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ВОЛОГОДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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«Справочник по грамматике английского языка» представляет собой практический курс, основанный на фактах морфологии и синтаксиса современного английского языка. Он включает 15 разделов, содержащих изложение основных грамматических тем на английском языке, таблицы, список неправильных глаголов. Пособие содержит сведения практического характера по вопросам, представляющим трудности для изучающих английский язык. С этой целью проводится сопоставление одних грамматических явлений с другими, что позволяет выявить их специфику. Примеры, иллюстрирующие правила, нейтральны в стилистическом отношении, просты, отражают грамматические нормы современного английского языка. Расположение разделов пособия не предполагает обязательную определенную последовательность изучения грамматических явлений и позволяет преподавателю и студентам использовать данный справочник как дополнение к любому учебнику, ориентированному на овладение базовым курсом грамматики английского языка. Справочник по грамматике английского языка может быть использован в процессе обучения грамматике английского языка студентов-бакалавров различных направлений подготовки.

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ARTICLES

Indefinite article a / an

We put **a / an** before a singular noun to indicate it is not a particular one, it is just one of many. We use **a** before nouns starting with a consonant or u, eu [ju:]: a car, a house, a European, a university. Use **an** when the word following begins with a vowel or before an **h** which is not pronounced: an apple, an egg, an hour, an honour.

A / an might refer to

1. a single object or person.

*John's got **a** car.*

*I bought **a** book yesterday.*

2. a job.

*My dad's **a** doctor.*

3. a kind of something.

*She's **a** beautiful girl.*

*He's doing **a** university course.*

4. to refer to large whole numbers, fractions, weights and distances.

***a** hundred, **a** million, **a** third, **a** metre and **a** half.*

5. in the expressions "what a...!" when we are surprised or impressed by something with countable nouns in the singular.

*What **a** great bike you have got!*

6. in the expressions such a ... for emphasis with countable singular nouns.

*This is **such a** difficult problem! Thanks, you've been **such a** good friend!*

We use **one** instead of **a / an** to contrast with other numbers.

*We've got six computers but only **one** printer.*

Definite article the

We can use **the** before nouns

1. to restrict the meaning to a specific example when it has already been mentioned.

*A boy fell in love with a girl. Unfortunately **the** girl wasn't interested.*

2. when the noun is defined by a relative clause.

***The** book that you gave me last week was really good.*

*He's **the** boy we saw on television.*

3. because we think of it as unique.

***the** Sun, **the** moon, **the** world*

4. with names of geographical areas and oceans.

***the** Caribbean, **the** Sahara, **the** Atlantic*

5. when the noun is followed by **of** and a phrase which makes it specific.

***The** life of an actor is very exciting.*

6. with superlatives.

*Everest is **the** highest mountain.*

*This is **the** most difficult exercise.*

7. when we definitely know what is being talked about.

*Pass me **the** salt, please.*

8. with nationality **adjectives** that refer to all the people of that nationality.

***The French** drink a lot of wine.*

***The Swiss** are famous for their banks.*

9. with plural nationality **nouns** in the same way.

***The Russians** are used to cold weather.*

10. with a singular noun to describe a class of things.

***The car** has taken over our cities.*

11. with the names of shops and places with a general reference.

*Anna's **at the cinema/ the supermarket/ in the garden/ in the mountains/ at the beach** etc.*

12. with parts of the day, except AT MIDDAY, AT MIDNIGHT, AT NIGHT.

*I start work **in the morning** and finish **in the evening**. **At midday** I have lunch.*

Zero article

We do **NOT** use an article

1. before plural countable nouns and uncountable nouns when we mean 'in general'.

*I like **cats**.*

***Doctors** have to study for a long time.*

2. before abstract nouns.

*What is the difference between **jealousy** and **envy**?*

3. before names of meals, languages, sports, and many expressions of place and time.

*I never drink before **breakfast**.*

*Can you speak **German**?*

*Do you play **tennis**?*

*He'll stay **at home** next week.*

4. for most illness words, except A HEADACHE, A COLD

*I've got **a headache** and the doctor said, "You've got **flu**".*

*She's suffering from **appendicitis**.*

5. to talk about school subjects, such as geography, history etc.

*If you want to study **physics**, you have to be good at **maths**.*

6. to refer to days and months.

*I'll see you on **Monday**.*

*School begins in **September**.*

7. with continents, countries, lakes, mountains etc. When plural, we use the.

***Lake Geneva** borders **France** and **Switzerland**.*

*From here you can see **the Alps**.*

8. with AT HOME, AT SCHOOL, IN HOSPITAL, IN PRISON, IN BED when we speak in general.

*David isn't **at school** today. He's **in bed** at home.*

9. with such ... for emphasis with plural or uncountable nouns.

*You are **such** noisy children!*

*This is **such** wonderful ice cream!*

Generalizations with a /an and the

We can make generalizations by using a singular noun as an example, with **a** /**an** before the noun to mean 'any'.

*A cat makes **a** good pet.*(= *Cats make good pets.*)

A car costs a lot to maintain.(= *Cars cost a lot to maintain.*)

In a scientific context or talking about technology and inventions we often use **the** with singular nouns to make generalizations.

***The** knee is one of the most complex joints in the body.*

***The** telephone was invented by Alexander Graham Bell.*

Note that article use depends on context.

POSSESSIVE 'S

Form:

We use an apostrophe and an **s** to show ownership by a person or animal of an object, idea or quality. A noun with 's at the end indicates possession of the noun that follows it:

Joe's new computer;

Suzanne's essay;

the dog's bowl;

the teacher's explanation.

We usually add 's even if the name ends in 's'.

Charles's bike

Exceptions are **Jesus** (*Jesus' disciples*) and nouns ending in an [iz] sound (*Jeff Bridges' film career*).

Plural nouns just have an apostrophe after the s ('s):

the students' committee;

my parents' house.

Nouns forming their plural by changing the root vowel take 's (the apostrophe s) in the plural:

men's hat;

children's mother.

When two or more named people share something, we put's only after the last noun.

*I really enjoyed **Julia and Phil's** party last Saturday.*

When we talk about different things belonging to different people we put's after each.

*Both **Hugo's** and **Tom's** marks were really good last term.*

The possessive case ending is pronounced:

[z] after voiced consonants and vowels: *boy's, girl's;*

[s] after voiceless consonants: *student's, Smith's;*

[ɪz] after sibilants: *prince's, judge's, Marx's, Dickens' (Dickens's).*

Use:

Possessive 's only

We use 's:

1. when we talk about things belonging to a person or an animal.

That's Dave's book.

The cat's basket is in the kitchen.

2. when someone has done or created something.

Have you seen Clint Eastwood's most popular film? (Eastwood directed the film.)

Have you read James's letter? (James wrote the letter.)

3. for an action done to or by a particular person.

The police are investigating the woman's murder.

The head teacher's promotion was no surprise.

4. to say when specific events happen or how long they last.

Sunday's match was a disaster. (The match was on Sunday.)

We've got two months' holiday now. (The holiday lasts two months.)

Of or possessive 's

We can also use **of** to show how one thing 'belongs' to another. When we are talking about organizations, countries and places we can usually use either **of** or a possessive 's.

The rules of the school are very strict.

The school's rules are very strict.

The population of China is enormous.

China's population is enormous.

The streets of London are very crowded.

London's streets are very crowded.

Of only

For inanimate objects we generally use **of** to show that one thing belongs to another.

There was snow on the top of the mountain.

I'll give you your homework at the end of the lesson.

In some cases where we can use **of** (but not 's), we can put one noun in front of another to form a compound noun. The first noun is like an adjective qualifying the second noun.

The corner of the street or The street corner

The results of the exam or The exam results

We also use **of** instead of 's with a long phrase.

Have you got the telephone number of the boy we met on Friday?

THE PLURAL OF NOUNS

Form:

The plural of most nouns is formed with the help of **-s** and **-es**.

Pronunciation:

[s]	[z]	[ɪz]
after voiceless consonants	after vowels and voiced consonants	after voiceless consonants
books, coats	days, dogs, birds	horses, bushes, bridges

Special cases and exceptions:

1. If the noun ends in **-s, -ss, -x, -sh, -ch, -tch** the plural is formed by adding **-es** to the singular:

a bus – buses;

a brush – brushes;

a glass – glasses.

2. If the noun ends in **-o** preceded by a consonant, the plural is generally formed by adding **-es**:

a hero – heroes;

a potato- potatoes.

But: PIANO-PIANOS, PHOTO-PHOTOS, KILO - KILOS, RADIO - RADIOS.

3. If the noun ends in **-y** preceded by a consonant, **-y** is changed into **-i** before **-es**:

a story-stories;

a country - countries;

a family-families.

4. If the final **-y** is preceded by a vowel, **-y** is not changed and only **-s** is added:

a day-days;

a monkey-monkeys.

5. If the noun ends in **-f** or **-fe**, it is changed into “v” before **-s** and **-es**:

a leaf – leaves;

a wife – wives;

a wolf – wolves.

But: A ROOF-ROOFS, A CHIEF-CHIEFS, A HANDKERCHIEF – HANDKERCHIEFS.

6. If the noun ends in **-th** preceded by a long vowel. [θ] is changed into [ð] in pronunciation:

a bath [ba:θ] - baths [ba:ðz];

a path [pa:θ] - paths [pa:ðz];

But: MYTH - MYTHS [mɪθs], MONTH - MONTHS [mʌnθs].

7. In compound nouns, such as a brother-in-law, **-s** is added to the head-word.

a brother-in-law – brothers-in-law;

a passer-by – passers-by.

In other compound nouns **-s** is added to the last element:

a tooth-brush – tooth-brushes;

a forget-me-not - forget-me-nots.

8. There are two nouns which form the plural with the help of **-en**:

a child-children;

an ox-oxen.

9. Some nouns form the plural by changing the root vowel: a man – men;

a woman – women;

a tooth – teeth;

a foot – feet;

a goose – geese;

a mouse – mice.

10. Some nouns have the same form for the singular and the plural:

a sheep – sheep;

a deer – deer;

a swine – swine;

a fish – fish.

PRONOUNS

A pronoun usually refers to something already mentioned in a sentence or piece of text. A pronoun is a word that substitutes a noun or noun phrase used to prevent repetition of the noun to which they refer. A pronoun must agree with the noun it refers to:

*The train was late, **it** had been delayed.*

*The trains were late, **they** had been delayed.*

English Pronouns can be of different types. These are Demonstrative, Personal, Reflexive, Possessive, Interrogative, Negative, Reciprocal, Relative and Quantifiers.

Type	Function	Example
Personal Pronoun	Takes the place of a specific or named person or thing.	I, you, he, she, etc..
Reflexive Pronoun	Adds information by pointing back to a noun or another pronoun.	myself, yourself, etc..
Demonstrative Pronoun	Points out a specific person, place, or thing.	this, that, these, those
Relative pronoun	Begins a subordinate clause and relates the clause to a word in the main clause.	who, whose, which, that, etc..
Interrogative Pronoun	Is used to ask a question.	who, what, where, etc..
Possessive Pronoun	Is used to substitute a noun and to show possession or ownership.	mine, yours, his, etc..
Reciprocal pronoun	Expresses an interchangeable or mutual action or relationship.	each other, one another
Quantifiers	(see below)	some, any, something, much, etc.

Personal Pronouns

Personal pronouns have two cases: the Nominative case and the Objective case.

*I am glad to see **you**. **You** are Mary's friend, aren't **you**?*

*Give **me** a pencil, please. Give **it** to **me**.*

*He **is** in Moscow now. Write a letter to **him**.*

the Nominative case	the Objective case
I	me
you	you
he	him
she	her
it	it
we	us
they	them

Personal pronouns, Possessive adjectives, Possessive Pronouns

Personal pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

We use a noun after a possessive adjective, but we cannot put a noun after a possessive pronoun.

*Whose bike is this? It's **my bike**./ It's **mine**.*

Reflexive pronouns

Reflexive pronouns are **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.

We use a reflexive pronoun:

1. when we want to give emphasis to the subject of the sentence.

*I created the program **myself** (with no help.)*

*They made all the preparations **themselves**.*

2. the subject and object of the sentence are the same.

*She hurt **herself** skiing.*

*We enjoyed **ourselves** on the trip.*

3. as an object after a preposition to refer to the subject.

*John bought a present for **himself**.*

*Why are you talking to **yourself**?*

Demonstrative pronouns

We use demonstrative pronouns **this**, **that**, **these** and **those** to 'point to' things. **This** and **these** are for things we see as close to us and **that** and **those** for things which are at a distance.

***This** is my book (the one in my hand) and **that** is yours (the one over there).*

We can use these words:

1. as pronouns (instead of nouns).

***This** is nice! (what we are eating.) **That** was nice! (after a good meal.)*

***These** are delicious! (biscuits) Are you going to wear **those**! (trousers)*

2. as adjectives (before nouns).

