



كلية التربية بالفرقة



جامعة جنوب الوادي

بيانات الكتاب

اسم المقرر: Grammar

الفرقة: الأولى

الشعبة: تعليم عام

التخصص: لغة إنجليزية

السنة: 2023

كلية التربية بالفرقة – جامعة جنوب الوادي

روية الكلية

كمية التربية بالفرقة مؤسسة رائدة محليا ودولياً في مجالات التعليم، والبحث العلمي، وخدمة المجتمع، بما يؤهلها للمنافسة على المستوى: المحلي، والإقليمي، والعالمي

رسالة الكلية

تقديم تعميم مميز في مجالات العلوم الأساسية و إنتاج بحوث علمية تطبيقية للمساهمة في التنمية المستدامة من خلال إعداد خريجين متميزين طبقاً للمعايير الأكاديمية القومية، و تطوير مهارات و قدرات الموارد البشرية، و توفير خدمات مجتمعية وبيئية تلبي طموحات مجتمع جنوب الوادي، و بناء الشراكات المجتمعية الفاعلة.

Contents

- **Chapter One: The Tenses** 1
- **Chapter Two: Modal Verbs** 62
- **Chapter Three: Gerunds and Infinitives** 32
- **Chapter Four: Active & Passive Voice** 96
- **Chapter Five: Conditionals** 111
- **Chapter Six: Reported Speech** 120
- **Appendix A: Irregular Verbs** 150
- **Appendix B: Summary of the Uses of the
Gerund** 161
- **References** 163

CHAPTER 1

THE TENSES

1. THE PRESENT SIMPLE TENSE

FORM:

First part or base of the verb (infinitive without "to").

EXAMPLE: [to run]

I run	you run
we run	they run

NOTES:

1. If the subject of the sentence is first person singular we, add "s" to the end of the verb.

EXAMPLE: [to come]

he comes	she comes	it comes
----------	-----------	----------

2. We add "-es" if the verb ends in *ss*, *sh*, *ch*, *x*, and *o*.

EXAMPLES:

he goes	she passes	it catches
he finishes	she mixes	

3. If the verb ends in *y* preceded by a consonant, final *y* is changed into *i* and *es* is added.

EXAMPLES: [to study]

he studies

she studies

USES:

1. The Simple Present is used to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

EXAMPLES:

- I play tennis.
- She does not play tennis.
- The train leaves every morning at 8 am.
- The train does not leave at 9am.
- Every twelve months, the Earth circles the sun.
- The sun does not circle the Earth.

2. The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

EXAMPLES:

- Cats like milk.

- Birds do not like milk.
- California is in America.
- California is not in the United Kingdom.
- Windows are made of glass.
- Windows are not made of wood.

3. Sometimes speakers use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-continuous Verbs and certain Mixed Verbs.

EXAMPLES:

- I am here now.
- She is not here now.
- He needs help right now.
- He does not need help now.
- He has a car.

4. The Simple Present is also used to express scheduled future events.

EXAMPLES:

- The next train for Cairo leaves at 6 o'clock.
- The match begins at 4 o'clock.

5. Finally, the Present Simple is used in adverbial time clauses introduced by *when, after, before, as soon as, the moment, till* or *until*, to refer to future actions.

EXAMPLES:

- I'll go to the club after I *finish* my homework.
- We'll start the party as soon as John **arrives**.
- We'll wait till George *comes*.
- I'll go home the moment I *arrive* home.

2. THE PRESENT CONTINUOUS TENSE

FORM:

[AM / IS / ARE] + [VERB+ing]

EXAMPLES:

- I am watching TV.
- He is quickly learning the language.

NOTE:

When you are using a verb tense with more than one part such as Present Continuous (is learning), adverbs often come between the first part and the second part (is quickly learning).

USES:

1. The Present Continuous Tense is used to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

EXAMPLES:

- You are learning English now.
 - You are not swimming at the moment.
 - They are reading their books.
 - They are not watching television.
 - What are you doing?
 - Why aren't you doing your homework?
2. In English, *now* can mean "this second," "today," "this month," "this year," "this century" and so on. Sometimes we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

EXAMPLES:

- I am studying to become a doctor.
- I am not studying to become a dentist.
- I am reading the book *Tom Sawyer*.
- I am not reading any books right now.
- Are you working on any special projects at work?
- Aren't you teaching at the University now?

3. The Present Continuous is also used to describe an action that is in progress for a limited period of time around now.

EXAMPLE:

- George usually goes to work by car, but today he is walking.

4. Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

EXAMPLES:

- I am meeting some friends after work.

- I am not going to the party tonight.

- Is he visiting his parents next weekend?

- Isn't he coming with us tonight?

5. The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

EXAMPLES:

- She is always coming to class late.

- He is constantly talking. I wish he would shut up.

- I don't like them because they are always complaining.

NOTE: It is important to remember that Non-Continuous Verbs cannot be used in any "continuous" tenses. Also, certain "non-continuous" meanings for Mixed Verbs cannot be used in "continuous" tenses. To express the idea of "happening now", you must use Simple Present USE 3.

EXAMPLES:

- She is loving chocolate. **Not Correct**
- She loves chocolate. **Correct**

EXERCISE

**Put the Verbs between brackets into their correct forms:
Simple Present or Present Continuous.**

1. The business cards (be, normally) printed by a company in New York. Their prices (be) inexpensive, yet the quality of their work is quite good.
2. Usually, I (work) as a secretary at ABT, but this summer I (study) French at a language school in Paris. That is why I am in Paris.
3. Don't forget to take your umbrella. It (rain).
4. I hate living in Seattle because it (rain, always).
5. I'm sorry I can't hear what you (say) because everybody (talk) so loudly.
6. Justin (write, currently) a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
7. Do you want to come over for dinner tonight. Oh, I'm sorry, I can't. I (go) to a movie tonight with some friends.
8. Every Monday, Sally (drive) her kids to football practice.
9. Shhhhh! Be quiet! John (sleep).

10. This delicious chocolate (be) made by a small chocolatier in Zurich, Switzerland.
11. Today (be) the second day of my trek around Mount Annapurna. I am exhausted and my legs (shake); I just hope I am able to complete the trek. My feet (kill, really) me and my toes (bleed), but I (want, still) to continue.
12. Nepal is a fascinating country, but I have a great deal to learn. Everything (be) so different, and I (try) to adapt to the new way of life here. I (learn) a little bit of the language to make communication easier; unfortunately, I (learn, not) foreign languages quickly. Although I (understand, not) much yet, I believe that I (improve, gradually).
13. I (travel, currently) with Liam, a student from Leeds University in England. He (be) a nice guy, but impatient. He (walk, always) ahead of me and (complain) that I am too slow. I (do) my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old.
14. Right now, Liam (sit) with the owner of the inn. They (discuss) the differences between life in England and life in Nepal. I (know, not) the real name of the owner, but everybody (call, just) him Tam. Tam (speak) English very

well and he (try) to teach Liam some words in Nepali. Every time Tam (say) a new word, Liam (try) to repeat it. Unfortunately, Liam (seem, also) to have difficulty learning foreign languages. I just hope we don't get lost and have to ask for directions.

3. THE PAST SIMPLE TENSE

FORM: [VERB+ed]

EXAMPLES:

- I visited my friends.
- He visited his friends.
- They visited their friends.

NOTES:

1. If the verb ends in *e*, we only add *d* to the end of the verb.

EXAMPLES:

I arrivedd she dancedd he citedd

2. If the verb ends in a consonant preceded by a vowel, we double the final consonant and then add *-ed*.

EXAMPLES:

I stoppedped she scannedned he grabbedbed

3. If the verb ends in *y* preceded by a consonant, final *y* is changed into *i* and then *ed* is added.

EXAMPLES:

[to try]	she <u>tried</u>	he <u>tried</u>
[to study]	I <u>studied</u>	they <u>studied</u>
[to cry]	I cried.	he cried.

1. There are a lot of irregular verbs to which the above rules do not apply, and you have to learn them by heart.

EXAMPLES:

to be	was / were	to fight	fought
to have	had	to sit	sat
to go	went	to stand	stood
to come	came	to drink	drank
to buy	bought	to sell	sold
to cut	cut	to drive	drove
to run	ran	to speak	spoke
to find	found	to teach	taught
to eat	ate	to swim	swam
to catch	caught	to bring	brought
to spring	sprang	to sing	sang

(See Appendix 1 for a complete list of irregular verbs in English)

USES:

1. Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes the speaker may not actually mention the specific time, but they do have one specific time in mind.

EXAMPLES:

- I saw a movie yesterday.
- I didn't see a movie yesterday.
- Last year, I traveled to Japan.
- Last year, I didn't travel to Japan.
- She washed her car.
- She didn't wash her car.

2. We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th...

EXAMPLES:

- I finished work, walked to the beach, and found a nice place to swim.
- He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.

3. The Simple Past can be used with a duration which starts and stops in the past. A duration is a long action often used with

expressions like "for two years," "for five minutes," "all day" or "all year."

EXAMPLES:

- I lived in Brazil for two years.
- Shauna studied Japanese for five years.
- They sat at the beach all day.
- We talked on the phone for thirty minutes.
- How long did you wait for them?
- We waited for one hour.

4. The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to". To make it clear that we are talking about a habit we often use expressions such as "always," "often," "usually," "never," "...when I was a child" or "...when I was younger" in the sentence.

EXAMPLES:

- I studied French when I was a child.
- He played the violin.
- She worked at the movie theater after school.
- They never went to school, they always skipped.

