (send) Jane a postcard if I had known her address.
45. Would you still love me if I grew(grow) a beard ?
46. If I have enough money I will travel(travel) round the world.

## Prepositions

### A:

1 in 1492, 2 on Sundays, 3 at night, 4 in the evening, 5 on 21 July 1969, 6 at the same time, 7 in the 1920s, 8 in about 20 minutes, 9 at the moment, 10 at Christmas, 11 in the middle ages, 12 in 11 seconds.

### B:

1 searching for, 2 waiting for, 3 talk about, 4 asked ....for, 5 applied for, 6 do....about, 7 looked after, 8 left...for.

### C:

1 in (to).....at, 2 at, 3 to.....at, 4 on.....off, 5 on.....off, 6 away from.....away from, 7 from...to, 8 at.....out of, 9 in....to, 10 in....to / into, 11 at...from...to, 12 at....to.

### D:

1 to, 2 till, 3 to/till, 4 then, 5 since....for, 6 after, 7 since, 8 till, 9 till, 10 since, 11 afterwards, 12 then/afterwards.

### E:

Example: I gave your letter to the very handsome-looking man.  
Who did you give my letter to?  
The man I gave your letter to was that very handsome looking one.

### **Passive Voice**

#### **A**

1. is said
2. is being sold
3. is reported
4. have heard
5. was built
6. has had
7. to have stayed
8. has been living/has living
9. was being restored
10. have read
11. have been looking
12. haven't found

#### **B**

1. was written
2. are needed
3. wouldn't have been sacked
4. was suspected
5. was held
6. was being restored
7. is never answered
8. are being kept/are kept
9. were damaged
10. was shot

#### **C1.**

- The room is cleaned every day.
2. Gregory is liked by everyone.
  3. All his money was stolen and he couldn't fly home to London.
  4. Everything possible is being done to solve the problem in other countries.
  5. Brian is having the roof repaired finally.
  6. The hunted killer is believed to be living in Boston.
  7. Mr. Gregory doesn't like to be kept Adam has the least waiting.
  8. Gold was discovered in California
  9. The picture was painted by Anabella last year.

10. The car needs to be repaired/repairing

### **Reported Speech**

#### **A**

1. went
2. weren't going out with
3. had
4. didn't
5. would
6. ...when she had left school.
7. ...her to stay in bed.
8. ...not to be naughty
9. ...she would come that afternoon.
10. ...if she could drive.

#### **B**

1. He asked Jane when she had left school.
2. Someone was wondering if Alex had arrived yet.
3. The boss said/told them they could leave early.
4. The doorman asked to see my membership card.
5. An official asked what we were doing.
6. Tom said/told me that he did not like tennis.
7. Mary told me that she wasn't available for anybody that morning.
8. My father told me to stay where I was.
9. Jason said he was feeling ill.
10. Roger spoke about his most recent trip to Mexico.

#### **C**

1. She told me not to do it.
2. She said (that) she was leaving tomorrow (the next day).
3. She asked me to get her a cup of tea.
4. She said (that) she got married last year.
5. She told me to be quick.
6. She asked me to explain number four.
7. She asked me where I lived.
8. She said (that) they went (had been) to the cinema and then to a Chinese restaurant.
9. She said (that) she would come and help me at twelve.
10. She asked me what I was doing tomorrow (the day after).
11. She told me not to go.
12. She asked me if I worked in London.
13. She asked me to tell her where the post office was.

(or: she asked me if I could tell her where the post office was).

14. She told me to come here (there).

15. She said (that) she had never been to Wales.

16. She asked me if I had ever seen 'The Lord of the Rings'.

17. She said (that) she didn't like mushrooms.

18. She told me not to be silly.

19. She asked me to wait a moment.

(or: she asked me if I would mind waiting a moment).

20. She asked me how often I played sport.

## **D**

1. She told me to come quickly.

2. She asked me if I arrived (had arrived) before seven.

3. She asked me how my holiday was (had been).

4. She said (that) she would have visited the hospital, if she had known I was sick.

5. She told me not to touch.

6. She asked me if I usually cooked at home.

7. She said (that) they had never been to Scotland until last year.

8. She told me to arrive early.

9. She said (that) she should have studied harder for the exam.

10. She asked me how to get to the art gallery.

(or: she asked me if I would mind telling her how to get to the art gallery).

11. She asked me not to forget her book.

12. She told me to arrive at six.

13. She told me to remember to study hard.

14. She asked me where I wanted tonight / that night.

15. She said that she usually drank coffee in the mornings.

16. She asked me if I liked studying English.

17. She said that she would come and help me on Saturday.

18. She asked me to buy some bread on my way home.

19. She asked me to give this to John.

20. She asked me to give her the glass on the table.

## LIST OF IRREGULAR VERBS

This is a list of some irregular verbs in English. Of course, there are many others, but these are the more common irregular verbs.

<b>Infinitive/ Base Form</b>	<b>Past Simple</b>	<b>Past Participle</b>
Awake	awoke	awoken
Be	was, were	been
Beat	beat	beaten
Become	became	become
Begin	began	begun
Bend	bent	bent
Bet	bet	bet
Bid	bid	bid
Bite	bit	bitten
Blow	blew	blown
Break	broke	broken
Bring	brought	brought
broadcast	broadcast	broadcast
Build	built	built
Burn	burned/burnt	burned/burnt
Buy	bought	bought



Catch	caught	caught
choose	chose	chosen
Come	came	come
Cost	cost	cost
Cut	cut	cut
Dig	dug	dug
Do	did	done
Draw	drew	drawn
Dream	dreamed/dreamt	dreamed/dreamt
Drive	drove	driven
Drink	drank	drunk
Eat	ate	eaten
Fall	fell	fallen
Feel	felt	felt
Fight	fought	fought
Find	found	found
Fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen

Get	got	got ( <i>sometimes gotten</i> )
Give	gave	given
Go	went	gone
Grow	grew	grown
Hang	hung	hung
Have	had	had
Hear	heard	heard
Hide	hid	hidden
Hit	hit	hit
Hold	held	held
Hurt	hurt	hurt
Keep	kept	kept
Know	knew	known
Lay	laid	laid
Lead	led	led
Learn	learned/learnt	learned/learnt
Leave	left	left
Lend	lent	lent
Let	let	let
Lie	lay	lain

Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Pay	paid	paid
Put	put	put
Read	read	read
Ride	rode	ridden
Ring	rang	rung
Rise	rose	risen
Run	ran	run
Say	said	said
See	saw	seen
Sell	sold	sold
Send	sent	sent
Show	showed	showed/shown
Shut	shut	shut
Sing	sang	sung
Sit	sat	sat
Sleep	slept	slept

Speak	spoke	spoken
Spend	spent	spent
Stand	stood	stood
Swim	swam	swum
Take	took	taken
Teach	taught	taught
Tear	tore	torn
Tell	told	told
Think	thought	thought
Throw	threw	thrown
understand	understood	understood
Wake	woke	woken
Wear	wore	worn
Win	won	won
Write	wrote	written