***This** book is great. **That** film last night was awful.*

*I bought **these** jeans last week. You've had **those** shoes for years.*

(the ones I'm wearing) (the ones you're wearing.)

Relative Pronouns

A relative pronoun - **who**, **whom**, **whose**, **which**, **that** - is a pronoun that introduces a relative clause:

*The person **who** phoned me last night is my teacher.*

Pronouns **who** (subject) and **whom** (object) are generally referred only to people:

*The student **who** studies hardest usually does the best.*

***Whose** is used for possession, it can also be used with things:*

*The student **whose** phone just rang should stand up.*

*The pronoun **which** refers to things:*

*The car, **which** was a taxi, arrived in a minute.*

That can be used for things and people only in defining relative clauses (clauses that are essential to the sentence and do not simply add extra information):

*The person **that** phoned me last night is my teacher.*

The expanded form of the relative pronouns — **whoever**, **whomever**, **whatever** — are known as indefinite relative pronouns:

*He seemed to say **whatever** came to mind.*

***Whoever** crosses this line first will win the race.*

Interrogative pronouns

The interrogative pronouns (**who/which/what**) introduce questions.

***What** is that?*

***Who** will help me?*

***Which** do you prefer?*

Which is generally used with more specific reference than **what**.

Reciprocal Pronouns

The reciprocal pronouns are **each other** and **one another**. They are convenient forms for combining ideas.

If two people are involved, **each other** is used.

*Bob and Alicia gave **each other** books (or that they gave books to **each other**).*

*My mother and I give **each other** a pleasant time.*

If more than two people are involved, **one another** is used.

*They love and respect **one another** in this family.*

*All the students of our group help **one another**.*

Reciprocal pronouns can also take possessive forms:

*They borrowed **each other's** ideas.*

*The scientists in this lab often use **one another's** equipment.*

Quantifiers: some, any, no and their derivatives

Some and **any** are used to denote an indefinite quantity.

We use **some**:

1. with plural countable nouns, and uncountable nouns in positive sentences.

*There are **some** books in that cupboard.*

*I need **some** advice.*

2. in questions that are invitations, offers or requests.

*Would you like **some** pizza?*

*Could you give me **some** advice?*

3. in questions when we expect the answer yes.

*Have you got **some** sweets?*

4. can also be used to denote 'not all'.

***Some** of the people / **Some** people were interviewed, but others weren't.*

We use **any**:

1. with plural countable nouns, in questions and negatives.

*Are there **any** books in that cupboard?*

*There aren't **any** magazines in this one.*

2. with uncountable nouns in questions and negatives with a singular verb.

*Is there **any** information about this subject?*

*There isn't **any** butter left.*

3. to denote 'whichever one you like'.

*You can borrow **any** books you need from the library.*

We use **no** with a noun to describe zero quantity or mass.

***No** plant can live for long without water.*

We use words such as **something**, **everyone**, **nowhere** and **anytime** to talk about people, things, places and time in a general 'indefinite' way.

Indefinite pronouns express the ideas of all, any, none, or some.

Form:

	all	some	any	none
people	everybody / one	somebody / one	anybody / one	nobody / no one

things	everything	something	anything	nothing
places	everywhere	somewhere	anywhere	nowhere
time		sometime	anytime	

Use:

As the subject of a sentence, all the indefinite pronouns take the singular form of the verb.

*Has **anyone** called this morning?*

***Everybody** likes ice cream.*

However, we normally use **they**, **them** and **their** to refer back to indefinite pronouns.

*Has **everyone** done their homework?*

*If **anyone** wants to say something, they should do it now.*

some-

We can use pronouns with **some-**

1. in sentences with a positive verb.

*I've got **something** to tell you.*

*Jack's gone **somewhere** - I don't know where.*

2. in questions, when we make offers or requests.

*Would you like **something** to drink?*

*Can I leave my coat **somewhere**?*

any-

We can use pronouns with **any-**

1. in sentences with a positive verb when there is no limit to the possibilities.

*I can do **anything** I want.*

***Anyone** can understand this.*

2. in sentences with a negative verb to mean 'none'.

*There isn't **anybody** here today.*

*I can't do **anything** about this.*

3. in questions.

*Is there **anything** I can do to help you?*

*Is **anyone** here a doctor?*

no-

We use pronouns with **no-** in sentences with a positive verb to mean **no** people, things, or places.

***Nobody** came to class yesterday.*

***Nothing** happens in the film, it's really boring.*

We don't use **no-** in sentences with not, we use **any-**.

*There isn't **anything** in the fridge. or There is **nothing** in the fridge.*

every -

We use pronouns with **every-**

1. as the subject in sentences with a positive verb to mean all the people, things or places in a group.

Everyone comes to football trainings (all the members of the team.)
I got home and **everything** was in a mess (all the things in the house.)

2. when we want to express the idea of 'not all the people' we can use **not everyone/ everybody** with a positive verb.

*Not **everyone** came to the basketball training.*

*Not **everybody** likes tomatoes. OR Some people don't like tomatoes.*

3. as the object of a sentence with a negative verb.

*I don't know **everybody** in the class but I do know most of them.*

We use **else** after **some-, any-, no-, every-** pronouns to mean 'other' or 'more'.

*I didn't realize it was you. I thought it was **someone else**.*

***Nothing else** really matters.*

Quantifiers: many, much, few, a few, little, a little, etc.

quantifier	use	example
a lot (of), lots (of)	to talk about a large number of countable nouns or a large amount of an uncountable .	We saw a lot of / lots of animals close up and took a lot of / lots of photos.
many	in positive statements in formal or written language with countable nouns to talk about a large number	Many people celebrate St. Valentine's day in Russia.
much	in positive statements in formal or written language with uncountable nouns to talk about a large amount	The charity organization has provided much help.
how many	to ask questions about quantity with countable nouns.	How many people are there in the world today?
how much	to ask questions about mass with uncountable nouns.	How much water is there on Earth?
not many	to make a negative statement about quantity of countable nouns	There aren't many mistakes in the test on quantifiers.
not much	to make a negative statement about mass of uncountable nouns.	If we want to catch the train, there isn't much time left.
too many	with countable nouns to talk about more things than are necessary or possible.	There are too many stars for scientists to count.
too much	with uncountable nouns to talk about a greater quantity than is necessary or possible.	Stay in the shade! There is too much sunlight.
enough (of)	for countable and uncountable nouns when we say that the quantity or number is sufficient.	Have we got enough bread? We've got enough of chairs.
not enough	for countable and uncountable nouns when we say that the quantity or number is not sufficient.	There is not enough information about this problem, and there are not enough scientists working to try and find a solution.

plenty of	for countable and uncountable nouns when we say that the quantity or number is more than enough.	Don't worry, we have plenty of time. I've got plenty of pencils if you need one.
a few	to talk about a small number of countable nouns in a positive way.	We managed to see a few good films last month.
a little	to talk about a small amount of an uncountable noun in a positive way.	There is a little water left in this bottle.
few, very few, only a few	to talk about countable nouns in a negative way.	Unfortunately few giraffes are left in Copenhagen Zoo. People believe that within fifty years there will be very few rainforests left. Unfortunately, there are only a few biscuits in the cafe.
little, very little, only a little	to talk about uncountable nouns in a negative way.	There is little hope that this film will get an Oscar, as it has very little success.

ADJECTIVES

Adjectives describe things. They generally come in front of nouns. They have one form and do not change for singular and plural or before masculine and feminine nouns.

*This subject can be **interesting**.*

*Hilary Clinton is **famous**.*

Adjectives are used without a noun after the verbs: be, look, seem, appear, become, get.

*This seems **interesting**.*

*It's getting **hot**.*

Gradable Adjectives and Intensifiers

Some adjectives, for example those that describe age, size, beauty, can be measured or graded, and are called gradable. We can use intensifiers **very**, **extremely** with them.

*This tree is **extremely old**.*

*It's a **very beautiful** painting.*

Other adjectives (microscopic, enormous, freezing, boiling, wonderful, terrible, excellent, perfect) cannot be graded because the qualities they describe are either present or absent.

*This painting is **superb**.*

Adjectives ending in -ed and -ing

Some adjectives have two forms, one ending in **-ed** and one in **-ing**. To describe how we feel about something or someone we can use adjectives ending in **-ed**.

*I got extremely **surprised** when I was watching the film.*

To describe the thing or person that produces the feeling we can use adjectives ending in **-ing**.

*It was an **amazing** story.*

Something is: interesting, surprising, confusing etc.

Someone feels: interested, surprised, confused etc.

*You can see from the painting that the girl is really **confused**.*

Mind the correct order of adjectives in a sentence:

	opinion	size	shape	age	colour	Origin	material	purpose	noun
a	lovely			old		English		sheep	dog
an	attractive	large	round				wooden		table
an	interesting							scientific	experiment
a	beautiful				red	Italian		sports	car
a		tall				American		basketball	player

ADVERBS

An adverb describes an action (a verb), saying how, when or where something happens.

*The girl was sitting **comfortably** in the armchair.*

*I'll see you **tomorrow**.*

*It is snowing **outside**.*

Some adverbs of manner add **-ly** to the adjective. Adjectives ending **-e** drop **-e**. Adjectives ending in **-y** change **-y** to **-i**.

uncomfortable – uncomfortably;

careful – carefully;

happy – happily;

Some adverbs have an irregular form:

good – well.

Adverbs with the same form as adjectives: early, fast, hard, high, late, low, right, wrong.

*You've made the **right** choice!(an adjective).*

*You did it **right**!(an adverb).*

Hard and hardly are often confused. Hardly means 'almost not'. Hard is an adverb form meaning 'using a lot of energy'.

*I can **hardly** hear you!*

*Are you working **hard**?*

Note: such words as lovely, lonely, likely, lively, silly are adjectives.

*She is such a **lively** girl.*

COMPARISONS AND SUPERLATIVES

We use comparatives and superlatives to show how people, things or actions are different in some way. We can compare adverbs in a similar way to adjectives.

*The plane is **the fastest** means of transport.*

*I left school **earlier** than you.*

Form:

One-syllable words

1. To form the comparative add **-er** and to form the superlative add **-est** to one-syllable adjectives such as cheap, clean, dark, light, small, slow and tall:

tall taller the tallest

2. Add **-r** or **-st** to adjectives ending in **-e**: large, late, strange, nice, safe.

safe safer the safest

3. Double the final consonant and add **-er** or **-est** to adjectives ending in one vowel and one consonant such as hot, fat, sad, big, wet.

hot hotter the hottest

Two-syllable words

1. Use **more** or **most** in front of most other two-syllable adjectives: tiring, precise, perfect.

tiring more tiring the most tiring

2. You will see either form (more or most in front, or add **-er** or **-est**) used with a limited number of adjectives such as clever, common, cruel, gentle, narrow, pleasant, polite, quiet, simple, stupid and tired.

clever cleverer the cleverest

more clever the most clever

However, if in doubt it is safer to use the more/ most form.

3. Words ending **-y** change **-y** to **-i** and add **-er**

happy happier the happiest

lucky luckier the luckiest

4. Adverbs ending **-ly** use more

slowly more slowly the most slowly

5. Adverbs with the same forms as adjectives without **-ly** add **-er** for comparative and **-est** for superlative

fast faster the fastest

hard harder the hardest

Words with more than two syllables

Use **more** or **most** in front of all adjectives with more than two syllables: beautiful, intelligent, comfortable, interesting and expensive.

expensive more expensive the most expensive

Irregular adjectives and adverbs

Some adjectives and adverbs have irregular forms

	Comparative	Superlative
good / well	better	the best
bad	worse	the worst
far	farther/further	the farthest/the furthest
little	less	the least

Use:

We normally use **comparative** forms of adjectives and adverbs

1. to compare two things and actions with **than**.

*Lions are **bigger than** tigers.*

*Cheetahs run **faster than** lions.*

2. to compare two things and actions without **than**.

*Which are **bigger**, lions or tigers?*

*Who runs **faster**, cheetahs or lions?*

3. to compare two things or actions with **than**, repeating **be** or the auxiliary verb.

*I'm **taller than** you are.*

*You draw **better than** he does.*

4. with a **than**-clause.

*This book is **more interesting than** I expected.*

You can use **much**, **a lot**, **a bit** and **a little** with the comparative form of adjectives or adverbs to show how big the differences are.

*It's **a lot hotter** than yesterday.*

*This chair is **much more comfortable**.*

*She drives **a little more carefully** than they do.*

We use **superlatives** to talk about a person, thing or action that has more of a particular quality than all others of their type. We always use the definite article **the** before superlative forms of adjectives.

We use superlatives

1. to compare one thing with a lot of other things of the same kind.

*The **largest** fish ever caught was about 9 metres in length.*

2. with **ever** and present perfect to talk about experiences.

*This is the **easiest** rule I've ever learned.*

3. with numerals such as **second**, **third**, etc.