IMPORTANT: "When clauses" happen first

Clauses are groups of words which have meaning but are not complete sentences. Some clauses begin with the word *when* such as "When I dropped my pen..." or "When class began..." These clauses are called "when clauses" and they are very important. The examples below contain "when clauses."

EXAMPLES:

- When I paid her one dollar, she answered my question.
- She answered my question, when I paid her one dollar.

"When clauses" are important because they always happen first when both clauses are in the Simple Past. Both of the examples above mean the same thing. First, I paid her one dollar, and then, she answered my question. However, the example below has a different meaning. First, she answered my question, and then I paid her a dollar.

EXAMPLE:

- I paid her a dollar, when she answered my question.

4. THE PAST CONTINUOUS TENSE

FORM: [WAS / WERE] + [VERB+ing]

EXAMPLES:

- I was studying when she called.
- I was carefully picking up the snake when it bit me.
- The teacher was entering the classroom just as the students were leaving.

NOTE: When you are using a verb tense with more than one part such as Past Continuous (was picking), adverbs often come between the first part and the second part (was carefully picking).

IMPORTANT:

Clauses are groups of words which have meaning but are not complete sentences. Some clauses begin with the word *when* such as "...when she called" or "...when it bit me." Clauses with the Past Continuous usually start with *while*. *While* expresses the idea "during the time." Study the examples below. They have the same meaning.

EXAMPLES:

- I was studying when she called.
- While I was studying, she called.

USES:

1. Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually an action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

EXAMPLES:

- I was watching TV when she called.
- When the phone rang, she was writing a letter.
- While we were having a picnic, it started to rain.
- Sally was working when Joe had the car accident.
- While John was sleeping last night, someone stole his car.

2. In USE 1, described above, the Past Continuous is interrupted by an action in the Simple Past. However, you can also use a specific time as an interruption.

EXAMPLES:

- Last night at 6 p.m., I was eating dinner.
- At midnight, we were still driving through the desert.

IMPORTANT:

In the Simple Past a specific time is used to show when an action began or finished. In the Past Continuous a specific time only interrupts the action.

EXAMPLES:

- Last night at 6 p.m., I ate dinner. (I started eating at 6 p.m.)

- Last night at 6 p.m., I was eating dinner.

(I started earlier and at 6 p.m. I was in the process of eating dinner.)

3. When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

EXAMPLES:

- I was studying while he was making dinner.

- While Ellen was reading, Tim was watching television.

- They were eating dinner, discussing their plans and having a good time.

4. In English we often use a series of Parallel Actions to describe atmosphere in the past.

EXAMPLE:

- When I walked into the office, several people were busily typing, some were talking on the phones, the boss was yelling directions, and customers were waiting to be helped.

One customer was yelling at a secretary and waving his

hands. Others were complaining to each other about the bad service.

5. The Past Continuous with words such as *always* or *constantly* expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression *used to* but with negative emotion. Remember to put the words *always* or *constantly* between "be" and "verb+ing."

EXAMPLES:

- She was always coming to class late.
- He was constantly talking. He annoyed everyone.
- I didn't like them because they were always complaining.

IMPORTANT:

Non-Continuous Verbs/ Mixed Verbs

It is important to remember that Non-Continuous Verbs cannot be used in any "continuous" tenses. Also, certain "non-continuous" meanings for Mixed Verbs cannot be used in "continuous" tenses. To express the idea of Past Continuous with these verbs, you must use Simple Past.

EXAMPLES:

- Jane was being at my house when you arrived. **Not Correct**
- Jane was at my house when you arrived. **Correct**

EXERCISES

I. Put the verbs between brackets into their correct forms: Past Simple or Past Continuous.

1. A: What (you, do) when the accident occurred?
B: I (try) to change a light bulb that had burnt out.
2. After I (find) the wallet full of money, I (go, immediately) to the police and (turn) it in.
3. The doctor (say) that Tom (be) too sick to go to work and that he (need) to stay at home for a couple of days.
4. Sebastian (arrive) at Susan's house a little before 9:00 pm, but she (be, not) there. She (study, at the library) for her final examination in French.
5. Sandy is in the living room watching television. At this time yesterday, she (watch, also) television. That's all she ever does!
6. It's strange that you (call) because I (think, just) about you.
7. A: I (call) you last night after dinner, but you (be, not) there.
Where were you?
B: I (work) out at the fitness center.

8. When I (walk) into the busy office, the secretary (talk) on the phone with a customer, several clerks (work, busily) at their desks, and two managers (discuss, quietly) methods to improve customer service.
9. I (watch) a mystery movie on T.V. when the electricity (go) out. Now I am never going to find out how the movie ends.
10. She was so annoying! She (leave, always) her dirty dishes in the sink. I think she (expect, actually) me to do them for her.

II. Correct verbs between brackets:

1. Last night, while I was doing my homework, Angela (call). She said she (call) me on her cell phone from her biology classroom at UCLA. I asked her if she (wait) for class, but she said that the professor was at the front of the hall lecturing while she (talk) to me. I couldn't believe she (make) a phone call during the lecture. I asked what was going on.
2. She said her biology professor was so boring that several of the students (sleep, actually) in class. Some of the students (talk) about their plans for the weekend and the student next to her (draw) a picture of a horse. When Angela (tell) me she was not satisfied with the class, I (mention) that my biology professor was quite good and (suggest) that she switch to my class.

5. THE PRESENT PERFECT TENSE

FORM: [HAS / HAVE] + [past participle]

EXAMPLES:

- I have seen that movie many times.

- I have never seen that movie.

NOTE: When you are using a verb tense with more than one part such as Present Perfect (have seen), adverbs usually come between the first part and the second part (have never seen).

USES:

1. We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with time expressions such as "yesterday," "one year ago," "last week," "when I was a child," "when I lived in Japan," "at that moment," "that day" or "one day." We CAN use the Present Perfect with expressions like "ever," "never," "once," "many times," "several times," "before," "so far," "just", "already" and "yet."

EXAMPLES:

- I have seen that movie twenty times.

- I think I have met him once before.

- There have been many earthquakes in California.
- Has there ever been a war in the United States?
- Yes, there has been a war in the United States.
- People have traveled to the moon.
- She has just finished her homework.
- She hasn't finished her homework yet.

IMPORTANT: How do you actually use the Present Perfect?

The concept of "unspecified time" can be very confusing to English learners. It is best to associate Present Perfect with the following topics:

TOPIC 1: Experience

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is NOT used to describe a specific event.

EXAMPLES:

- I have been to France.

(This sentence means that you have the experience of being to France. Maybe you have been once, or several times.)

- I have been to France three times.

(You can add the number of times at the end of the sentence.)

- I have never been to France.
(This sentence means that you have not had the experience of going to France.)
- I think I have seen that movie before.
- He has never traveled by train.
- Joan has studied two foreign languages.
- Have you ever met him?
- No, I have not met him.

TOPIC 2: Change Over Time

We often use the Present Perfect to talk about change that has happened over a period of time.

EXAMPLES:

- You have grown since the last time I saw you.
- The government has become more interested in arts education.
- Japanese has become one of the most popular courses at the university since the Asian studies program was established.
- My English has really improved since I moved to Australia.

TOPIC 3: Accomplishments

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

EXAMPLES:

- Man has walked on the moon.
- Our son has learned how to read.
- Doctors have cured many deadly diseases.

TOPIC 4: An Uncompleted Action You Are Expecting

We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action.

EXAMPLES:

- James has not finished his homework yet.
- Susan hasn't mastered Japanese, but she can communicate.
- Bill has still not arrived.
- The rain hasn't stopped.

TOPIC 5: Multiple Actions at Different Times

We also use the Present Perfect to talk about several different actions which occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.

EXAMPLES:

- The army has attacked that city five times.
- I have had four quizzes and five tests so far this semester.

- We have had many major problems while working on this project.
- She has talked to several specialists about her problem, but nobody knows why she is sick.

IMPORTANT:

When we use the Present Perfect it means that something happened at some point in our lives before now. Remember, the exact time the action happened is not important.

Sometimes we want to limit the time we are looking in for an experience. Expressions such as "in the last week," "in the last year," "this week," "this month," "so far" and "up to now" can be used to narrow the time we are looking in for an experience.

EXAMPLES:

- Have you been to Mexico *in the last year*.
- I have seen that movie six times *in the last month*.
- They have had three tests *in the last week*.
- She has worked for three different companies *so far*.
- *This week* my car has broken down three times.

NOTE: "Last year" and "in the last year" are very different in meaning. "Last year" means the year before now. "In the last year" means from 365 days ago until now.

EXAMPLES:

- I went to Mexico *last year*.

(I went to Mexico in 1998.)

- I have been to Mexico *in the last year*.

(I have been to Mexico at least once at some point between 365 days ago and now. We do not know exactly when.)

2. With Non-continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks" and "since Tuesday" are all durations which can be used with the Present Perfect.

EXAMPLES:

- I have had a cold for two weeks.

- She has been in England for six months.

- Mary has loved chocolate since she was a little girl.

6. THE PRESENT PERFECT CONTINUOUS TENSE

FORM: [HAS / HAVE] + [BEEN] + [VERB+ing]

EXAMPLES:

- I have been waiting here for two hours.

- She has only been studying English for two years.

NOTE: When you are using a verb tense with more than one part such as Present Perfect Continuous (has been studying), adverbs often come between the first part and the second part (has only been studying).