*Mexico City is **the second largest** city in the world.*

You can use **by far** to emphasize superlatives.

*China is **by far the most populated** country in the world.*

We can compare two things or actions which are equal with **as + adjective/adverb + as**. We can add **just** for emphasis.

*For me, chemistry is (just) **as difficult as** physics.*

*Sue plays basketball **as well as** Nicky.*

You can use **not quite**, **almost**, **nearly** and **not nearly** with as ... as.
*The sea is **almost** as beautiful as the mountains.*

We can use **not so / as + adjective/adverb + as** to compare things or actions instead of the comparative form of the adjective or adverb with than.
*The film is **not as interesting as** the book.*
*He dances **not as expressive as** she does.*

We use **less ... than** and **the least** to show differences.
*Life in the past was **less comfortable than** it is now.*
*Jack is **the least hardworking** boy in the class.*

To speak about a changing situation we can use

1. two comparative adjectives joined by **and**
*Learning gets **harder and harder** as people grow older.*
2. the + comparative, the + comparative
***The older** people get, **the harder** learning is.*

We use the words **so**, **such**, **enough**, **too many**/**too much** with a positive adjective or adverb to show the results of an action or a situation

So

form	use	example
So+adjective+that	To show the results of a situation or action	<i>The burglar was so clever that no one could catch him.</i>
So+adverb+that		<i>Jane took the money so quickly that no one saw her.</i>
So+many/much+noun+that		<i>There was so much money that the robber couldn't carry it all.</i>

Such

form	use	example
Such + a/an+adjective+singular noun+that	To show the results of a situation or action	<i>It was such a terrible crime that the man was sent to prison for life.</i>
Such+ adjective+plural noun+that		<i>The security guard had such good friends that they saved him immediately.</i>
Such+a lot of+noun+that		<i>There is such a lot of crime here that the police can't cope.</i>

Enough

form	use	example
Enough +noun(+for and/or+full infinitive)	To show the results of a situation or an action where there is/isn't the right amount/number of something	<i>There aren't enough police officers in the street to keep safe.</i>
Adjective+ enough (+for and/or+full infinitive)		<i>It wasn't dark enough for the burglar to start working.</i>
Adverb+ enough (+for and/or+full infinitive)		<i>Did the police respond quickly enough to help?</i>

Too

form	use	example
Too +adjective (+for and/or+full infinitive)	To describe something that is more than necessary and which has a negative effect	<i>The man was too young to go to prison.</i>
Too +adverb (+for and/or+full infinitive)		<i>We arrived too late for the start of the trial.</i>
Too +many/much+noun(+for and/or+full infinitive)		<i>There are too many lawyers nowadays.</i>

PREPOSITIONS

Prepositions of time

Preposition	Use	Example	Set Expressions
at	before exact times	<i>The meeting is at five o'clock. He's not doing anything at the moment.</i>	"at night" and "at the weekend" <i>It isn't dark at night in June. I like to relax at the weekend.</i>
	before special holiday periods	<i>What are you doing at Christmas?</i>	
on	before days	<i>I'll see you on Monday.</i>	
	before dates	<i>My birthday is on 4 May.</i>	
	when we refer to part of a particular part of the day	<i>I have Spanish lessons on Tuesday mornings/ afternoons/ evenings.</i>	
in	before months	<i>His birthday is in May.</i>	
	years	<i>The Normans invaded Britain in 1066.</i>	
	seasons	<i>Berlin is a cold place in winter.</i>	
	longer periods of time	<i>Newton was born in the 17th century</i>	
	to say how soon something will happen	<i>I'll see you in a week. The match will end in five minutes.</i>	
	to say how long something takes to happen	<i>He can run 100 metres in under 10 seconds.</i>	

from and to	the start and finish of a period of time	<i>I'll be there from 5.00 to 6.30.</i>	
until	means up to a point in time, and then stopping	<i>I waited until seven o' clock and then left.</i>	
till	is an informal form of until	<i>I'll stay here till you come.</i>	
during	means 'in a period of time'	<i>During the night, people felt a sudden shock. During winter, some animals in cold countries sleep for long periods.</i>	
no preposition	before next	<i>I'll see you next Friday.</i>	
	before last	<i>Last month we had a school trip.</i>	
	before this	<i>There's no class this week.</i>	

Other ways of expressing time

now	means 'at the present time'	<i>Helen is now the new student representative.</i>	
then	means 'at a particular time in the past'	<i>Einstein was then working in a government office in Zurich.</i>	
	introduces the next thing that happens	<i>First open the back of the radio. Then remove the batteries.</i>	
soon	means 'in a short time from now'	<i>If it doesn't stop raining soon, we'll go home.</i>	
once	refers to a point in the past when something happened	<i>We once spent Christmas in Thailand.</i>	
	describes a situation in the past, usually before a change that has taken place	<i>Helen was once national judo champion.</i>	
at once	means 'without delay'	<i>Stop doing that at once!</i>	
immediately	means 'without delay'	<i>When Jim saw the men go into the bank, he immediately called the police.</i>	

on time	refers to a timetabled event which happened as planned	<i>The train arrived on time.</i>	
in time	refers to an event which happens early enough	<i>We can also say just in time, and in plenty of time.</i>	
at the end	describes the final point of a period of time	<i>At the end of the film, everyone clapped.</i>	
in the end	means the same as finally, or 'after a period of time'	<i>I was thinking of buying a new bike, but in the end I decided I couldn't afford it.</i>	
later	means 'at a later time'	<i>I'll call you later.</i>	<i>We can also say later on.</i>

Prepositions of place

Preposition	Use	Example	Set Expressions
at	to refer to a position as a point	<i>He is standing at the bus stop. There's someone at the door.</i>	at home, at work, at school <i>My brother isn't at home, he is at school.</i>
on	to refer to a position in relation to a surface or a line	<i>I left my book on the table. (surface) The school is on a very busy road. (line)</i>	on the list, on the agenda, on the page, on the train/ tram/ bus/ plane, on the island <i>There are 3 books on the list. I met an old friend on the train. There were no trees on the island.</i>
in	to refer to a position in relation to a three dimensional space or when something is surrounded on all sides	<i>I left my book in the dining room. They met each other in Italy.</i>	a) in bed, in hospital, in prison, in church <i>My sister has a headache, she is in bed.</i> b) in the picture/ book/ photograph/ circle <i>In the picture we</i>

			<i>can see a beautiful girl.</i> c) in English <i>Unfortunately, all the instructions are in Chinese.</i> d) in a car <i>We came home in a taxi.</i>
inside	to describe something in a room etc, especially when the speaker is outside.	<i>The police were watching what was happening inside the supermarket.</i>	
outside	the opposite to “inside”.	<i>Can you stand outside the door, please?</i>	
below	means 'at a lower level'	<i>The temperature is below zero. Her income is below average.</i>	See below for more information.
under	means 'covered by'	<i>I found an ancient coin under a pile of books. The box with toys is under the boy's bed.</i>	
be-neath	means 'exactly under'	<i>We sat beneath a tree.</i>	
above	means at a higher level than something, and not touching it	<i>Put your hands above your head.</i>	
over	the opposite of ‘under’, means 'touching or covering'	<i>They put a blanket over him to keep him warm.</i>	

Notes: 1) we can use **in** or **at**: **in** means inside only, **at** means inside or outside.

*I'll meet you **in** the cinema.(= inside the cinema.) I'll meet you **at** the cinema.(= inside or in the street outside.)*

2) we can use **under** to speak about age.

*Children **under** five are admitted free.*

Prepositions of movement

Preposition	Use	Example	Set Expressions
into	describes movement in	<i>Two men came into the pub.</i>	
out of	is the opposite to 'into'	<i>Mr Smith is out of the building at the moment.</i>	
to	with verbs of movement, change	<i>Not many children go to school in Burkina Faso.</i>	'go home' (without home) <i>I went home at 6.00.</i>
to and from	describe the two points of a movement	<i>It changes from a liquid to a solid.</i>	

THE VERB TO BE

Form:

The verb *be* has the following forms:

Affirmative form

Form	singular	plural
Present simple	I am You are He/She/It is	We are You are They are
Past simple	I was You were He/She/It was	We were You were They were
The past participle	been.	

*We **are** students. They **were** very busy yesterday. I have **been** to London.*

In spoken and informal English, it is natural to use short forms of the verb to be.

I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
They are	They're

Negative form

In **the negative form** the negative particle **not** is placed after the verb.

Form	singular	plural
Present simple	I am not You are not He/She/It is not	We are not You are not They are not
Past simple	I was not You were not	We were not You were not

	He/She/It was not	They were not
--	--------------------------	----------------------

*They **are not** interested in chemistry.*

*John **is not** tall.*

*He **was not** in Britain last year.*

The short negative forms are the following.

I am not I'm not
 You are not You aren't
 He is not He isn't
 She is not She isn't
 It is not It isn't
 We are not We aren't
 They They aren't
 are not

Interrogative form

In **the interrogative form** verb to be is placed before the subject.

Form	singular	plural
Present simple:	Am I? Are you? Is he/she/it?	Are we? Are you? Are they?
Past simple	Was I? Were you? Was he/she/it?	Were we? Were you? Were they?

***Are** you cold?*

***Were** you in the theatre yesterday?*

Use:

The verb to **be** is used to talk about:

1. ages:

***I'm** sixteen and my brother **is** six.*

2. occupations:

*She's a student and her parents **are** engineers.*

3. prices:

*This watch **is** £30.*

4. the time:

*It's **nine** o'clock.*

5. feelings:

***I'm** in love.*

6. nationality:

*They're **Ukrainian**.*

7. colours:

*His eyes **are** blue.*

The verb to **be** is used in the following patterns:

1. with a **noun**:

*My mother **is** a teacher.*

*Bill Clinton **was** the president of the US.*

2. with an **adjective**:

*This soup **is** very tasty.*

*The children **were** good.*

3. with the **-ing** form to make **the continuous** aspect:

*We **were walking** down the street.*

*Everything was wet. It **had been raining** for hours.*

4. with the **-ed** form to make **the passive** voice:

*The house **was built** in 1890.*

*The street **is called** Oxford Street.*

*This car **was made** in Japan.*

5. with a **prepositional phrase**:

*John and his wife **are from** Manchester.*

*The flowers **are on** the table.*

THERE AND IT

English clauses always have a subject, except for the imperative sentences. If we have no other subject we use **there** or **it**.

There

Form:

The form of the verb to be depends on the subject following the construction.

*There **is** (There's) a book on the table.*

*There **are** three students in the room.*

If a sentence with the introductory there has several subjects, the verb is used in the same number as the first of the subjects:

*There **is** a teacher and ten students in the classroom.*

*There **are** ten students and a teacher in the classroom.*

Use:

I. Use **there** + **be**

1. to say that something exists or doesn't exist:

***There's** a diagram on page 36. **There weren't** any lessons yesterday.*

2. to say that something happens, using a time reference:

***There's** a disco tonight*

3. to describe numbers or amounts:

***There are** two ways of doing this.*

***There was** a lot of rain last night.*

4. in some expressions.

***There's** no point in waiting.*

II. Use **there**

1. with appear and seem:

***There appears / seems to be** a problem.*

2. with modals:

There *can't / could / might / must / should be an answer.*

3. to refer to place:

*Who lives **there**?*

It

Use **it + be**

1. with adjectives:

***It's** important / difficult / easy / interesting / best to use a computer.*

2. with some nouns:

***It's** a pity / a shame to be indoors on a day like this.*

3. for dates, days and times:

***It's** June 4th. **It's** Friday. **It's** half past three.*

4. with verbs of weather:

***It's** raining / snowing.*

Use **it**

1. with seem / appear:

***It** seems / appears that somebody found the money in the street.*

2. with looks as if:

***It** looks as if **it's** going to rain*

3. with some expressions:

***It** doesn't matter.*

***It's** time to go.*

***It** takes an hour to get there.*

4. to refer to something we have already mentioned:

*This is my new bike. **It's** really fast!*

After we say that something exists with there is / are we can then use **it is** or **they are** to give more details.

***There's** a book on the table. **It's** not mine.*

***There are** nine planets in the solar system. **They're** easy to see with a telescope.*

***There are** some instructions available for this DVD but **they're** on the Internet.*

HAVE (GOT)

We can use **have** in several different ways. It can be a notional verb which is used to denote

1. possession:

***I have** a Toshiba laptop.*

2. relationships:

*She **has** two cousins.*

3. illnesses:

*You **have** a terrible cold.*

4. characteristics of people and things:

She **has** a good sense of humour.

The car **doesn't have** any air conditioning.

We form questions and negatives with the auxiliary verbs do, does and did.

Does she have any children?

I didn't have time to do my homework.

Did he have any problems with the exercise?

In Britain, people often say **have got** instead of **have**. The structure is the same as the present perfect: have / has + got (past participle of get), but we use it to talk about the present.

I've got a Toshiba laptop.

Has she got any children?

You've got a terrible cold.

The car **hasn't got** any air conditioning.

Have got is informal. It is common in conversation but not usual in written English.

We don't use **got** in the past.

*When I was at university, I **had** a motorbike.*

The verb to **have** can be an auxiliary verb which is used to form the present perfect tense.

Have you seen my pen?

*He **hasn't had** a holiday for ten years.*

The verb to **have** can be a modal verb which is used to express obligation.

*In Britain you **have to** buy a TV licence every year.*

MODAL VERBS

Modal verbs in English are called defective as:

1. They have only one or two tense forms

can – could,

may – might,

must,

need.

2. The infinitive after them is used without the particle 'to':

*I **can do** it. You **may go**. He **must work**.*

3. They have no -s in the third person singular:

he can, she must.

4. They form the interrogative and negative form without the auxiliary verb:

***Can** you help me?*

***May** I go out?*

***Must** we write it down?*

*I **can't** help you.*

*You **mustn't** be late.*

The modal verbs have two negative forms, a full one and a short one:

cannot – **can't** [ka:nt]

must not – **mustn't** [mʌsnt]

need not – **needn't** [ni:dnt].

CAN, COULD AND COULD HAVE

We use **can** and **can't**:

1. To talk about ability:

*Maria **can** speak four languages.*

*I **can't** swim, but my sister **can**.*

2. To say that something is possible or impossible:

*Children **can** be very naughty.*

*Learning English **can't** be too difficult.*

3. For requests and refusals of requests:

***Can** I go home now?*

*You **can** borrow the car today, but you **can't** have it tomorrow.*

4. To offer to help someone:

***Can** I help you?*

***Can** I carry that bag for you?*

The negative form is **can't** in spoken English and **cannot** in written English. We sometimes say **cannot**, but it is very emphatic.

We make the interrogative form by putting the subject after **can**:

***Can** I ask you a question?*

***Can** you show me the way?*

We use **could** and **couldn't** as the past tense of can/can't. Besides **could** is used:

1. To make a polite request:

***Could** I go now please?*

***Could** you lend me a dictionary please?*

2. To make a polite offer:

***Could** I give you a lift? I **could** carry that for you.*

The negative form of **could** is **couldn't** in spoken English and **could not** in written English. We sometimes say **could not**.

We make the interrogative form by putting the subject after **could**.

We use tense forms of **be able to**:

1. for time references not covered by can/could.

*I'll **be able** to speak English better next year.*

***Will** you **be able** to help me tomorrow? – Yes, I will.*

2. to make the description of ability more definite than can

*I'm **able** to finish this project.*

3. to emphasize that a difficulty has been overcome.

*John **was able to** swim to the rocks and rescue the child.*

We use **could have**

1. to show that something is possible now or was possible at some time in the past:

*It's ten o'clock. They **could have arrived** now.*

*They **could have arrived** hours ago.*

2. to say that someone had the ability/opportunity to do something, but did not do it:

*She **could have learned** Japanese, but she didn't have time.*

*I **could have danced** all night (but didn't).*

MAY/MIGHT

We use **may**

1. as a formal and polite way of asking and giving permission:

***May I ask** a question please?*

***You may go** home now, if you like.*

2. when we are not sure about something:

*Oh dear! It's half past ten. We **may be late** for the meeting.*

We make questions by putting the subject after **may**:

***May I call** you later?*

The negative form is **may not**. **May not** in a refusal is emphatic:

***You may not!** **You may not** borrow the car until you can be more careful with it.*

We use **might**

1. as the past tense of **may** for requests:

*He asked if he **might borrow** the car.*

2. when we are not sure about something:

***I might see** you tomorrow. It's quite bright. It **might not** rain today.*

3. for very polite requests:

***Might I ask** you a question?*

***Might we just interrupt** for a moment?*

We make questions by putting the subject after **might**:

***Might I hope** to see you again?*

The negative form is **might not**.

*He **might not** come today.*

We use **might** or **may** with the perfect infinitive to say that we think something was possible but we aren't sure.

*The thieves **might have escaped** by car but we can't be sure.*

We use the expression **to be allowed** to form the future tense.

***You will be allowed** to go out in ten minutes.*

MUST

We use **must**

1. to say that it is necessary to do something:

***You must stop** at a red light.*

2. when we feel sure that something is true because there's very strong evidence.

*He **must live** near here because he comes to work on foot.*

3. to show that the obligation comes from the speaker. It isn't a law or a rule.

You **must hand in** your homework on Tuesday or your mark will be zero.

Must and **have to** are both used to express obligation but there is a slight difference between them.

Have to shows us that the obligation comes from somebody else. It's a law or a rule and the speaker can't change it.

Do you **have to** wear a uniform at your school?

John can't come because he **has to** work tomorrow.

The interrogative and negative sentences with **have to** are formed by means of the auxiliary verb. The form **don't have to** is used to show that there is no obligation. You can do something if you want to but it's not compulsory.

You **don't have to** dress up for the party. Wear whatever you feel comfortable in.

When we are talking about the past we use

1. **had to** to express necessity or obligation.

We could wear what we liked, but we **had to look** neat and tidy.

2. **must + perfect infinitive** when we feel sure about something in the past.

You look happy. You **must have heard** the good news.

SHALL

We use **Shall I...?**

1. to make offers:

Shall I help you with that? **Shall I** call you on your mobile?

2. to ask for advice when uncertain.

What **shall** we do?

3. in formal legal language (all persons).

The tenant **shall** be responsible for all repairs.

SHOULD

We use the modal **should / shouldn't** to express what the speaker thinks is the right or best thing to do / not to do.

You're always buying useless things. You **should** spend your money more carefully.

If you have problems sleeping, you **shouldn't** drink coffee after dinner.

We use **should have** to talk about the past:

It's nearly eleven o'clock. They **should have arrived** by now.

We use **should have / shouldn't have** to say that we think someone has made a mistake or done something wrong.

You **shouldn't have** put in so much salt.

In formal writing **should** can be used with a similar meaning to **must** but is more polite.

All students **should** be in the examination room by 8.30.

WILL/WOULD

We use **will**:

1. to say what we believe will happen in the future:

*We'll be late. We **will** have to take the train.*

2. to make offers and promises:

I'll give you a lift home after the party.

*We **will** come and see you next week.*

3. to talk about what people want to do or are willing to do:

We'll see you tomorrow.

*Perhaps dad **will** lend me the car.*

4. to tell or ask someone to do something in a polite way:

***Will** you carry this for me please?*

5. in conditional sentences to give advice:

*Dan **will** help you if you ask him.*

Would is the past tense of **will**. We use **would**:

1. to say what we believed would happen:

*I thought I **would** be late so I **would** have to take the train.*

2. to tell or ask someone to do something in a polite way:

***Would** you carry this for me please?*

3. to talk about what people wanted to do or were willing to do:

*Dad **wouldn't** lend me the car, so we had to take the train.*

4. to talk about actions that we did often in the past because we wanted to do it:

*They **would** get up early every morning and run across the road to the beach.*

5. to talk about the result or effect of a possible situation:

*It **would** be very expensive to stay in a hotel.*

6. for offers and invitations:

***Would** you like another drink?*

7. to say what we want or what we want to do:

I'd like to go home now.

We use the form **will have** when

1. we are looking back from a point in time when something will have happened.

I will phone at six o'clock.

*He **will have got** home by then.*

2. we are looking "back" from the present:

It's half past five.

*Dad **will have** finished work.*

Would have is the past tense form of **will have**.

We use **would have** in past conditionals to talk about something that did not happen:

*He **would have** been very angry if he had seen you.*

We use **would have been able** to talk about these hypothetical events.
They can be used in the positive and the negative.

*I **wouldn't have been able** to afford it even if it had been for sale.*

ENGLISH TENSES

THE PRESENT INDEFINITE (SIMPLE)

Form:

The Present Indefinite is formed from **the infinitive** without the particle *to*.

In the third person singular the ending **-s** is added:

he reads, he writes, he speaks

Verbs ending in *-s, -ss, -ch, -sh, -tch, -x, -z and -o* take the ending **-es** :

he passes, he pushes, he teaches, he goes, he does

I We You They	like	to skate.
He / She	likes	to skate.

The pronunciation of **-s (-es)** depends on the sound preceding it. The ending **-s (-es)** is pronounced as

[z] after voiced consonants and vowels: *reads, lives, sees*;

[s] after voiceless consonants : *works, wants*;

[ɪz] after the sibilants : *dresses, pushes, watches, mixes*.

In the third person singular the following spelling rules are observed:

1. the final *-y* is changed into *-i* if it is preceded by a consonant and then **-es** is added: *to study - he studies, to try - he tries*;

2. after a vowel *-y* is not changed : *to play - he plays, to stay - he stays*.

In **the interrogative form** the auxiliary verb **do (does)** is placed before the subject.

Do (Don't)	I we they	Like	to skate?
Does (Doesn't)	he she		

In **the negative form** the negative particle **not** is placed after the auxiliary verb.

I We You	do not (don't)	like	to skate.
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They			
He / She	does not (doesn't)	like	to skate.

Use:

We use the Present Simple to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general. So it is used to denote:

1. Permanent situations, facts

*I **live** in London.*

*Broken bones in adults **don't heal** as fast as they **do** in children.*

2. Habits, routines (often used with adverbs of frequency: *always, usually, often, sometimes, rarely, never* and expressions of frequency: *every ..., once a ...*)

*Jim **is** usually late.*

*The birds **return** to the island every spring.*

3. Facts that are always true

*Water **boils** at 100 degrees Celsius.*

*See water **contains** on average 2.7 % salt by weight.*

4. General situations

*The earth **goes** round the sun in 365 days.*

*Poland **is** in the European Union.*

5. Future which is regarded as something fixed, which the speaker cannot change

(timetables, arrangements)

*The train **starts** at 3.45.*

*Christmas **is** on a Tuesday next year.*

6. States (with state verbs)

*I **don't like** gangster films.*

*This **seems** to be what we're looking for.*

Other uses of the Present Simple:

7. With verbs describing opinions and feelings (performative verbs: *accept, agree, apologize, congratulate, dare, declare, deny, forbid, forgive, guarantee, insist, invite, order, predict, promise, recommend, refuse, request, see, suggest, thank, understand, warn*)

*I **hope** you'll come to my party. I **agree** with you. I **see**.*

8. With verbs reporting news in phrases such as

It says here, I hear, I gather and *They say, Someone says, Someone tells me* to introduce news that we have heard, read, seen (on television), or been told.

(We can also use past tenses: *It said here, I heard.*)

*I **gather** you're worried about Pedro.*

*Sophia **tells** me you're thinking of emigrating.*

*Professor Hendriks is at the conference and I **hear** she's an excellent speaker.*

9. Headlines

Ship **sinks** in midnight collision.

10. Instructions and itineraries

First you **take** out the battery.

On day three we **visit** Stratford-upon-Avon.

11. Summaries of events, plots of stories and films

May 1945: The war in Europe **comes** to an end.

12. In jokes and stories to describe past events, especially to make the narration seem more immediate and dramatic

...So then the second man **asks** the first one why he **has** a banana in his ear and the first one **says**...

The Present Continuous is also used for actions which form a background.

There's an old woman with thick glasses who's **serving** the hot drinks, so I go up to her and ask...

13. In sports commentaries, particularly when the action being described is a quick one and is over before the description finishes

France **kicks off**, Zidane **passes** to Henry, Henry **cuts** inside...

The Present Continuous is also used for continuous and changing events.

And the two Italians **are moving up** in the outside lane.

14. In here comes, here lies, there goes

Here **comes** trouble! Here **lies** John Smith. There **goes** a brave man!

15. To make a suggestion Why don't you...?

-I'm tired. -Why **don't** you **go** to bed early?

16. Sometimes in the main clause in sentences with **since** to talk about changes

She **looks** quite different since her illness.

State verbs describe a continuing state, so do not usually have a continuous form.