USES:

1. We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes", "for two weeks", and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

EXAMPLES:

- They have been talking for the last hour.
 - She has been working at that company for three years.
 - James has been teaching at the University since June.
2. You can use the Present Perfect Continuous WITHOUT a duration such as "for five minutes", "for two weeks", and "since Tuesday". Without the durations, this tense gives a more general meaning of "lately". We often use the words "lately" or "recently" in the sentence to strengthen this meaning.

EXAMPLES:

- Recently, I have been feeling really tired.
- She has been watching too much television lately.

IMPORTANT:

Remember that the Present Perfect Continuous has the meaning of "lately" or "recently." If you use the Present Perfect Continuous in a question such as "Have you been feeling alright?", it suggests that the person looks sick or unhealthy. A question such as "Having you been smoking?" suggests that you can smell the smoke on the person. Using this tense in a question suggests you can see, smell, hear, or feel the results of the action. It is possible to insult someone by using this tense incorrectly.

IMPORTANT: Non-Continuous Verbs/Mixed Verbs

It is important to remember that Non-Continuous Verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for Mixed Verbs cannot be used in continuous tenses. To express the idea of Present Perfect Continuous with these exception verbs, you must use Present Perfect.

EXAMPLES:

- Sam has been having his car for two years. **Not Correct**
- Sam has had his car for two years. **Correct**

EXERCISES

I. Put the verbs between brackets into their correct forms: Past Simple or Present Perfect.

1. A: Did you like the movie "Star Wars"?
B: I don't know. I (see, never) that movie.
2. Sam (arrive) in San Diego a week ago.
3. My best friend and I (know) each other for over fifteen years.
We still get together once a week.
4. Stinson is a fantastic writer. He (write) ten very creative short stories in the last year. One day, he'll be as famous as Hemingway.
5. Things (change) a great deal at Coltech, Inc. When we first (start) working here three years ago, the company (have, only) six employees. Since then, we (expand) to include more than 2000 full-time workers.
6. I (have, not) this much fun since I (be) a kid.
7. I (tell) him to stay on the path while he was hiking, but he (wander) off into the forest and (be) bitten by a snake.
8. Listen Donna, I don't care if you (miss) the bus this morning.
You (be) late to work too many times. You are fired!

9. Sam is from Colorado, which is hundreds of miles from the coast, so he (see, never) the ocean. He should come with us to Miami.
10. How sad! George (dream) of going to California before died, but he didn't make it. He (see, never) the ocean.
11. In the last hundred years, traveling (become) much easier and very comfortable. In the 19th century, it (take) two or three months to cross North America by covered wagon. The trip (be) very rough and often dangerous. Things (change) a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.
12. John, I can't believe how much you (change) since the last time I (see) you. You (grow) at least a foot!
13. This tree (be) planted by the settlers who (found) our city over four hundred years ago.
14. This mountain (be, never) climbed by anyone. Several mountaineers (try) to reach the top, but nobody (succeed, ever). The climb is extremely difficult and many people (die) trying to reach the summit.
15. I (visit, never) Africa, but I (travel) to South America several times. The last time I (go) to South America, I (visit) Brazil

and Peru. I (spend) two weeks in the Amazon, (hike) for a week near Machu Picchu, and (fly) over the Nazca Lines.

II. Rewrite the following dialogue putting the verbs between brackets into their correct forms: Present Perfect or Present Perfect Continuous.

Robin: I think the waiter (forget) us. We (wait) here for over half an hour and nobody (take) our order yet.

Michele: I think you're right. He (walk) by us at least twenty times. He probably thinks we (order, already)

Robin: Look at that couple over there, they (be, only) here for five or ten minutes and they already have their food.

Michele: He must realize we (order, not) yet! We (sit) here for over half an hour staring at him.

Robin: I don't know if he (notice, even) us. He (run) from table to table taking orders and serving food.

Michele: That's true, and he (look, not) in our direction once.

III. Put the verb between brackets in each of the following sentences into its correct form: Present Perfect or Present Perfect Continuous.

1. A: How long (be) in Canada?

B: I (study) here for more than three years.

2. Where you (be)? I (not see) you for ages.
3. Someone (steal) my wallet.
4. Take an umbrella with you. It (rain) since midnight.
5. I (have) the same car for more than ten years. I'm thinking about buying a new one.
6. I (love) chocolate since I was a child. You might even call me a "chocoholic".
7. Matt and Sarah (have) some difficulties in their relationship lately, so they (go) to a marriage counselor. I hope they work everything out.
8. John (work) for the government since he graduated from Harvard University. Until recently, he (enjoy) his work, but now he is talking about retiring.
9. Lately, I (think) about changing my career because I (become) dissatisfied with the conditions at my company.
10. I (see) Judy for more than five years and during that time I have (see) many changes in her personality.

***IV. Put the verbs between brackets into their correct forms:
Present Continuous / Present Perfect Continuous.***

1. It (rain) all week. I hope it stops by Saturday because I want to go to the beach.

2. A: Where is Gary?

B: He (study, at the library) for his German test on Wednesday. In fact, he (review) for the test every day for the last week.

3. You look really great! (You, exercise) at the fitness center?

4. Frank, where have you been? We (wait) for you since 1 P.M..

2. A: What is that sound?

B: A car alarm (ring) somewhere down the street. It (drive) me crazy - I wish it would stop! It (ring) for more than twenty minutes.

6. Joseph's English (improve, really), isn't it? He (watch) American television programs and (study) his grammar every day since he first arrived in San Diego. Soon he will be totally fluent.

7. A: You look a little tired. (You, get) enough sleep lately?

B: Yes, I (sleep) relatively well. I just look tired because I (feel) a little sick for the last week.

A: I hope you feel better soon.

B: Thanks. I (take, currently) some medicine, so I should feel better in a couple of days.

V. Read the following conversation and put each verb into its correct form: Present Continuous or Present Perfect Continuous.

Mr. Smith: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I (work) in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply) for the new sales position.

Mr. Smith: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete) in a tennis tournament this weekend.

Mr. Smith: Really, how long (you, play) tennis ?

Mr. Harris: I (play) since high school. I love the sport.

Mr. Smith: Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work,

currently) with them on the sea turtle project. We (try) to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Frank Harris? He's my brother. He (work, presently) on the same project.

Mr. Smith: I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look) for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I (study) Spanish since elementary school.

Mr. Smith: Sounds like you are the perfect candidate.

7. THE PAST PERFECT TENSE

FORM: [HAD] + [PAST PARTICIPLE]

EXAMPLES:

- I had studied a little English when I came to the U.S.
- They had never met an American until they met John.
- The plane had taken off before I arrived at the airport.
- She went to the cinema after she had finished her homework.

NOTE: When you are using a verb tense with more than one part such as Past Perfect (had met), adverbs often come between the first part and the second part (had never met).

USES:

1. The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

EXAMPLES:

- I had never seen such a beautiful beach before I went to Miami.
- Had you ever visited the United States before your trip in 1992?
- Yes, I had been to the U.S. once before in 1988.
- I had finished my homework before I went out for a walk.

2. With Non-progressive Verbs and some non-progressive uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past.

EXAMPLES:

- We had had that car for ten years before it broke down.
- By the time Alex finished his studies, he had been in London for over eight years.

IMPORTANT: Specific Times with the Past Perfect

Unlike the Present Perfect, it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

EXAMPLE:

- She had visited her Japanese relatives once in 1993 before she moved in with them in 1996.

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when *before* or *after* is used in the sentence. The words *before* and *after* actually tell you what happens first so the Past Perfect is optional. Both sentences below are correct.

EXAMPLE:

- She had visited her Japanese relatives once in 1993 before she moved in with them in 1996.
- She visited her Japanese relatives once in 1993 before she moved in with them in 1996.

HOWEVER, if the Past Perfect action did not happen at a specific time, Past Perfect **MUST** be used at all times. Compare the two sentences below.

EXAMPLE:

- She had never seen a bear before she moved to Alaska.

Correct

- She never saw a bear before she moved to Alaska.

Not Correct

8. THE PAST PERFECT CONTINUOUS TENSE

FORM: [HAD BEEN] + [VERB+ing]

EXAMPLES:

- I had been waiting there for two hours before she finally arrived.
- She had only been studying English for two years before she got the job.

NOTE: When you are using a verb tense with more than one part such as Past Perfect Continuous (had been studying), adverbs often come between the first part and the second part (had only been studying).

USES:

1. We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the

past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now.

EXAMPLES:

- They had been talking for over an hour before Tony arrived.
- She had been working at that company for three years when it went out of business.
- James had been teaching at the University for more than a year before he left for Asia.

2. Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect.

EXAMPLES:

- Jason was tired because he had been jogging.
- Sam gained weight because he had been overeating.
- He earned a lot of money because he had been working very hard.

IMPORTANT:

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday", many English speakers choose to use the Past Continuous. There is also a difference in meaning. Compare the examples below.

EXAMPLES:

- I was reading when my roommate returned.
- The reading will be interrupted.
- I had been reading *for an hour* when my roommate returned.
- The reading stopped just before my roommate returned.

EXERCISES

1. Put the verbs in the following passage into their correct forms: Simple Past / Past Perfect

I can't believe I (get) that apartment. I (submit) my application last week, but I didn't think I had a chance of actually getting it. When I (show) up to take a look around, there were at least twenty other people who (arrive) before me. Most of them (fill, already) out their applications and were already leaving. The landlord said I could still apply, so I did.

I (try) to fill out the form, but I couldn't answer half of the questions. They (want) me to include references, but I didn't want to list my previous landlord because I (have) some problems with him and I knew he wouldn't recommend me. I (end) up listing my father as a reference.

It was total luck that he (decide) to give me the apartment. It turns out that the landlord and my father (go) to high school together. He decided that I could have the apartment before he (look) at my credit report. I really lucked out!

II. Put the verbs between brackets in the following sentences into their correct forms: Simple Past, Present Perfect or Past Perfect.

1. When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candle-lit dinner.
2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, I (speak, never even) publicly before I came to Hollywood in 1985.
3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired.
4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories.
5. Last week, I (run) into an ex-girlfriend of mine. We (see, not) each other in years, and both of us (change) a great deal. I (enjoy) talking to her so much that I (ask) her out on a date. We are getting together tonight for dinner.

6. When Jack (enter) the room, I (recognize, not) him because he (lose) so much weight and (grow) a beard. He looked totally different!
7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) by the time Europeans first (arrive) in the New World.
8. I (visit) so many beautiful places since I (come) to Utah. Before moving here, I (hear, never) of Bryce Canyon, Zion, Arches or Canyon lands.

III. Read the following passage and put the verbs between brackets into their correct forms: Past Perfect / Past Perfect Continuous.

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) five cups of coffee and I (wait) over an hour. I had to leave because I (arrange) to meet Kathy in front of the theater.

When I arrived at the theater, Kathy (pick, already) up the tickets and she was waiting for us near the entrance. She was

really angry because she (wait) for more than half an hour. She said she (give, almost) up and (go) into the theater without us.

Kathy told me you (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time! Several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

9. THE FUTURE SIMPLE TENSE

The Future Simple has two different forms in English, "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

FORM 1: [WILL] + [VERB]

EXAMPLES:

- I will help him later.
- It will rain tomorrow.

NOTE: When you are using a verb tense with more than one part such as Future Simple (will help), adverbs usually come between the first part and the second part (will never help).

FORM 2: [AM / IS / ARE] + [GOING TO] + [VERB]

EXAMPLES:

- He is going to meet Jane tonight.
- He is definitely going to meet Jane tonight.
- She is going to buy a new dress.
- We are going to throw a birthday party for our son next Sunday.

NOTE: When you are using a verb tense with more than one part such as Future Simple (is going to meet), adverbs usually come between the first part and the second part (is definitely going to meet).

IMPORTANT: No Future in Time Clauses

Like all future forms, the Future Simple cannot be used in clauses beginning with "when", "while", "before", "after", "by the time," "as soon as," "if" and "unless." In this lesson, all verbs in Time Clauses are *italicized*.

EXAMPLES:

- When you arrive tonight, we will go out for dinner.

Correct

- When you will arrive tonight, we will go out for dinner.

Not Correct

USES:

USE 1: "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often we use "will" to respond to someone else's complaint or request for help.

EXAMPLES:

A: I'm really hungry.

B: I'll make some sandwiches.

A: I'm so tired. I'm about to fall asleep.

B: I'll get you some coffee.

A: The phone is ringing.

B: I'll get it.

USE 2: "Will" to Express a Promise

"Will" is usually used in promises.

EXAMPLES:

- I will call you when I arrive.

- If I am elected President of the United States, I will make sure everyone has access to inexpensive health insurance.
- I promise I will not tell him about the surprise party.

USE 3: "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future.

EXAMPLES:

- He is going to spend his vacation in Hawaii.
- We are going to meet each other tonight at 6:00 PM.
- He is going to buy a new car.
- A: Who is going to make John's birthday cake.
B: Sue is going to make John's birthday cake.

USE 4: "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples there is no difference in meaning.

EXAMPLES:

- The year 2000 will be a very interesting year.
- The year 2000 is going to be a very interesting year.

- John Smith will be the next President.
- John Smith is going to be the next President.

10. THE FUTURE CONTINUOUS TENSE

IMPORTANT: No Future in Time Clauses

Like all future forms, the Future Continuous cannot be used in clauses beginning with "when", "while", "before", "after", "by the time", "as soon as", "if" and "unless". In this lesson, all verbs in Time Clauses are *italicized*.

EXAMPLES:

- While I *am finishing* my homework, she is going to make dinner. **Correct**
- While I will be finishing my homework, she is going to make dinner. **Not Correct**

FORM:

1. [WILL BE] + [VERB+ing]

EXAMPLES:

- When your plane *arrives* tonight, I will be waiting for you.
- I will be studying when you come tonight.

2. [AM / IS / ARE] + [GOING TO BE] + [VERB+ing]

EXAMPLE:

- When your plane *arrives* tonight, I am going to be waiting for you.

NOTE: It is possible to use either "will" or "going to" to create the Future Continuous with little or no difference in meaning.

USES:

1. Use the Future Continuous to indicate that a longer action in the future will be interrupted. The interruption is usually an action in the Future simple. Remember this can be a real interruption or just an interruption in time.

EXAMPLES:

- I will be watching TV when she *arrives* tonight.
- He will be studying at the library tonight, so he will not see Jennifer when she *arrives*.
- I am going to be staying at the Madison Hotel, if anything *happens* and you need to contact me.

NOTE: No future tenses can be used in Time Clauses therefore you must say "While I am working"

2. In USE 1, described above, the Future Continuous is interrupted by an action in the Future simple. However, you can also use a specific time as an interruption.

EXAMPLES:

- Tonight at 6 p.m., I am going to be eating dinner.
- At midnight tonight, we will still be driving through the desert.

IMPORTANT:

In the Future simple a specific time is used to show the time an action will begin. In the Future Continuous, a specific time only interrupts the action.

EXAMPLES:

- Tonight at 6 p.m., I am going to eat dinner.
- I am going to start eating at 6 p.m.
- Tonight at 6 p.m., I am going to be eating dinner.
- I am going to start earlier and I will be in the process of eating dinner at 6 p.m.

3. When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. These are Parallel Actions.

EXAMPLES:

- I am going to be studying while he is making dinner.

- While Ellen is reading, Tim will be watching television.
- Tonight, they will be eating dinner, discussing their plans, and having a good time.

4. In English we often use a series of Parallel Actions to describe atmosphere in the future.

EXAMPLE:

- When I arrive at the party everybody is going to be celebrating. Some will be dancing. Others are going to be talking. A few people will be eating pizza and several people are going to be drinking beer. They always do the same thing.

IMPORTANT: Non-Continuous Verbs / Mixed Verbs

It is important to remember that Non-Continuous Verbs cannot be used in any "continuous" tenses. Also, certain "non-continuous" meanings for Mixed Verbs cannot be used in "continuous" tenses. To express the idea of Future Continuous with these verbs, you must use Future simple.

EXAMPLES:

- Jane will be being at my house when you arrive. **Not Correct**
- Jane will be at my house when you arrive. **Correct**

EXERCISES

I. Decide which form of the verb is correct (or more natural) in the following sentences. Cross out the one that is wrong.

1. A: Why are you holding a piece of paper?
B: I (will write / am going to write) a letter to my friends back home in Texas.
2. A: I'm about to fall asleep. I need to wake up!
B: I (will get / am going to get) you a cup of coffee. That will wake you up.
3. A: I can't hear the television!
B: I (will turn / am going to turn) it up so you can hear it.
4. We are so excited about our trip next month to France. We (will visit / are going to visit) Paris, Nice and Grenoble.
5. Sarah (come) to the party. Oliver (be) there as well.
6. A: It is so hot in here!
B: I (will turn / am going to turn) the air conditioning on.
7. I think he (will be / is going to be) the next President of the United States.
8. As soon as the weather clears up, we (will walk / are going to walk) down to the beach and go swimming.

9. After I graduate, I (will attend / am going to attend) medical school and become a doctor. I have wanted to be a doctor all my life.
10. A: Excuse me, I need to talk to someone about our hotel room. I am afraid it is simply too small for four people.
B: That man at the service counter (will help / is going to help) you.

II. Read the following conversations. Put each verb into its correct form: Future simple or Future Continuous.

Sandra: Where is Tim going to meet us?

Marcus: He (wait) for us when our train arrives. I am sure he (stand) on the platform when we pull into the station.

Sandra: And then what?

Marcus: We (pick) Michele up at work and go out to dinner.

Ted: When we get to the party, Jerry (watch) TV, Sam (make) drinks, Beth (dance) by herself, and Thad (complain) about his day at work.

Robin: Maybe, this time they won't be doing the same things.

Ted: I am absolutely positive they (do) the same things; they always do the same things.

Doug: If you need to contact me next week, I (stay) at the Hoffman Hotel.

Nancy: I (call) you if there are any problems.

Doug: This is the first time I have ever been away from the kids.

Nancy: Don't worry, they (be) fine.

Samantha: Just think, next week at this time, I (lie) on a tropical beach in Maui drinking Mai Tai's and eating pineapple.

Darren: While you are luxuriating on the beach, I (stress) out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

Samantha: I'll manage somehow.

Darren: You're terrible. Can't you take me with you?

Samantha: No. But I (send) you a postcard of a beautiful, white-sand beach.

Darren: Great, that (make) me feel much better.

11. THE FUTURE PERFECT TENSE

IMPORTANT:

Like all future forms, the Future Perfect cannot be used in clauses beginning with "when," "while," "before," "after," "by the time," "as soon as," "if" and "unless". In this lesson, all verbs in Time Clauses are *italicized*.

EXAMPLES:

- I am going to see a movie when I have finished my homework. **Correct**
- I am going to see a movie when I will have finished my homework. **Not Correct**

FORM:

1. [WILL HAVE] + [PAST PARTICIPLE]

EXAMPLE:

- I will have perfected my English by the time I *come* back from the U.S.