The most common of these verbs are:

verbs of existing and being *be, exist*

verbs of senses *feel, hear, see, smell, taste*

verbs of possessing *belong to, consist of, contain, have, include, involve, lack, own, possess*

verbs of feeling and wanting *adore, desire, despise, detest, dislike, envy, hate, like, love, need, pity, prefer, trust, want, wish*

verbs of thinking and believing *believe, doubt, expect, feel (= think), forget, imagine, intend, know, mean, realise, recognise, remember, suppose, think, understand*

verbs of appearance*appear, look, resemble, seem***other verbs***concern, depend, deserve, fit, matter, mind, weigh*

It is possible to use many of these verbs in the continuous, but the verb either has a different meaning or expresses a temporary action.
See some of the common differences in use:

Verb	Use in the Present Simple	Use in the Present Continuous
be	<i>Your son is a very obedient child, isn't he?</i>	<i>Your son is being very obedient at the moment. (= is behaving obediently)</i>
have	<i>They are very rich. They have three homes and a yacht.</i>	<i>I'm having a really good time, thanks. (= am experiencing)</i>
think	<i>I think that the world's problems are getting worse.</i>	<i>I'm thinking of buying a car. (= am considering)</i>
mean	<i>The sign means "slow down".</i>	<i>You're always meaning to call us, but you never do. (= are intending)</i>
appear	<i>It appears the police have not started the investigation.</i>	<i>Tom is appearing in Hamlet at the Grand Theatre. (= is performing)</i>
weigh	<i>She weighs 70 kilos.</i>	<i>I'm weighing the ingredients for the cake. (= action of weighing)</i>
taste	<i>This fish tastes awful!</i>	<i>I'm just tasting the soup. (= am eating)</i>
see	<i>I see you've had your hair cut.</i>	<i>Jane is seeing Harry. (= spending time with)</i>
smell	<i>The room smells awful!</i>	<i>I'm smelling the flowers! (an active choice)</i>

Note:

1. Some verbs of feeling can be used in both the simple and the continuous with no change in meaning:

- My wrist **hurts/ is hurting** again. I must go to the doctor.
- **Do you feel/ Are you feeling** OK today?

2. We can use the Present Continuous with some state verbs (*attract, like, look, sound*) to emphasise that a situation is temporary or for a period of time around the present.

Compare:

*Ella stays with us quite often. The children **love** having her here.*

*Ella's with us at the moment. The children **are loving** having her here.*

THE PRESENT CONTINUOUS (PROGRESSIVE)

Form:

The Present Continuous is formed by means of the Present Indefinite of the auxiliary verb **be** and **Participle I** of the notional verb.

I	am ('m)	working	in the garden.
He She	is ('s)		
We You They	are ('re)		

Participle I is formed by adding the suffix **-ing** to the stem of the verb. The following spelling rules are observed.

Before adding the suffix **-ing**

1. the mute *-e* is dropped: *to give - giving, to close - closing*;
2. the final consonant is doubled if it is preceded by a vowel expressing a short stressed sound : *to run - running, to forget - forgetting, to begin - beginning*;
3. the final *-l* is doubled if it is preceded by a vowel expressing a short sound, stressed or unstressed : *to expel - expelling, to travel - travelling*;
4. in the verbs *to die, to lie, to tie* the letters *-ie* are replaced by *-y*: *dying, lying, tying*;

Note: The final *-y* is not changed before adding the suffix **-ing**:
to say - saying , to dry - drying

In **the interrogative form** the auxiliary verb is placed before the subject.

Am	I	working	in the garden?
Is (Isn't)	he she		
Are (Aren't)	we you they		

In **the negative form** the negative particle **not** is placed after the auxiliary verb.

I	am not ('m not)	working	in the garden.
He She	is not (isn't)		
We			

You They	are not (aren't)		
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Use:

The Present Continuous generally refers to actions which are in progress at the present moment or actions happening "around now", even though not at the moment of speaking. So it is used to denote:

1. Actions in progress at the moment

*Sorry, I'm busy at the moment. **I'm doing** my homework.*

*The dog **is sleeping** on our bed!*

2. Temporary actions and situations (often with *now, just, still*)

***I'm staying** in a hotel until I find a flat.*

***I'm learning** to drive now.*

3. Repeated actions within a temporary period

*My car has broken down, so **I am walking** to work these days.*

*At eight o'clock **I'm** usually **driving** to work, so phone me on my mobile.*

4. Changing and developing situations

(for something which is **new** and **contrasts** with a previous state)

*More and more people **are giving up** smoking.*

*Holidays abroad **are becoming** increasingly popular.*

*These days most people **are using** email instead of writing letters.*

*What sort of clothes **are teenagers wearing** nowadays? What sort of music **are they listening** to?*

5. Annoying habits (with *always, constantly, continually, forever*)

to criticize or to exaggerate or sometimes

to emphasize that something is done so often that it is characteristic of a person, group or thing.

*You **are** always **forgetting** your keys!*

*He's forever **getting** into trouble!*

*Jacob is a really kind person. He's always **offering** to help me with my work.*

*George is great. He's always **laughing**.*

6. Future arrangements and appointments (usually with a time reference)

***I am having** a party next week.*

***Are you doing** anything on Saturday?*

7. In sports commentaries, when the action is in progress throughout the time of speaking

*They're now **entering** the back straight and El Garrouj **is starting** to pull away...*

Compare:

The Present Simple

The Present Continuous

Permanent situations

*Taxi drivers **don't stop** at the train station because it is forbidden.*

Habits

*He sometimes **forgets** people's birthdays.*

Repeated actions

*Graham is a confirmed smoker. He **smokes** about fifty cigarettes a day.*

Facts that are always true

*The sun **rises** in the east.*

General regular situations

*It **gets** dark early in winter.*

Future which is regarded as something fixed, which the speaker cannot change (timetables, arrangements).

*The football match **starts** at 8 o'clock.*

Temporary situations

*Taxi drivers **aren't stopping** at the train station because of the roadworks.*

Annoying or irritating habits

*He's always **forgetting** people's birthdays! It's so annoying!*

Repeated actions in a temporary period

*Graham's having a tough time at the office at the moment and he **is smoking** about fifty cigarettes a day!*

Things which are true now

*Look! The sun **is rising**!*

Particular changing situations

*It's **getting** dark.*

Future personal arrangements and appointments (usually with a time reference).

*We **are starting** at 8 o'clock.*

THE PRESENT PERFECT

Form:

The Present Perfect is formed by means of the Present Indefinite of the auxiliary verb **have (has)** and **Participle II** of the notional verb.

I	have ('ve)	written	a letter.
We			
You			
They			
He / She	has ('s)		

Participle II of regular verbs is formed by adding the suffix **-ed** to the stem of the verb

The pronunciation of **-ed** depends on the sound preceding it. It is pronounced as:

[d] after voiced consonants except " **d** " and after vowels: *opened, played*;

[t] after voiceless consonants except " **t** ": *walked, passed*;

[ɪd] after " **d** ", " **t** ": *wanted, landed*.

The following spelling rules must be observed. Before adding the suffix **-ed**

1. the mute **-e** is dropped: *to taste - tasted, to live - lived*;

2. the final consonant is doubled if it is preceded by a vowel letter expressing a short stressed vowel sound: *to stop - stopped, to plan - planned*;

3. the final **-r** is doubled if the final syllable is stressed: *to prefer - preferred*

4. the final **-r** is not doubled if the final syllable is unstressed or if it is preceded by a diphthong: *to offer - offered, to appear - appeared*;

5. the final **-l** is doubled if it is preceded by a vowel letter expressing a short vowel sound : *to travel - travelled*;

6. the final **-y** is changed into **-i** if it is preceded by a consonant letter : *to try - tried*;

7. the final **-y** is not changed after a vowel: *to stay - stayed*.

In **the interrogative form** the auxiliary verb is placed before the subject.

Have (Haven't)	I we you they	written	a letter?
Has (Hasn't)	he / she		

In **the negative form** the negative particle **not** is placed after the auxiliary.

I We You They	have not (haven't)	written	a letter.
He / She	has not (hasn't)		

Use:

The Present Perfect denotes a completed action connected with the present time in its result. So it is used to denote:

1. An event in the past that has a result in the present

(Our attention is on the present not on the time of the action)

*Oh dear, I **have forgotten** her name! (=I can't remember it now.)*

***Have** you **washed** your hair? (=Is it clear now?)*

2. Recent events without a definite time given

*I've just **seen** a ghost!*

*Jim **has had** three car accidents.*

3. Experiences in our life up to now, achievements

*Man **has walked** on the moon.*

***Have** you **visited** any other countries? Yes, I've **been** to Italy twice.*

Compare: *have been to have gone to*

*Tom is in England now. He **has been** to Italy. (He was there but now he's come back)*
*Ann is on holiday. She **has gone** to Italy. (= She is there now.)*

4. A repeated action in a period of time up to the present

*I've **cooked** dinner every night for ten years.*

5. A state that lasts up to the present (with state verbs)

*I've **worked** in this department for the past six months.*

Time expressions are used

<i>ever</i> <i>never</i>	to ask or talk about our experiences in life. <i>Have you ever eaten Japanese food?</i> <i>No, I've never eaten it.</i>
<i>yet</i> <i>so far</i> <i>already</i>	"up to now" in questions and negative sentences <i>Have you finished the book yet?</i> "up to now" in questions and positive sentences <i>I've read 56 pages so far.</i> in positive sentences to describe an action that happened before <i>I have already finished reading the book.</i>
<i>just</i> <i>recently</i> <i>lately</i>	to describe a very recent event <i>Cathy has just phoned him from the airport.</i> <i>Has the sports centre increased its membership fees lately / recently?</i>
<i>always</i> <i>often</i>	to describe a state <i>He has always loved you.</i> to describe a repeated event <i>We have often visited Spain.</i>
<i>for</i>	to describe the length of a time period <i>Tom has worked here for three months.</i>
<i>since</i>	to describe the starting point of a time period <i>Tom has worked here since July. (a preposition)</i> <i>She left London in 1999 and I haven't seen her since. (an adverb)</i> <i>Where have you been since I saw you last? (a conjunction)</i>
<i>today</i>	<i>I've seen Tom today. Have you?</i>
<i>this week</i> <i>this term</i> <i>this month</i>	<i>Ann hasn't studied very much this term.</i>
<i>It's the first time...</i>	<i>It's the first time he has driven a car.</i> <i>(He has never driven a car before.)</i>
<i>up to now</i> <i>until now</i>	<i>Where have you been up to now?</i>

Note:

1. The Present Perfect is used after superlatives (*the best / worst, the greatest*), ordinal numerals (*the first, the second*), often followed by *ever*.

*Many people consider Kennedy to be the greatest president the USA **has** ever **had**.*

2. The Present Perfect is used in the *since*-clause if the two situations described in the main and *since*-clause extend until the present.

*Since I've **lived** here, I **haven't seen** my neighbours.*

3. The Present Perfect is not used in the following sentences:

Что вы сказали?

What did you say?

Я не слышал вашего вопроса.

I didn't hear your question.

Где вы купили книгу?

Where did you buy the book?

Теперь я понял.

Now I understand.

Слышал (мне сказали), что он в Москве. I hear (I am told) that he is in Moscow.

Я забыл, где он живет.

I forget where he lives.

Я забыл название книги.

I forget the title of the book. (a fact)

BUT:

BUT:

Я забыл позвонить ей.

I've forgotten to ring her up. (an action)

THE PRESENT PERFECT CONTINUOUS

Form:

The Present Perfect Continuous Tense is formed by means of the Present Perfect of the auxiliary verb **be** and **Participle I** of the notional verb.

I We You They	have been ('ve been)	working	long.
He /She	has been ('s been)		

In **the interrogative form** the first auxiliary verb is placed before the subject.

Have (Haven't)	I we you they	been working	long?
Has (Hasn't)	he / she		

In **the negative form** the negative particle **not** is placed after the first auxiliary.

I We You They	have not been (haven't been)	working	long.
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He / She	has not (hasn't)		
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Use:

The Present Perfect Continuous, like the Present Perfect, describes past events which are connected to the present. But in the continuous form there is a meaning of a temporary action or situation in progress. So it is used to denote:

1. An action which began in the past, has been going on up to the present moment and is still going on (to emphasize how long something has been happening)

*I **have been waiting** for you for an hour. How long **have** you **been doing** the house?*

*I've **been cleaning** the house since the morning but I still haven't finished.*

2. An action which was recently in progress but it is no longer going on at the present moment (to explain a present situation)

*I'm out of breath because I **have been running** to get here in time.*

*Your eyes are red. **Have** you **been crying**?*

Sometimes we only know by the situation whether the action is finished or continuing.

*Carlos **has been studying** English for two years and he's stopped. What a shame!*

*Carlos **has been studying** English for two years. He's going to do an exam next year.*

3. A temporary action within a period of time

*I've **been staying** in a hotel for the past month.*

4. A repeated action within a temporary period of time

*I've **been phoning** her every day, but she's never at home.*

Note:

1. With verbs not admitting of the continuous form the Present Perfect is used;

*I **have known** him since childhood.*

2. With verbs in the negative form the Present Perfect Continuous is rather rare;

*It **hasn't been raining** recently. = It **hasn't rained** recently.*

3. With non-terminative verbs both the Present Perfect and the Present Perfect Continuous are used.

*I **have been living** here for ten years. = I **have lived** here for ten years.*

Typical time expressions that are used with the Present Perfect Continuous are

all day, all my life, for days, for ages, for a long time, lately, recently, since, for.

Compare:

The Present Perfect
Completion

The Present Perfect Continuous
Continuation

This country **has welcomed** several hundred refugees from Kosovo in the last few weeks.