2. [AM/IS/ARE] + [GOING TO HAVE] + [PAST PARTICIPLE]

EXAMPLE:

- I am going to have perfected my English by the time I *come* back from the US.

NOTE: It is possible to use either "will" or "going to" to create the Future Perfect with little or no difference in meaning.

USES:

1. The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.

EXAMPLES:

- By this time tomorrow, I will have finished reading Shakespeare's *Hamlet*.
- By next November, I will have received my promotion.
- By the time he *gets* home, she is going to have cleaned the entire house.

2. With Non-continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Future Perfect to show that something will continue up until another action in the future.

EXAMPLES:

- I will have been in London for six months by the time I *leave*.
- By Monday, Susan is going to have had my book for a week.

12. THE FUTURE PERFECT CONTINUOUS TENSE

IMPORTANT:

Like all future forms, the Future Perfect Continuous cannot be used in clauses beginning with "when," "while," "before," "after," "by the time," "as soon as," "until," "if" and "unless". In this lesson, all verbs in Time Clauses are *italicized*.

EXAMPLES:

- I won't tell the student the answer until he has been working on the math problem for more than an hour. **Correct**
- I won't tell the student the answer until he will have been working on the math problem for more than an hour.

Not Correct

FORM:

1. [WILL HAVE BEEN] + [VERB+ing]

EXAMPLE:

- I will have been waiting for two hours when her plane *arrives*.

2. [AM / IS / ARE] + [GOING TO HAVE BEEN] + [VERB+ing]

EXAMPLE:

- I am going to have been waiting for two hours when her plane finally *arrives*.

NOTE: It is possible to use either "will" or "going to" to create the Future Perfect Continuous with little or no difference in meaning.

USES:

1. We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks" and "since Friday" are all durations which can be used with the Future Perfect Continuous. Notice that this is related to the Present Perfect Continuous and the Past Perfect Continuous, however the duration stops in the future.

EXAMPLES:

- They will have been talking for over an hour by the time Tony *arrives*.
 - She is going to have been working at that company for three years when it finally *closes*.
 - James will have been teaching at the University for more than a year by the time he *leaves* for Asia.
2. Using the Future Perfect Continuous before another action in the future is a good way to show cause and effect.

EXAMPLES:

- Jason will be tired when he *gets* home because he will have been jogging for over an hour.
- Claudia's English will be perfect when she *returns* to Germany because she is going to have been studying English in the United States for over two years.

IMPORTANT:

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday", many English speakers choose to use the Future Continuous. There is also a difference in meaning. Compare the examples below.

EXAMPLES:

- I will be reading when my roommate *returns*. (The reading will be interrupted.)
- I will have been reading for an hour when my roommate *returns*. (The reading will stop just before my roommate returns.)

EXERCISE

Read the following conversations. Put each verb into its correct form: Future Perfect or Future Perfect Continuous.

Jack: Have you been watching the Eco-Challenge on TV?

Janet: Isn't that exciting? It has got to be the most unbelievably difficult sporting event in the world.

Jack: I know. By the time they finish the course, they (raft) more than 150 miles down a raging river, (hike) through 80 miles of jungle, (climb) a volcano and (kayak) through shark-infested waters.

Janet: And don't forget that they (move) for at least eight days straight.

Oliver: When are going to get your Bachelor degree, Anne?

Anne: I am going to finish my degree next June. By the time I graduate, I (go) to four different colleges and universities, and I (study) for more than seven years.

Oliver: Wow, that's a long time!

Anne: And I plan to continue on to get a Ph.D.

Oliver: Really? How long is that going to take?

Anne: By the time I finally finish studying, I (be) a student for over 13 years.

Max: Sarah has been in the kitchen all day long.

Jake: It doesn't sound like she's having a very good Thanksgiving.

Max: She (cook) for over seven hours by the time everyone arrives for dinner this afternoon. Hopefully, she (finish) everything by then.

Jake: Maybe we should help her out.

Mike: It's 6:00, and I have been working on my essay for over three hours.

Sid: Do you think you (finish) by 10:00. There's a party at Donna's tonight.

Mike: I (complete, probably) the essay by 10:00, but I (work) on it for more than seven hours and I don't think I am going to feel like going to a party.

Fred: By the time they finish their trip across Yosemite National Park, they (hike) for more than six days.

Ginger: And they (be, not) in a bed or (have) a shower in almost a week!

Fred: When we pick them up, they (eat) camping food for days, and I am sure they will be starving.

Ginger: I think we had better plan on taking them directly to a restaurant.

Simona: Margaret is really going to speak Spanish well when she gets back from that language school in Mexico?

Isabelle: Hopefully! She (take) classes for more than six months.

Simona: She is going to be able to speak Spanish with some of our Latin American clients.

Isabelle: Good. Two clients from Peru (visit) us next month when Margaret returns. We need someone to entertain them while they are here.

Jason: I am leaving!

Nurse: If you would please wait, the doctor will be with you in ten minutes. The doctor is having some problems with a patient.

Jason: The doctor was having problems with that patient an hour ago. If I wait another ten minutes, I am sure he (have, still) problems with her. By the time he's finally ready to see me, I (wait) for more than two hours.

CHAPTER 2

MODAL VERBS

An aspect of English that troubles many learners is the correct use of the modal verbs - *must, may, can, should, ought to, might* etc. The difficulties are of two kinds - firstly, there is the difficulty of learning which forms of the modal verbs are possible in the various tenses, and secondly, there is the more subtle difficulty of choosing the correct modal to express the meaning that you want to convey.

What are "modal verbs"?

They are verbs which help other verbs to express a meaning: it is important to realize that "modal verbs" have no meaning by themselves. A modal verb such as *would* has several varying functions; it can be used, for example, to help verbs express ideas about the past, the present and the future. Therefore, it is wrong to simply believe that "*would* is the past of *will*": it is many other things.

A few basic grammatical rules applying to modal verbs

- ✓ Unlike other verbs, modals are NEVER used with other auxiliary verbs such as *do, does, did* etc. The negative is

formed simply by adding "not" after the verb; questions are formed by inversion of the verb and subject:

- She can't come.
 - You should not do that.
 - Can you swim?
 - Could you pick me up when I've finished?
- ✓ Modals never inflect, i.e.: they have no *-ing* or *-ed* forms, and do not take *-s* in the third person singular present.
- ✓ Modals are always followed by the base form of the verb. They are NEVER followed by *to*, with the exception of *ought to*.

Sometimes a modal is followed by the base form of auxiliaries *have* or *be*, followed by a participle, e.g.:

- I might be playing tennis tomorrow.
- You ought to have told her.
- You shouldn't have left the windows open.

In passive structures, a modal is followed by *be* or *have been* and a past participle, e.g.:

- She ought to be disqualified.
- The door might have been locked.

What sort of meanings do modals give to other verbs?

The meanings are usually connected with ideas of *doubt*, *certainty*, *possibility* and *probability*, *obligation* and *permission* (or lack of these). You will see that they are not used to talk about things that definitely exist, or events that definitely happened. These meanings are sometimes divided into two groups:

Degrees of Certainty: certainty; probability; possibility; impossibility

Obligation/Freedom to Act: permission, lack of permission; ability; obligation.

Let's look at each modal verb separately, and the functions they help to express:

USES OF WILL:

1. Making personal predictions

- I think it **will rain** tonight.
- I don't think the Queen **will ever abdicate**.
- I doubt if I'll **stay** here much longer.

2. Talking about the present with certainty (making deductions)

- I'm sure you **will understand** that there is nothing the Department can do
- There's a letter for you. It'll **be** from the bank: they said they'd be writing.

3. Talking about the future with certainty

- I **won't be** in the office until 11; I've got a meeting.
- Don't bother ringing: they'll **have left** for their 10 o'clock lecture.

4. Talking about the past with certainty

- I'm sure you **will have noticed** that attendance has fallen sharply.

5. Reassuring someone

- Don't worry! You'll **settle** down quickly, I'm sure.
- It'll **be** all right! You **won't have to** speak by yourself.

6. Making a decision

- For the main course I'll **have** grilled tuna.
- I'm very tired. I think I'll **stay** at home tonight.

7. Making a semi-formal request

- **Will** you **open** the window, please? It's very hot in here.
- Sign this, **will you?**

8. Offering to do something

- You stay there! I'll **fetch** the drinks.

9. Insistence; habitual behaviour

- I'm not surprised you don't know what to do! You **will keep** talking in class.
- Damn! My car **won't start**. I'll have to call the garage.

10. Making a promise or a threat

- You can count on me! I'll **be** there at 8 o'clock sharp.
- If you don't finish your dinner off, you'll **go** straight to bed!

USES OF SHALL:

Shall is a form of *will*, used mostly in the first person. Its use, however, is decreasing, and in any case in spoken English it would be contracted to "-ll" and be indistinguishable from will.

The only time you do need to use it is in questions, when:

1. Making offers

- **Shall I fetch** you another glass of wine?
- **Shall I open** the window for you?

2. Making suggestions

- **Shall we go** to the cinema tonight?

MAY & MIGHT:

May & might sometimes have virtually the same meaning; they are used to talk about *possibilities* in the past, present or future. ("Could" is also sometimes used).

May is sometimes a little bit "more sure" (50% chance); whereas *might* expresses more doubt (maybe only a 30% chance).

May & might are used, then, for:

1. Talking about the present or future with uncertainty

- She **may be** back in her office: the lecture finished ten minutes ago.
- I **may go** shopping tonight, I haven't decided yet.
- England **might win** the World Cup, you never know.

2. Talking about the past with uncertainty

- I'm surprised he failed. I suppose he **might have been** ill on the day of the exam.

They can also sometimes be used for talking about **permission**, but usually only in formal situations. Instead of saying *May I open a window?* we would say *Is it all right/OK if I*

open a window? or *Can I open a window?* for example. You might, however, see:

- Students **may not** borrow equipment without written permission.

USES OF MAY:

1. Talking about things that can happen in certain situations

- If the monitors are used in poorly lit places, some users **may experience** headaches.
- Each nurse **may be** responsible for up to twenty patients.

2. With a similar meaning to *although*

- The experiment **may have been** a success, **but** there is still a lot of work to be done. (= **Although** it was a success, there is still ...)

USES OF MIGHT:

1. Saying that something was possible, but did not actually happen

- You saw me standing at the bus stop! You **might have stopped** and **given** me a lift!

USES OF WOULD:

1. As the past of *will*, for example in indirect speech

- "The next meeting will be in a month's time."

becomes

- He said the next meeting **would** be in a month's time.

2. Polite requests and offers (a 'softer' form of *will*)

- **Would** you like another cup of tea?
- **Would** you give me a ring after lunch?
- I'd like the roast duck, please.

3. In conditionals, to indicate 'distance from reality': imagined, unreal, impossible situations

- If I ruled the world, every day **would** be the first day of Spring.
- It **would** have been better if you'd word processed your assignment.

4. After 'wish', to show regret or irritation over someone (or something's) refusal or insistence on doing something (present or future)

- I wish you **wouldn't** keep interrupting me.
- I wish it **would** snow.

5. Talking about past habits (similar meaning to *used to*)

- When I was small, we **would** always visit relatives on Christmas Day.

6. Future in the past

- The assassination **would** become one of the key events of the century.

CAN & COULD

1. Talking about ability

- **Can** you speak Mandarin? (*present*)
- She **could** play the piano when she was five. (*past*)

2. Making requests

- **Can** you give me a ring at about 10?
- **Could** you speak up a bit please? (*slightly more formal, polite or 'softer'*)

3. Asking permission

- **Can I use** your pen?
- **Can** I ask you a question?
- **Could** I ask you a personal question? (*more formal, polite or indirect*)

4. Reported speech

In reported speech, could is used as the past of can.

- "Can you pick me up after work?"

becomes

- He asked me if I **could** pick him up after work.

5. General possibility

- You **can** drive when you're 17. (*present*)
- Women **couldn't** vote until just after the First World War.

6. Choice and opportunities

- If you want some help with your writing, you **can** come to classes, or you **can** get some 1:1 help.
- We **could** go to Stratford tomorrow, but the forecast's not brilliant. (*less definite*)

7. Future probability

Could (NOT can) is sometimes used in the same way as *might* or *may*, often indicating something less definite.

- When I leave university, I might travel around a bit, I might do an MA or I suppose I **could** even get a job.

8. Present possibility

- I think you **could** be right you know. (NOT *can*)
- That **can't** be the right answer, it just doesn't make sense.

9. Past possibility

- If I'd known the lecture had been cancelled, I **could have** stayed in bed longer.

USES OF MUST:

Examples here refer to British English; there is some variation in American English.

1. Necessity and obligation

Must is often used to indicate 'personal' obligation; what you think you yourself or other people/things must do. If the obligation comes from outside (e.g., a rule or law), then *have to* is often (but not always) preferred:

- I really **must** get some exercise.
- People **must** try to be more tolerant of one another.
- If you own a car, you **have to** pay an annual road tax.

We use **must not** to say that something is not permitted or allowed, for example:

- Passengers **must not** talk to the driver.
- Policemen **must not** drink on duty.

2. Strong advice and invitations

- I think you really **must** make more of an effort.

- You **must** go and see the film - it's brilliant.
- You **must** come and see me next time you're in town.

2. Saying you think something is certain

- This **must** be the place - there's a white car parked outside.
- You **must** be mad.
- What a suntan! You **must have** had great weather.

The negative is expressed by *can't*:

- You're going to sell your guitar! You **can't** be serious!
- She didn't wave - she **can't have** seen me.

USES OF SHOULD:

1

1. Giving advice

- I think you **should** go for the Alfa rather than the Audi.
- You **shouldn't** be drinking if you're on antibiotics.
- You **shouldn't have** ordered that chocolate dessert - you're not going to finish it.

2. Obligation: weak form of *must*

- The university **should** provide more sports facilities.
- The equipment **should** be inspected regularly.
- Children **should** look up to their parents.

3. **Deduction**

- The letter **should** get to you tomorrow - I posted it first class.

4. **Things which didn't or may/may not have happened**

- I **should have** renewed my driving licence last month, but I forgot.
- You **shouldn't have** spent so much time on that first question.

USES OF OUGHT TO:

Ought to usually has the same meaning as *should*, particularly in affirmative statements in the present:

- You **should/ought to** get your hair cut.

Should is much more common (and easier to say!), so if you're not sure, use *should*.

EXERCISES

I. Choose the correct answer:

1. They be away for the weekend but I'm not sure.
a) can b) might.
2. You leave now if you wish.
a) may b) might
3. you open the window a bit, please?
a) May b) Could
4. He be from Sheffield, judging by his accent.
a) can b) could
5. play the piano?
a) May b) Can
6. Listen, please. You speak during this exam.
a) may not b) might not
7. They still be out!
a) can't b) might not
8. You smoke on the bus.
a) couldn't b) might not

9. With luck, tomorrow be a cooler day.

a) can

b) could

10. You be right but I'm going back to check the times.

a) can

b) might

II. Complete the sentences using the correct form of 'can', 'could' or 'be able to'.

1. When they came back from Paris, they speak perfect French.

2. They didn't come to the restaurant, they not afford it.

3. I see you next Monday at ten.

4. After I had tried for a few hours, I open the door and get out.

5. He not work after being ill.

6. I write that letter tomorrow, I'm afraid I'm too busy.

7. I tried to see her but I.....

8. I generally leave work at 6 but I leave earlier on Friday.

9. Good bye! I think I see you tomorrow.

10. What? She's seven and she tie her shoelaces!
11. I'd like to speak a little bit of every language.
12. I went to the library, Mrs. Price, but I find the
book you wanted.
13. After trying for many hours, they rescue the boy.
14. I swim until I was fifteen.
15. If we're lucky we see the whole match.

CHAPTER 3

GERUNDS AND INFINITIVES

A gerund is a verb that functions as noun. It is formed by adding *-ing* to the end of the bare infinitive, e.g.:

- I enjoy *playing* tennis.
- We practice *speaking* English every day.
- Stop *talking*, please.
- I gave up *smoking* five years ago.
- I'll do my homework before going to the club.

In English the infinitive is made of **to** and the verb, e.g.:

- I want *to learn* a new language.
- You forgot *to close* the door.
- I didn't mean *to hurt* you.
- He stopped *to help* me carry the bag.
- John wants *to have* a drink.

Verbs are often followed by infinitives or gerunds and choosing which to use has few fixed rules; it depends mainly on the individual verb.

First- The Gerund:

The gerund (and not the infinitive) should be used:

1. After certain verbs such as:

acknowledge	admit	adore
anticipate	appreciate	avoid
celebrate	confess	contemplate
delay	describe	detest
discuss	dislike	dread
endure	enjoy	fancy
finish	imagine	involve
keep	justify	mention
mind	miss	omit
postpone	practice	quit
recall	recommend	regret
report	resent	resume
risk	suggest	tolerate
tolerate		

Examples:

- I *adore reading* your books.
- They *anticipated winning* the election.
- I *detest going* to discos.

- I *imagine being* a waitress is a difficult job.
- I don't *mind waiting*; we've got time.
- We *postponed making* any decision in the meeting.
- Jeff's always late. He *risks losing* his job.
- I *quit smoking*.
- I *suggest having* lunch first.

2. After prepositions, such as *against, after, before, by, on, instead of, without*.

Examples:

- I am *against* smoking in public places.
- I went home *after* leaving the party.
- You can improve your English *by* using the Internet.
- You can't learn English *without* making mistakes.

3. After some after adjectives and verbs which regularly take a preposition, such as *fond of, good at, keen on, tired of, interested in, insist on, succeed in, keep on, give up*.

Examples:

- I *am tired of doing* the work again.
- She's *good at using* her hands.
- He's *keen on learning* English.
- If *keep on doing* the same thing, you'll get the same results.

- She wants to *give up drinking* coffee.
- He *succeeded in killing* the tiger.

4. After the adjectives *busy and worth*.

Examples:

- He was *busy writing* a book.
- This book is *worth reading*.

5. After certain phrases, such as *feel like, be accustomed to, be used to, it's no use, it's no good, would you mind, look forward to*.

Examples:

- I *feel like sleeping*.
- I think *it's no use trying again*.
- I *can't help feeling* angry about it.

Second- The Infinitive:

The infinitive (and not the gerund) should be used after some common verbs, such as:

afford	agree	aim
appear	arrange	ask
attempt	care	choose

claim	come	consent
dare	decide	demand
deserve	determine	elect
endeavour	expect	fail
get	guarantee	hate
help	hesitate	hope
hurry	incline	intend
learn	long	manage
mean	need	offer
plan	prepare	pretend
promise	refuse	resolve
say	seem	tend
threaten	want	wish

Examples:

- I can't *afford to buy* new clothes.
- I'm *aiming to finish* this book by the end of March.
- My boss *agreed to give* me a reference.
- We decided to have a baby.
- You *deserve to have* a better score.
- I *hope to go* to Harvard Business School.
- You should *learn to express* yourself.