Repeated actions

She **has played** with the symphony orchestra three times this season.

Focus on present result

I've **done** the accounts – here they are.

How much? How many?

Ann **has written** ten letters today.

This country **has been welcoming** political refugees for many years.

Duration of action

She **has been playing** with the symphony orchestra all season.

Focus on the activity

I've **been doing** my accounts all afternoon.

How long?

Ann **has been writing** letters all day.

THE PAST INDEFINITE (SIMPLE)

Form:

The Past Indefinite of regular verbs is formed by adding the suffix **-ed** to the stem of the verb: *to want - wanted, to open - opened, unite - united.*

The pronunciation of -ed depends on the sound preceding it. It is pronounced as:

[d] after voiced consonants except "d" and after vowels: *listened, played;*

[t] after voiceless consonants except "t": *talked, washed;*

[ɪd] after "d", "t": *wanted, landed.*

The following spelling rules must be observed.

Before adding the suffix **-ed**

1. the mute **-e** is dropped: *to taste - tasted, to live - lived;*
2. the final consonant is doubled if it is preceded by a vowel letter expressing a short stressed vowel sound: *to stop - stopped, to plan - planned;*
3. the final **-r** is doubled if the final syllable is stressed: *to prefer - preferred*
4. the final **-r** is not doubled if the final syllable is unstressed or if it is preceded by a diphthong: *to offer - offered, to appear - appeared;*
5. the final **-l** is doubled if it is preceded by a vowel letter expressing a short vowel sound : *to travel - travelled;*
6. the final **-y** is changed into **-i** if it is preceded by a consonant letter : *to try – tried;*
7. the final **-y** is not changed after a vowel: *to stay – stayed.*

In **the interrogative form** the auxiliary verb **did** is placed before the subject, the notional verb is the **infinitive** without the particle **to**.

Did (Didn't)	I we you he /she they	return	yesterday?
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In **the negative form** the negative particle **not** is placed after the auxiliary **did**, the notional verb is the **infinitive** without the particle **to**.

I We You He / She They	did not (didn't)	return	yesterday.
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Use:

The Past Simple is used to describe actions and states in a completed period of time. We know when the action happened, so a definite time expression can be used but if the context is clear, it is not necessary to give a past time reference. So it is used to denote:

1. Single completed actions

*I **enjoyed** the film we **saw** last night.*

*Holland **was occupied** by the Germans in 1940.*

2. Habitual repeated actions in the past

***Did** you **collect** stamps when you were younger?*

*My brother **applied** for a visa six times before he got one.*

3. Permanent situations in the past

*A famous footballer **lived** in our house before we bought it.*

4. General truths and facts about the past

*Crosswords **didn't become** popular until the 1930s.*

*The Chinese **invented** printing.*

5. The main events in a story, sequence of actions or actions happening at the same time

*Silverman **ran** to the car, **jumped** in and **raced** off into the night.*

*When we got to the junction I **took** the left turn while Micky **took** the right.*

6. States in the past

*In those days I **didn't like** reading.*

Typical time expressions used with the Past Simple are:

two days ago, yesterday, in September, on Monday, last week, at 6.00, for three years

Note:

Used to describes habits and states in the past, especially when we make contrasts with the present. It refers only to the past, there are no other tense forms in modern English (except older literary texts). Any time reference tends to be general.

*I **used to** play tennis, but I don't play much now.*

*I **used to** like cowboy films.*

*In those days, people **didn't use to** travel abroad so much.*

***Did** you **use to** play hide-and-seek when you were a child?*

Would describes a person's habitual activity, repeated actions, not states. It is more common in written literary language and reminiscences.

*Every summer we **would** stay in a small village in the mountains.*

*Every week he **would** buy his mother a bunch of flowers.*

Compare

The Past Simple

Definite time

*I **went** to Eurodisney in 1999 and 2003.*

Finished time

*I **didn't see** Keith at all this morning.*

(It's now afternoon /evening.)

*Agatha Christie **wrote** a huge number of thrillers.*

(She's dead and can't write any more.)

*I **never had** problems with my car.*

(when I had it, now I don't)

Finished action / state

*Spain **governed** the state of Western Sahara from 1958 to 1976 (for 18 years).*

The Present Perfect

Indefinite time

*I **have been** to Eurodisney twice.*

Unfinished time

*I **haven't seen** Keith this morning yet.*

(It's still morning.)

*John Grisham **has written** some thrillers.*
(He's still alive and is able to write more books)

*I've **never had** problems with my car.*

(at any time since I bought it)

Unfinished action / state

*Spain **has governed** the enclave of Ceuta since 1580.*

When?

*When **did** you **arrive** in Britain?*

How long? (you are not there any more)

*How long **did** you **live** in Britain?*

-

How long? (you are still there)

*How long **have** you **been** in Britain?*

No present relevance

*I **lost** my key but now I've found it.*

Present relevance

*I **have lost** my key. (I haven't got it now.)*

The **Past Simple** is used to correct an incorrect belief or expectation, or to confirm a correct one.

*The area is far more wild than I **expected**.*

*She is just as beautiful as I **imagined**.*

Note:

1. We use the **Present Perfect** to give new information or to announce a recent happening. But if we continue to talk about it, we normally use the **Past Simple**.

- *Oh! I've **burnt** myself! - How **did** you **do** it? - I **touch**ed a hot dish.*

2. Sometimes it makes little difference if we think of something happening in a period of time up to the present or at a particular, finished time in the past.

*Does it concern you that you **fail** / **have failed** the test?*

*I **left** my books at home.*

(The speaker feels the event is distant in time and place.)

*I **have left** my books at home.*

(The speaker feels the event is recent, or is still near home.)

THE PAST CONTINUOUS (PROGRESSIVE)

Form:

The Past Continuous is formed by means of the Past Indefinite of the auxiliary verb **be** and **Participle I** of the notional verb.

I He She	was	working	in the garden	at that moment
We You They	were			

Participle I is formed by adding the suffix **-ing** to the stem of the verb. The following spelling rules are observed.

Before adding the suffix **-ing**

1. the mute *-e* is dropped: *to give - giving, to close - closing*;
2. the final consonant is doubled if it is preceded by a vowel expressing a short stressed sound : *to run - running, to forget - forgetting, to begin - beginning*;
3. the final *-l* is doubled if it is preceded by a vowel expressing a short sound, stressed or unstressed : *to expel - expelling, to travel - travelling*;
4. in the verbs *to die, to lie, to tie* the letters *-ie* are replaced by *-y*: *dying, lying, tying*;

Note: The final *-y* is not changed before adding the suffix **-ing**:

to say - saying, to dry - drying

In **the interrogative form** the auxiliary verb is placed before the subject.

Was (Wasn't)	I he she	working	in the garden	at that moment?
Were (Weren't)	we you they			

In **the negative form** the negative particle **not** is placed after the auxiliary verb.

I He She	was not (wasn't)	working	in the garden	at that moment.
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We You They	were not (weren't)			
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Use:

The Past Continuous describes a situation in progress in the past. So it is used to denote:

1. Actions happening at a particular moment in the past
(often interrupted by events expressed by the Past Simple)

*I looked out of the window and saw that it **was raining**.*

*While I **was opening** the letter, the phone rang.*

2. Activities as background description or setting to past events (expressed by the Past Simple)

*Darkness **was descending** over the hushed city as James staggered back.*

3. Two continuing events happening at the same time

*While Jim **was painting** the outside of the house, Sarah **was decorating** the bedrooms.*

4. Actions in progress over a period of time

*Daniel **was playing** video games all morning yesterday.*

*For the first three months she **was receiving** chemotherapy.*

5. Temporary situations in the past

*Greg **was living** in London at the time.*

*During my training I **was earning** a lot less than my wife.*

*I **was practising** every day, three times a day.*

(repeated actions within a temporary period of past time)

*They **were meeting** secretly after school.*

(something that was happening again and again)

6. Changing and developing situations (with verbs which show change or growth)

*The car **was getting** worse, and the engine was making more and more funny noises.*

*It **was becoming** more and more difficult to find work.*

*Her English **was improving**.*

*My hair **was going** grey.*

*The town **was changing** quickly.*

7. Annoying past habits (with *always*, *constantly*, *continually*)
to criticize or to exaggerate

*When we were young, my brother **was always borrowing** my toys!*

*She **was forever falling** in love with the wrong kind of man!*

8. Past arrangements which may or may not have taken place (= future in the past)

*Nancy was **taking** the next flight to Paris so she had to cut short the interview.*

THE PAST PERFECT

Form:

The Past Perfect is formed by means of the Past Indefinite of the auxiliary verb

have and **Participle II** of the notional verb.

I We You He / She They	had ('d)	written	the letter	by 7 o'clock.
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In **the interrogative form** the auxiliary verb is placed before the subject.

Had (Hadn't)	I we you he / she they	written	the letter	by 7 o'clock?
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In **the negative form** the negative particle **not** is placed after the auxiliary.

I We You He / She They	had not (hadn't)	written	the letter	by 7 o'clock.
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Use:

The Past Perfect is used to denote completed actions and states in the past which happened before other events in the past.

*By the time we got to the cinema, the film **had started**.*

*I **had already bought** the computer game when I saw it was cheaper in another shop.*

*We **had lived** next to the gym for a couple of months when I decided to join.*

The Past Perfect is often used with verbs of thinking like *think, know, realise, remember, understand, suspect, be sure* etc.

*When I got on the bus, I realised that I **had left** my wallet at home.*

*The inspector suspected that the thief **had used** a special key.*

*Ellen was sure she **hadn't locked** the door.*

The Past Perfect is used in reported speech.

He said: "I haven't seen the girl before".

*He said that he **had** never **seen** the girl before.*

She said: "I met him yesterday".

*She said she **had met** him the day before.*

The Past Perfect is only used when it is absolutely necessary to show that one event in the past happened before another event in the past to make the sequence of events clear.

*When we **got back** the babysitter **went** home.*

(sequence: 1 – we got back, 2 – the babysitter went home)

*When we **got back** the babysitter **had gone** home.*

(sequence: 1 – the babysitter went home, 2 – we got back)

We can use *just* or *already* with the Past Perfect to show the earlier action.

*When we got back we found that the babysitter **had already gone** home.*

Often the meaning is obvious without using the Past Perfect. When we describe a series of actions we usually use the Past Simple, although some speakers prefer the Past Perfect to show a strong connection between the two events.

*Sue **left** the house before we **arrived**. or Sue **had left** the house before we **arrived**.*

After we have used the Past Perfect once, we often then use the Past Simple.

*I **had** already **had** one flying lesson, which **was** great fun, and I **knew** immediately that I **wanted** to get my pilot's licence.*

Phrases such as *It was my first/ second time...* are followed by the Past Perfect.

*It was the second time I'd **been** on a plane.*

Note:

With *before* + Past Perfect the action with the Past Simple happens first.

*I left university before I **had taken** the final exam.*

We can use this for a past action which prevented a later action from happening.

*She **sacked** him before he **had had** a chance to explain his behaviour.*

THE PAST PERFECT CONTINUOUS

Form:

The Past Perfect Continuous Tense is formed by means of the Past Perfect of the auxiliary verb **be** and **Participle I** of the notional verb.

I We You He / She They	had been (<i>'d been</i>)	working	long	when Pip came.
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In the **interrogative form** the first auxiliary verb is placed before the subject.

	I			
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Had (Hadn't)	we you he / she they	been working	long	when Pip came?
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In **the negative form** the negative particle **not** is placed after the first auxiliary.

I We You He / She They	had not (hadn't)	been working	long	when Pip came.
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Use:

It is used to say how long something had been happening before something else happened.

1. Actions continuing up to a past moment.

*When you saw us, we **had been running** for six miles – and we still had a mile to go.*

We often use this form to focus on duration.

2. Actions recently completed before a past moment.

*Sarah looked tired because she **had been exercising** all morning.*

We often use this form to explain the past result (a situation, an appearance etc).

Remember that some verbs cannot be used in the continuous form.

The Past Perfect Continuous is mainly used in written texts and is less common in speech.

THE FUTURE INDEFINITE (SIMPLE)

Form:

The Future Indefinite Tense is formed by means of the auxiliary verb **will** and **the infinitive** without the particle **to**.

I We / They You He / She	will ('ll)	go	to the country	next Sunday.
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In **the interrogative form** the auxiliary verb is placed before the subject.

Will (Won't)	I we / they you he / she	go	to the country	next Sunday?
-----------------	-----------------------------------	----	----------------	--------------

In **the negative form** the negative particle **not** is placed after the auxiliary.

I				
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We / They You He / She	will not (won't)	go	to the country	next Sunday.
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Use:

The Future Simple is used to describe facts about the future. So it is used to denote:

1. Future beliefs, opinions, hopes and predictions. We can add *perhaps*, *probably*, *definitely* to show how certain or uncertain we are about our predictions.