- They *managed to fix* the problem.
- I'm sorry, I didn't *mean to make* you angry.
- He *offered to help* me carry these bags.
- He's *pretending to be* sick.
- They *plan to go* abroad next year.
- She *promised to be* here on time.
- Why do they always *refuse to listen*?
- She *seems to be* really intelligent.

Gerunds and Infinitives: Verb + Gerund *or* Infinitive

Some verbs can be followed by an infinitive or a gerund. These verbs in turn can be subdivided into two groups, verbs with little difference in meaning, and verbs with a distinct change in meaning.

Verb + Gerund or Infinitive: Little difference in meaning.

Here are some common verbs that can be followed by gerunds or infinitives with little change in meaning. A change of meaning may still exist however, as there are almost limitless combinations of verbs and gerunds/infinitives.

begin:

- He *began to learn* English when he was eight.
- He *began learning* English when he was eight.

bother:

- Don't *bother to wash* the dishes. I'll do it.
- Don't *bother washing* the dishes. I'll do it.

continue:

- You can *continue to live* here for 6 months.
- You can *continue living* here for 6 months.

start:

- I *started to learn* the clarinet when I was 8.
- I *started learning* the clarinet when I was 8.

love / like / hate /prefer

These four verbs use the gerund for situations or actions in progress. The infinitive is used for factual information.

hate

- I *hate working* at my new job (I'm working there now.)
- I *hate to work* on Sundays. (specific time and situation)

like

- I *like playing* the piano. (I like the process and feeling of playing the piano.)
- I *like to play* the piano. (It's a fact I like to play the piano.)

love

- I *love living* in the country. (I'm probably living there now.)
- I *love to live* in the country. (Generally speaking I like the country, maybe I'm not living there now.)

prefer

- I *prefer to study* by myself. (Sounds factual)
- I *prefer studying* by myself. (Sounds more personal, perhaps I'm studying now.)

These verbs are also often used with *would* and the infinitive, and refer to specific situations. For example:

- I *would love to go* to China.
- We *would prefer to meet* at 7.00.

Allow / permit

Allow and *permit* have one pattern for gerunds and another for infinitives.

allow + gerund:

- My teacher doesn't *allow eating* in class.

allow + object + infinitive:

- My teacher doesn't *allow us to eat* in class.

permit + gerund

- My teacher doesn't *permit eating* in class.

permit + object + infinitive:

- My teacher doesn't *permit us to eat* in class.

Verb + Gerund or Infinitive: Little difference in meaning.

The following verbs can be followed by gerunds or infinitives but with a change in meaning:

forget / regret / remember

When these verbs are used with a gerund they refer to something that happened before a certain time. When they are used with an infinitive they refer to something that happens at or after a certain time.

forget

Forget with the gerund is often used with *never* for a memorable previous action.

- I'll never *forget going* to Japan.

Forget with the infinitive means something happens at or after a certain time.

- Don't *forget to meet* me at 5.00.

regret

Regret with the gerund refers to a previous action.

- I don't *regret leaving* my job.

Regret with the infinitive is used to give bad news in a formal, polite way. It's often used with the verbs *to say*, *to announce*, *to tell you* and *to inform you*.

- We *regret to inform* you the interview is cancelled.

remember

Remember with the gerund refers to a previous action.

- I *remember meeting* you last year. (I met you before now).

Remember with the infinitive is used for something that happens at or after a certain time.

- Please *remember to close* the door. (in the future please close the door.)

go on

Go on with the gerund means to continue an action in progress. For example:

- I want to *go on studying* here.

Go on with the infinitive means to do something new. For example:

- After university, he *went on to study* law.

mean

Mean with the gerund shows negative consequence. For example:

- You can buy a new car, but it *means spending* a lot of money.

Mean with the infinitive shows intention.

- He *means to leave* his job next month.
- I didn't *mean to make* you angry.

try

Try with the gerund is used for suggestions.

- "I need to lose weight." "*Try exercising and eating* healthy food".

- "I'm really hot." "*Try sitting* here, it's much cooler."

Try with the infinitive means to attempt something.

- I *tried to lift* it but I can't.
- I'll *try to finish* this by tomorrow morning.

stop

Stop with the gerund means to end an action.

- I *stopped eating* fast food last year.
- I can't *stop loving* you.
- *Stop being* so annoying!

Stop with the infinitive means to interrupt an action.

- I was walking to the subway station, and I *stopped to say* "Hi" to my friends.
- I was working at home, and I *stopped to answer* the phone.

come

Come with the gerund means movement with a sense of surprise or excitement.

- The ball came flying toward me - it almost hit me on the head!

- Don't come running to me! (this means *don't expect sympathy*)

Come with the infinitive means a change in perception.

- I thought he wasn't smart, but I *came to realize* he's very talented.
- I didn't like teaching, but I *came to like* it.

Come with the infinitive can also mean just reason.

- Why did you come? - I *came to watch* a movie.

help

Help is often used with an infinitive.

- I *helped to make* dinner.

Help is also used without *to*, especially in American conversational English.

- I *helped make* the dinner.

Help is also used with *with* and the gerund.

- I *helped with making* the dinner.

These three usages have similar meanings. *Help* with the gerund is also used with *can't* to mean a reaction beyond the subject's control.

- I *can't help laughing*.
- Those kids are noisy, but I *can't help liking* them.

EXERCISES

I. Choose the correct answer:

1. Do all of us need?
a) to go b) going
2. Beth promised To me.
a) to write b) writing
3. Joe doesn't mind by himself.
a) to work b) working
4. Carol and her husband seem the perfect life.
a) to have b) having
5. Do you really enjoy to work on Monday morning?
a) to go b) going
6. After eating its fill, the monkey decided home
some food.
a) to carry b) carrying
7. The higher return you hope to achieve, the more you must
risk
a) to lose b) losing

8. When Nick lived in Asia, he missed Christmas with his family.
a) to celebrate b) celebrating
9. I vehemently dislike with morons, screw-ups, deadbeats, crooks, and liars.
a) to deal b) deal
10. Although Susan has a good job, she can't afford out of her parents' house.
a) to move b) moving
11. Group work allows students about their understandings and discoveries with peers.
a) to talk b) talking
12. Our teacher doesn't allow in Study Hall.
a) to talk b) talking
13. Stop mean to your sister!
a) to be b) being
14. On my way home, I stopped some gas.
a) to get b) getting
15. After high school, Sally went on medicine.
a) to study b) studying

16. Before you go to sleep, don't forget the door.
a) to lock b) locking
17. As soon as John turns 18, he means to
Hollywood.
a) to move b) moving
18. Jason remembered in to me at a party two years
ago.
a) to move b) moving
19. We regret you that we have suspended all
business activity.
a) to inform b) informing
20. I don't regret up tennis and settling down with
my wife and children.
a) to give b) giving

***II. Show the difference in meaning between the two sentences
in each of the following pairs:***

1. a) I stopped to buy a newspaper.
b) I stopped buying newspapers.

.....
.....

2. a) He forgot to mail the letter.
b) He forgot mailing the letter.

.....
.....

3. a) I remembered to post the letter.
b) I remembered posting the letter.

.....
.....

4. a) I regret to tell you the truth.
b) I regretted telling you the truth.

.....
.....

5. a) Try to use a hammer.
b) Try using a hammer.

.....
.....

CHAPTER 4

ACTIVE & PASSIVE VOICE

Actions described by verbs in English typically involve two people or things: the person or thing that performs the action (sometimes referred to as the agent), and the person or thing that is affected or produced by the action of the verb.

In English the agent is often put at the beginning of a sentence or clause, in subject position. The person or thing affected or produced then forms the object of the verb. This is what we refer to as an **active** sentence, as illustrated below, where My uncle is the agent (subject) and this house is the object:

- My uncle built this house twenty years ago.

In an **active** sentence, the focus is on the agent, the person or thing that performs the action (my uncle), placed at the beginning of the sentence. If, however, we want to change the emphasis so that the sentence focuses on the person or thing affected or produced by the action, i.e.: the object in the sentence

above (this house), we use a **passive** form to bring that element of the sentence to the beginning, so that the sentence becomes:

- This house was built by my uncle twenty years ago.

Passive voice verbs are used in writing much more often than in speech, and they are used in some types of writing much more often than in others. Passives are used more in journalism (newspapers, magazines) than in fiction (novels, stories), but most journalists and fiction writers use far more active than passive sentences.

However, passives are very common in all types of scientific and technical writing. Scientific articles often contain more passive than active sentences. You should *not* use passive voice verbs unless you have a good reason.

A. Relationship between Active and Passive:

1. The **object** of the active verb is the **subject** of the passive verb (“English” in the example sentences below). Therefore, verbs which *cannot* be followed by objects (**intransitive verbs**) *cannot* be used in passive voice.

These are some common intransitive verbs: **appear, arrive, come, cry, die, go, happen, occur, rain, sleep, stay, walk.** These verbs *cannot* be used in passive voice.

2. The passive verb always contains a form of the auxiliary verb **be**. The form of **be** in the passive verb phrase corresponds to the form of the **main verb** in the active verb phrase (see the underlined words in the example sentences below). That is, if the active main verb is simple present tense, then a simple present tense form of **be** is used in the passive verb phrase; if the active main verb is **-ING**, then the **-ING** form of **be** is used in the passive verb phrase; and so on.