*Perhaps it **will rain** tomorrow. United **will definitely win** tonight.*

*She **will probably come** with us tonight.*

*She **probably won't come** with us tonight.*

2. Decisions made at the moment of speaking.

*"Anything to drink, sir?" "I'll just **have** a glass of water, please."*

THE FUTURE CONTINUOUS

Form:

The Future Continuous is formed by means of the Future Indefinite of the auxiliary verb **be** and **Participle I** of the notional verb.

I We You He / She They	will be (ll be)	reading	at 5 o'clock.
------------------------------------	--------------------	---------	---------------

In the **interrogative form** the first auxiliary verb is placed before the subject.

Will (Won't)	I we you he / she they	be reading	at 5 o'clock?
-----------------	------------------------------------	------------	---------------

In the **negative form** the negative particle **not** is placed after the first auxiliary verb.

I We You He / She They	will not (won't)	be reading	at 5 o'clock.
------------------------------------	---------------------	------------	---------------

Use:

1. An action in progress in the future. There's nearly always a time expression.

*This time next week, I'll **be taking** my biology exam.*

*Where **will** you **be living** in five years' time?*

2. Fixed arrangements and plans.

*The Rolling Stones **will be performing** in Moscow in June.*

3. In very formal and polite requests.

*Will you **be wanting** anything else, sir?*

Compare:

The Future Simple

*Ann **will help** us organise the party.*

(she is willing to help)

*Will you **come** to the concert?*

(an invitation)

*We'll **join** you in half an hour.*

(I have just decided)

The Future Continuous

*Ann **will be helping** us organise the party.*

(a previous arrangement)

*Will you **be coming** to the concert?*

(asking about a possible previous arrangement)

*We'll **be joining** you in half in hour.*

(a previous arrangement)

THE FUTURE PERFECT

Form:

The Future Perfect is formed by means of the Future Indefinite of the auxiliary verb

have and **Participle II** of the notional verb.

I We You He / She They	will have (I'll have)	done	the work	by 6 o'clock.
------------------------------------	--------------------------	------	----------	---------------

In **the interrogative form** the first auxiliary verb is placed before the subject.

Will (Won't)	I we you he / she they	have done	the work	by 6 o'clock?
-----------------	------------------------------------	-----------	----------	---------------

In **the negative form** the negative particle **not** is placed after the first auxiliary verb.

I We You He / She They	will not have (won't have)	done	the work	by 6 o'clock.
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Use:

The Future Perfect denotes an action completed by a point in the future.

*In two years I'll **have finished** the book.*

*By the time the exam begins, I'll **have forgotten** everything!*

THE FUTURE PERFECT CONTINUOUS

Form:

The Future Perfect Continuous Tense is formed by means of the Future Perfect of the auxiliary verb **be** and **Participle I** of the notional verb.

I We You He / She They	will have been (I'll have been)	working	for a year	by the end of the month.
------------------------------------	------------------------------------	---------	------------	-----------------------------

In **the interrogative form** the first auxiliary verb is placed before the subject.

Will (Won't)	I we you he / she they	have been working	for a year	by the end of the month?
-----------------	------------------------------------	----------------------	------------	-----------------------------

In **the negative form** the negative particle **not** is placed after the first auxiliary verb.

I We You He / She They	will not have been (won't have been)	working	for a year	by the end of the month.
------------------------------------	---	---------	------------	-----------------------------

Use:

The Future Perfect Continuous denotes an action in progress completed or still ongoing at a point in the future, to focus on the duration of the action.

*By the end of the month, I'll **have been working** at this company for ten years!*

In sentences with the Future Perfect Continuous we usually mention both the particular point in the future (*by the end of the month, on Sunday*) and the period of time until this point (*for ten years, for a year*).

OTHER WAYS OF REFERRING TO THE FUTURE

be going to

1. Plans and intentions (which have already been made by the moment of speaking)

I'm going to stay in this evening and watch an old film.

I'm going to be a famous doctor one day!

2. Predictions based on present evidence

Look at the tree! It's going to fall!

Look out! You're going to spill the water!

be going = will in the meaning of prediction

be going is preferable when there is outside evidence for what will happen – when we see something coming.

will is used when we are talking more about what is inside our heads: our beliefs, guesses, knowledge etc.

Look out – we're going to crush! (I can see it coming.)

Don't lend him your car – he will crush it. (I know him.)

Decisions expressed with **going to** refer to a more distant point in the future.

I'll be late home this evening. =

I'm going to be late this evening. I've got a lot of work to do.

The company will make a profit next year. =

The figures are good. I can see the company is going to make a profit.

The Present Continuous

denotes future fixed arrangements, especially social and travel arrangements (usually with a time reference).

I'm having a party next week. (there is an arrangement now)

The Present Continuous = be going to in the meaning of plans and arrangements, however with a slight difference on some occasions.

Going to can suggest that the details are not yet finalized – it's still just a plan.

The Present Continuous can suggest that the arrangement is more fixed, with a time and place.

Jean is going to have another driving lesson soon. (a plan, with no specific time)

Jean is having her driving lesson this afternoon. (it's fixed, in her diary)

I'm going to stay in tonight. (focus on intention)

*I'm staying in tonight. I've got a lot of work to do. (focus on the “arrangement”, there's no suggestion that the speaker wants to stay in, which is when we use **be going to**.)*

The Present Continuous = The Future Continuous in the meaning of arrangements with a little difference. **The Future Continuous** acts to distance the arrangement a little, making it more fixed and less open to change.

I'll be having a party next week.

We prefer present forms to emphasise present ideas like **intention, certainty and plans**. We prefer future forms when we are not emphasising present ideas.

Next year is going to be different – I promise. (present intention)

Next year will probably be different.

What are you doing next year? You haven't told me your plans.

What will you do next year – do you know?

The Present Simple

1. Timetables, arrangements and fixed events the speaker cannot change.

The bus to the museum leaves at 8 o'clock in the morning.

Next year the Christmas is on a Tuesday.

Our head teacher retires next year.

2. In adverbial clauses of time and condition (**the Present Perfect** is also possible)

Let's run home before it rains.

As soon as I have finished this letter, I'll help you.

Take an umbrella, in case it rains.

If I see her again, I'll tell her your news.

be to

is used to describe formal arrangements, official plans or agreement with future reference, things that can be controlled by people.

The conference is to take place in July.

All students are to assemble in the hall at 9.00.

be about

just/ just about

to be on the point of

describe what is going to happen the next moment or very soon.

Hurry up! The train is just leaving / just about to leave.

David is on the point of leaving the company.

be due to

refers to scheduled times.

The play is due to start in five minutes. The train is due to arrive.

shall

is used to denote promise, threat, suggestion rather than to refer to time.

You shall have trouble.

Stop doing that, or I'll tell my dad.

Shall we play tennis?

Shall I open the door?

THE FUTURE SEEN FROM THE PAST

THE FUTURE-IN-THE PAST

Form: The Future-in-the Past Tense is formed by means of the auxiliary verb *would*.

He said	I we you he / she they	would (wouldn't)	work be working have worked have been working	in the garden.
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In the **interrogative form** the first auxiliary verb is placed before the subject.

In the **negative form** the negative particle ***not*** is placed after the first auxiliary verb.

Use:

It denotes an action which was future from the point of view of the past.

There are a number of ways of talking about an activity or event that was in the future at a particular point in the past. In order to express this idea, we can use the past tenses of the verb forms we would normally use to talk about the future.

The future from now...	The future from the past...
<i>I'm going to grow tomatoes and carrots this summer.</i>	<i>During the winter I decided that I was going to grow tomatoes and carrots when the summer came.</i>
<i>I'm collecting my mother from the station this afternoon.</i>	<i>I left the meeting early because I was collecting my mother at 3.30.</i>
<i>The Prime Minister has announced that there is to be an election on May 1st.</i>	<i>I was on holiday in Greece when I heard there was to be an election back home.</i>
<i>The performance is about to begin. Please take your seats, ladies and gentlemen.</i>	<i>The performance was about to begin when someone started screaming.</i>

The context in which these forms are used will often indicate whether the activity or event did or did not happen, although in some cases we may not know whether the action or event happened or not.

*I **was seeing** Jane later that day, but I had to phone and cancel.*

(= I didn't see Jane)

*I didn't phone to break the news to her because we **were seeing** each other later. She was very upset when I told her.*

(= we saw each other)

PASSIVES

Form:

The Passive Voice is formed by means of the appropriate tense form of the auxiliary verb 'to be' and Participle II of the notional verb.

	Simple (Indefinite)	Progressive (Continuous)	Perfect
Present	The article is written	The article is being written	The article has been written
Past	The article was written	The article was being written	The article had been written
Future	The article will be written		The article will have been written
Future-in-the Past	The article would be written		The article would have been written

Note: The Future Continuous, the Present Perfect Continuous, the Past and the Future Perfect Continuous are not found in the Passive Voice.

The verb **to get** is sometimes used to form the passive:

*Be careful with the glass. It might **get broken**.*

*Peter **got hurt** in a crash.*

The Passive Voice can be used with Modal Verbs :

The Active Voice	The Passive Voice
They can do this work.	This work can be done .
He must return the newspaper.	The newspaper must be returned .
You may bring the book later.	The book may be brought later.

Use:

The passive voice is used when the person or thing responsible for the action is

1. unknown.

*My bicycle **was stolen** yesterday.*

2. obvious.

*The terrorist **was arrested** early this morning.*

3. not important.

*The car **is serviced** every year.*

If necessary, you can use **by** to say who or what is responsible for the action.

*“Hamlet” was written **by** Shakespeare.*
*The equipment is damaged **by** exposure to water.*
 We can also use **with** for objects which perform actions
 The game was played **with** a ball of solid rubber.

The passive is more common in written than spoken English. It sounds formal and impersonal, and for this reason is often used in

1. reports of crimes or legal procedures.

*He **was sentenced** to two years in prison.*

2. newspaper reports.

*63 people **were killed** and 45 **were injured** in the accident.*

3. scientific writing.

*Three millilitres of water **are added** to the mixture.*

4. announcements.

*Flight IB 302 to London **is delayed** by two hours.*

5. notices.

*Customers **are requested** not to smoke.*

Prepositions or adverb particles must not be left:

The Active Voice	The Passive Voice
People speak well of Mary.	Mary is well spoken of .
She will look after you.	You will be looked after .

CONDITIONALS

First conditional (real condition)

Form:

If + present simple + will / won't (do)

Use:

This shows the results in the future of a real situation, with possible or likely results.

*If you **eat** all the ice-cream, you **’ll be** sick.*

We may use **can / can't, present perfect (to emphasize completion), going to, present continuous** with future meaning instead of present simple.

*If you **can't** answer Exercise 1, you **won't be able** to do Exercise 2.*

*If you **’ve finished** washing by now, I **’ll help** you clean the kitchen.*

*If you **’re going to** buy a car, I **’ll lend** you some of the money.*

*If you **’re going to** the shops, I **’ll come** with you!*

The main clause may contain **can, could, be able to, going to, imperative, had better, might** etc.

*If I **give** you the money, **could** you **get** me some stamps?*

*If you **’ve finished** washing the floor, you **can start** cleaning the kitchen.*

*If it **rains** this afternoon, we **’re going to** stay in and watch a new movie.*

*If you **’re going to** buy a car, **make sure** you get it checked by a garage.*

If you're going to the shops, you'd better take some money!

Second conditional (unreal conditions)

Form:

If + past simple + would (do)

Use:

This shows the results which would follow from an imaginary situation, with impossible or unlikely results.

*If the Earth **didn't have** a Moon, there **wouldn't be** any tides.*

***Could** and **might** are often used instead of **would**.*

*If we all **worked** together, we **could solve** the problem faster.*

The difference between real and unreal may be a matter of speaker choice and context.

*If you **buy** a bike, you'll **get** a lot fitter* (you are really thinking of buying one - perhaps we are in the bike shop.)

*If you **bought** a bike, you'd **get** a lot fitter* (we are only discussing possibilities.)

Third conditional (impossible past conditions)

Form:

If + past perfect + would have (done) (passive **would have been done**)

Use:

We use The Third conditional for the results which would follow from an imaginary past situation. As we cannot change the past, this is an impossible condition. Passive forms are common.

*If the Titanic **had had** more lifeboats, more passengers **would have been saved**.*

*If the Titanic **hadn't hit** an iceberg, it **wouldn't have sunk**.*

*If the Carpatia **hadn't arrived** soon afterwards, none of the passengers **would have been saved**.*

***Could have** and **might have** are often used instead of **would have**.*

*If the ship **had been travelling** more slowly, it **might have avoided** the iceberg.*

Mixed conditionals

1. Form:

If + past perfect + would (do)

Use:

We use this type of mixed conditionals for imagined or actual events in the past with results in the present.

*If he **had worn** his seatbelt, he **would still be alive**.*

*If you **hadn't given** me a lift, I'd probably still **be** at the station!*

2. Form:

If + past simple + would have (done)

Use:

We use this type of mixed conditionals for a present state which has influenced past events.

*If you **weren't** so lazy, you'd **have finished** your work by now.*

*If she **was** better-qualified, she **would have got** the job.*

Sentences with “wish”

Sentences with “wish” are used to speak:

1. about the present.

When we use **wish** to make a wish about the present, we use the unreal past simple, as in an unreal conditional sentence. We can also use **could** / **was (were) able to**.

*I **wish** I **knew** more about European history (if I knew more about it now, I would be happier.)*

*I **wish** I **could** swim really fast.*

2. about the past.

When we use **wish** to make a wish about the past, we use the past perfect, as in an impossible past conditional sentence.

*I **wish** I **had been** present at Prince William's wedding (if I had been present at Prince William's wedding, I would have been happy!)*

Sentences with “wish...would”

We use **wish** with **would** when we want someone to do something or not to do something. This is often because we think it is a bad habit.

*I **wish** you **wouldn't keep** staring at me!*

*I **wish** Pete **would** phone.*

Sentences with “if only”

We can use **if only** to make a stronger kind of wish about the present or the past.

*If only I **knew** more about English Grammar!*

*If only I **had studied** harder!*

REPORTED SPEECH

Direct speech is the actual words people say. We use speech marks.

*Napoleon said: “**I** have fought sixty battles and **I** have learned nothing.”*

Reported or indirect speech tells us what people have said. We do not use speech marks. We change the word we refer to the person who spoke.

*Napoleon said that **he** had fought sixty battles and had learned nothing.*

Statements

We introduce indirect statements by the verb “say” or “tell”.

1. We always put an object after **tell**.

*He **said** that he felt ill. He **told them** that he felt ill.*

2. We use **tell** in the phrases **tell a lie** and **tell the truth**.

*She **told** her teacher **a lie**. He **told** me **the truth**. I'm sure.*

Present Time

We use Present Tenses in the main clause (a Present Tense Reporting Verb) when we report

1. things happening now

Helen says: "I'll be back later".

Helen says she'll be back later.

He says to us: "I'm going to wait for you." *He says he's going to wait for us.*

It says: "Fifty people were injured."

It says that fifty people were injured.

2. a state if we want to show that the state continues.

"I still don't believe you."

He said that he still doesn't

believe me.

The sentence "*He said that he didn't believe me at that time*" suggests that the state belongs to the past.

3. a narrative. We need not change past simple to past perfect.

"I was standing at the bus-stop, and I saw everything that happened," he said.

He said he was standing at the bus stop and saw everything that happened.

4. quotations.

Napoleon said that you must never interrupt your enemy when he is making a mistake.

Past Time with Tense Changes

When reporting what people said, we use a past tense reporting verb and we change the tenses into the past in the adverbial clause.

"We're thinking it over."

Somebody said they were thinking it

over.

"I've had an accident."

He told me he'd had an accident.

"We'll let you go."

They said they would let me go.

Note: Both past indefinite (simple) and present perfect become past perfect.

"I've had a tablet."

She said she'd had a tablet.

Tense Changes

In reported speech we usually begin with a past tense reporting verb (e.g. said) so we change:

1. all the verbs that follow, and put them back further in the past.

"I know the answer", she said.

She said (that) she knew the answer.

"I've done it," she said.

She said (that) she had done it.

"I'll see you later," he said.

He said he would see us later.

2. words referring to time and place because there is no longer a 'here and now' reference. The point of view has changed.

tomorrow – the following day, the next day

yesterday – the day before

here – here

this (pronoun) – it

this (determiner) – the

"I'll see you tomorrow."

He said he would see me the following

day.

"I like this painting."

She said that she liked the painting.

*“I don't understand **this**.”*

*He said that he didn't understand **it**.*

Reported Questions

Yes / No Questions

1. We report these questions using **if** or **whether**.
2. We follow the tense-change rules.
3. We change the question form of the verb to the statement form.
4. We do not use a question mark.

"Do you understand the question?" she asked us.
*She asked us **if/ whether** we understood the question.*

Reported Questions with a Question Word

1. We report these questions using the question word.
2. We follow the tense-change rules.
3. We change the question form of the verb to the statement form.

"What temperature is the water?" she asked.
*She asked **what** temperature the water was.*

4. We make questions with verb + preposition, the preposition generally goes at the end of the sentence.

*"What are we waiting **for**?"*
*"Who am I talking **to**?"*

Reported Requests and Commands

1. We use **ask** to report requests: ask + object + to-infinitive.

"Please turn on your computers." *He asked us to turn on our computers.*

2. We use **tell** to report commands: tell + object + to-infinitive.

"Turn on your computers!" *He told us to turn on our computers.*
"Don't turn it on!" *He told us not to turn it on.*

3. Polite requests beginning **could** \ **would** are not changed into the past after a past tense reporting verb.

"Could you help me?" she asked. *She asked me if I could help her/ to help her.*

4. It may be possible to report the request rather than the actual words of the request.

"Could you tell me where the station is?" *He asked me for directions to / the way to the station.*

Reporting Verbs

Some verbs explain what people say. Using a reporting verb often means you can summarize the actual words people say, without repeating them.

"I'll bring my homework tomorrow, honestly. I will, really!"
He promised to bring his homework the next day.

1. After the reporting verbs **suggest**, **promise** adverbial clause is used: verb + adv-clause.

"Why don't you use a calculator?" *He suggested (that) I used a calculator.*

*“I’ll do it”.
would do it.*

He promised (him) (that) he

2. After the reporting verbs **suggest, deny** gerund is used: verb + -ing
 "Why don't you use a calculator?" *He suggested using a calculator.*
 "I didn't break the jar." *He denied breaking the jar.*
3. After the reporting verbs **offer, promise, refuse, agree, advise, remind, warn, explain** infinitive with "to" is used: verb + to + infinitive
He offered to help her.
She promised to bring it the next day.
He refused to sit down.
He agreed to pay (him) €300.
She advised me (not) to stop.
She reminded him to lock the door.
She warned me not to touch the wire.
She explained how to do it.
4. Special cases.
He invited me to dinner.
He offered her some ice cream.
She agreed with him.
He congratulated her on winning.

Modals in reported speech

1. **Can, will, shall** (future) and **may** change to **could, would** and **might**.
 "I'll be back on Friday." *He said he would be back on Friday.*
 "I may be late." *She said she might be late.*
2. **Shall** in requests changes to **should**.
 "What shall we do?" *They wanted to know what they should do.*
3. **Would, should, ought to, could, might, used to** remain unchanged.
4. **Must** is often changed to **had to**.
5. **Must** can remain unchanged, or be changed to **would have to** if there is future reference.
 "You must be more careful in future."
She told I must be/ had to be / would have to be more careful in future.

Conditionals in reported speech

1. First conditional sentences are usually changed.
 "If you're late, they won't let you in." (first conditional)
He said if I were late, they wouldn't let me in.
2. Second or third conditional are not changed.
 "If you'd brought a map, we wouldn't have got lost." (third conditional)
She said that if I had brought a map, we wouldn't have got lost.

Appendix 1. TABLE OF TENSES

	indefinite	continuous	perfect	perfect continuous
present				
active	<i>I write letters every day.</i>	<i>I am writing a letter now.</i>	<i>I have written the letter already.</i>	<i>I have been writing the letter for an hour.</i>
passive	<i>Letters are written every day.</i>	<i>The letters are being written now.</i>	<i>The letters have been written already.</i>	
past				
active	<i>I wrote the letter yesterday.</i>	<i>I was writing the letter at 6 yesterday.</i>	<i>I had written the letter by 6 yesterday.</i>	<i>I had been writing the letter for an hour when he came.</i>
passive	<i>The letter was written yesterday.</i>	<i>The letter was being written at 6 yesterday.</i>	<i>The letter had been written by 6 yesterday.</i>	
future				
active	<i>I will write the letter tomorrow.</i>	<i>I will be writing the letter at 6 tomorrow.</i>	<i>I will have written the letter by 6 tomorrow.</i>	<i>I will have been writing the letter for an hour when he comes.</i>
passive	<i>The letter will be written tomorrow.</i>		<i>The letter will have been written by tomorrow.</i>	
future-in-the past				
active	<i>He said he would write the letter the next day.</i>	<i>He said he would be writing a letter at 6 the next day.</i>	<i>He said he would have written the letter by the next day.</i>	<i>He said he would have been writing the letter for an hour when she came.</i>
passive	<i>He said the letter would be written the next day.</i>		<i>He said the letter would have been written by the next day.</i>	

Appendix 2 IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Перевод
be	was, were	been	быть, являться
beat	beat	beaten	бить, колотить
become	became	become	становиться
begin	began	begun	начинать
bend	bent	bent	гнуть
bet	bet	bet	держаться пари
bite	bit	bitten	кусать
blow	blew	blown	дуть, выдыхать
break	broke	broken	ломать, разбивать, разрушать
bring	brought	brought	приносить, привозить, доставлять
build	built	built	строить, сооружать
buy	bought	bought	покупать, приобретать
catch	caught	caught	ловить, поймать, схватить
choose	chose	chosen	выбирать, избирать
come	came	come	приходить, подходить
cost	cost	cost	стоить, обходиться
cut	cut	cut	резать, разрезать
deal	dealt	dealt	иметь дело, распределять
dig	dug	dug	копать, рыть
do	did	done	делать, выполнять
draw	drew	drawn	рисовать, чертить
drink	drank	drunk	пить
drive	drove	driven	ездить, подвозить
eat	ate	eaten	есть, поглощать, поедать
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать, ощущать
fight	fought	fought	драться, сражаться, воевать
find	found	found	находить, обнаруживать
fly	flew	flown	летать
forget	forgot	forgotten	забывать о (чём-либо)
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать, замирать
get	got	got	получать, добираться
give	gave	given	дать, подать, дарить
go	went	gone	идти, двигаться
grow	grew	grown	расти, вырастать
hang	hung	hung	вешать, развешивать, висеть
have	had	had	иметь, обладать
hear	heard	heard	слышать, услышать
hide	hid	hidden	прятать, скрывать
hit	hit	hit	ударять, поражать
hold	held	held	держаться, удерживать, задерживать
hurt	hurt	hurt	ранить, причинять боль, ушибить
keep	kept	kept	хранить, сохранять, поддерживать
know	knew	known	знать, иметь представление
lay	laid	laid	класть, положить, покрывать
lead	led	led	вести за собой, сопровождать, руководить
leave	left	left	покидать, уходить, уезжать, оставлять

Infinitive	Past Simple	Past Participle	Перевод
lend	lent	lent	одалживать, давать взаймы (в долг)
let	let	let	позволять, разрешать
lie	lay	lain	лежать
light	lit	lit	зажигать, светиться, освещать
lose	lost	lost	терять, лишаться, утрачивать
make	made	made	делать, создавать, изготавливать
mean	meant	meant	значить, иметь в виду, подразумевать
meet	met	met	встречать, знакомиться
pay	paid	paid	платить, оплачивать, рассчитываться
put	put	put	ставить, помещать, класть
read	read	read	читать, прочесть
ride	rode	ridden	ехать верхом, кататься
ring	rang	rung	звенеть, звонить
rise	rose	risen	восходить, вставать, подниматься
run	ran	run	бежать, бегать
say	said	said	говорить, сказать, произносить
see	saw	seen	видеть
seek	sought	sought	искать, разыскивать
sell	sold	sold	продавать, торговать
send	sent	sent	посылать, отправлять, отсылать
set	set	set	устанавливать, задавать, назначать
shake	shook	shaken	трясти, встряхивать
shine	shone	shone	светить, сиять, озарять
shoot	shot	shot	стрелять
show	showed	shown, showed	показывать
shut	shut	shut	закрывать, запирает, затворять
sing	sang	sung	петь, напевать
sink	sank	sunk	тонуть, погружаться
sit	sat	sat	сидеть, садиться
sleep	slept	slept	спать
speak	spoke	spoken	говорить, разговаривать, высказываться
spend	spent	spent	тратить, расходовать, проводить (время)
stand	stood	stood	стоять
steal	stole	stolen	воровать, красть
stick	stuck	stuck	втыкать, приклеивать
strike	struck	struck, stricken	ударять, бить, поражать
swear	swore	sworn	клясться, присягать
sweep	swept	swept	мести, подметать, смахивать
swim	swam	swum	плавать, плыть
swing	swung	swung	качаться, вертеться
take	took	taken	брать, хватать, взять
teach	taught	taught	учить, обучать
tear	tore	torn	рвать, отрывать
tell	told	told	рассказывать
think	thought	thought	думать, мыслить, размышлять
throw	threw	thrown	бросать, кидать, метать
understand	understood	understood	понимать, постигать
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить (одежду)
win	won	won	победить, выиграть
write	wrote	written	писать, записывать

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