3. The main verb in a passive predicate verb phrase is always the **participle** form of the verb.

4. Some **examples** of active and passive sentences:

ACTIVE: They **speak** English

PASSIVE: English **is spoken**.

ACTIVE: They **spoke** English.

PASSIVE: English **was spoken**.

ACTIVE: They **will** **speak** English.

PASSIVE: English **will** **be spoken**.

ACTIVE: They **are going to speak** English.

PASSIVE: English **is going to be spoken**.

ACTIVE: They **are speaking** English.

PASSIVE: English **is being spoken**.

ACTIVE: They **were speaking** English.

PASSIVE: English **was being spoken**.

ACTIVE: They **have spoken** English.

PASSIVE: English **has been spoken**.

ACTIVE: They **had spoken** English.

PASSIVE: English **had been spoken**.

ACTIVE: They **will have spoken** English.

PASSIVE: English **will have been spoken**.

5. Perfect progressive verb forms are generally used in **active voice only**. That is, these are **good English sentences**:

ACTIVE: They **have been speaking** English.

ACTIVE: They **had been speaking** English.

ACTIVE: They **will have been speaking** English.

But sentences like these are **rarely used**:

PASSIVE: English **has been being spoken**.

PASSIVE: English **had been being spoken**.

PASSIVE: English **will have been being spoken**.

B. Most passive sentences do not contain an agent; all active sentences contain an agent.

1. An **agent** is the subject of the active verb. In the example sentences above, the agent is “they” in all the active sentences; the passive sentences do not contain an agent.
2. When a passive sentence contains an agent, it is in a prepositional phrase following the verb. For example:
English is spoken **by them**.

In the following sentences, the noun “**teachers**” is the agent in both sentences. “Teachers” is also the subject of the *active* verb, but “exams” is the subject of the *passive* verb.

ACTIVE: Teachers prepare exams.

PASSIVE: Exams are prepared by teachers.

C. You should *not* use passive voice unless you have a good reason. Here are some good reasons for using passive voice:

1. Passive voice is often used when the **agent** (the doer of an action; the subject of an active verb) is **obvious, unknown, or unnecessary**:
 - Oranges **are grown** in California.
 - Toyotas **are made** in Japan.
 - Her purse **was stolen**.

2. Passive voice is often used when the **agent** is known, but the speaker/writer **doesn't** want to mention it:
 - She **was given** bad advice.
 - A mistake **has been** made.

3. Passive voice is often used when the **agent** is very general such as **people** or **somebody**.
 - English **is spoken** here.
 - The door **should be locked**.

4. Passive voice is often used when the speaker/writer wants to **emphasize a result**:
 - Several thousand people **were killed** by the earthquake.

5. Passive voice is often used when the speaker/writer wants to keep the **same subject** for two or more verbs but this would

not be possible if both verbs were the same voice (active or passive). For example, in a conversation about George, a speaker would probably use sentence **a** below rather than sentence **b** (both sentences are correct).

- a.** George **had** several interviews before he **was hired** by a software company.
- b.** George **had** several interviews before a software company **hired** him.

Passive forms of ditransitive verbs (verbs with two objects):

Some verbs such as give, offer, tell and show can occur with two objects, both a direct object and an indirect object, e.g.:

- The class gave Mrs. Richardson a lovely bunch of flowers.

In these cases it is possible to make two passive sentences, depending on whether we want to focus on the direct object of the active sentence (a lovely bunch of flowers) or the indirect object (Mrs. Richardson), e.g.:

- A lovely bunch of flowers was given to Mrs. Richardson (by the class).
- Mrs. Richardson was given a lovely bunch of flowers (by the class).

Note:

If as in the first example we choose to make the direct object of an active sentence the subject of a passive sentence, then we introduce the indirect object (Mrs. Richardson) after the passive verb (was given) with the preposition to.

Beginning the passive sentence by focusing on the person (the indirect object of the active sentence) is perhaps the more common of the two options. However, there are certain occasions where the indirect object can be left out altogether. Compare:

- The three injections were given to the children at the same time.
- The three injections were given at the same time.

Passive forms of reporting verbs:

There are two special structures for forming the passive of reporting verbs like say. If we take a sentence such as "They say that Ken is really good at Chinese cooking." where *they* means 'people generally', then one passive version is:-

- Ken is said to be really good at Chinese cooking.

Here we form the passive of the reporting verb say which is then followed by a to-infinitive (to be...).

However, we can also create an alternative passive form by using an impersonal 'it' structure, e.g.:

- It is said that Ken is really good at Chinese cooking.

In this example, the passive reporting verb occurs in the 'it' structure which is then followed by a finite clause (Ken is really good at Chinese cooking).

Other typical reporting verbs used in this way are allege, expect and believe. These structures are particularly common in the impersonal style of news reports, e.g.:

- Interest rates are expected to rise sharply next month.
- It is expected that interest rates will rise sharply next month.
- Two of the men were alleged to have taken part in the robbery.
- It was alleged that two of the men had taken part in the robbery.

Passive forms of phrasal verbs:

Phrasal verbs consisting of a transitive verb (a verb which takes a direct object) and an adverb or preposition can be used in

the passive. Note that the adverb or preposition always comes after the past participle, e.g.:

- Water and electricity supplies were cut off.
- You'll have to wait until this problem has been dealt with.

In the same way three-part phrasal verbs consisting of a transitive verb with an adverb and a preposition can be used in the passive, e.g.:

- These stupid regulations should have been done away with years ago.

Passive forms with modal verbs:

The passive can be used with modal verbs like can, must, etc and expressions like have to or used to. The pattern used is: modal verb + (be or have been) + past participle, e.g.

- Two tablets must be taken twice a day.
- The house can be visited between 9 a.m. and 5 p.m.
- The train might have been delayed by bad weather.
- The room used to be cleaned every day.
- The sheets had to be changed.

Verbs which are not used in the passive:

Intransitive verbs (verbs which do not occur with a direct object) can never be passive. There is therefore no passive version of sentences like:

- Jamie arrived early.
- A dreadful thing happened yesterday.
- The wall fell down.

Reflexive verbs, whose object is a reflexive pronoun referring back to the subject (the agent of the action), can never be made passive. Therefore, a sentence such as

- She blames herself for what happened.

would never be reformulated as a passive such as

- *Herself was blamed (by her) for what happened.

Some important state verbs cannot be passive, e.g.: be, exist, have (when it means 'own'), lack, seem. There is, therefore, no passive version of sentences like:

- The room seemed small.
- Tom has a new computer.

Note, however, that there are some verbs referring to states which can be made passive, possibly because they more straightforwardly refer to the thing or person affected (the object of an active sentence), e.g.:

- A millionaire businessman owned the land.
- The land was owned by a millionaire businessman.

- A high fence surrounded the garden.
- The garden was surrounded by a high fence.

EXERCISES

*I. Change the following sentences from active to passive voice.
Be sure to keep the same tense with each change.*

1. The teacher punished the child severely.

.....

2. They built that skyscraper in 1934.

.....

3. They make these tools of plastic.

.....

4. Someone has stolen all his money.

.....

5. Many students attended the lecture.

.....

6. She has finished the report.

.....

7. The postman is going to deliver the letter soon.

.....

8. People think highly of him.

.....

- 9. People must not leave bicycles in the driveway.
.....
- 10. The committee is going to hold its next session next week.
.....
- 11. They had finished the preparations by the time the guests arrived.
.....
- 12. Did the plan interest you?
.....
- 13. The students will finish the course by July.
.....
- 14. They were cooking dinner when I arrived.
.....
- 15. You should take care when working on electrical equipment.
.....

II. Change the following sentences from passive to active voice.

- 1. The entire city was destroyed by a hurricane.
.....
- 2. The town will be captured by our army in a few days.
.....

- 3. The National Bank has been robbed.
.....
- 4. You'll be punished if you don't do your homework.
.....
- 5. You'll be given two hours to make your decision.
.....
- 6. Have you been shown the new magazine?
.....
- 7. He is said to be a big liar.
.....
- 8. Honesty is believed to be the best policy.
.....

CHAPTER 5

CONDITIONALS

Because **conditional sentences** are quite complex in both form and meaning, they are a problem for most learners of English. If you have a good understanding of the English **tense** system and of the **modal auxiliaries**, you will find it easier to understand and use conditional sentences. (The sentence you just read is a predictive conditional sentence.)

All conditional sentences contain a **dependent** clause and an **independent** clause. The dependent clause usually begins with **if**; it expresses a **condition**. The independent clause expresses a **result** of the condition. The if-clause is usually first, but the order of the clauses is usually not important. Thus, these two sentences have basically the same meaning:

- If she goes to the store, she will buy ice cream.
- She will buy ice cream if she goes to the store.

Conditional sentences are divided into three types based on their meanings: **real**, **predictive**, and **imaginative** conditional sentences.

A. Real conditional sentences can express generalizations and inferences.

1. Generalizations include **facts** that are always true and never change, and they include present or past **habitual activities** that are or were usually true.

Real conditionals expressing generalizations usually have the **same tense** (usually **simple present** or **simple past**) in both clauses. However, if the **simple present** tense is used in the if-clause, **will + verb** can be used in the main clause without changing the meaning.

Examples of real conditional sentences expressing **facts**:

- If water boils, it turns to steam.
- If water boils, it will turn to steam.

Examples of real conditional sentences expressing **habitual activities**:

- If he eats breakfast, he feels better all day.
- If he eats breakfast, he will feel better all day.
- If he ate breakfast, he felt better all day.

These generalizations can also be expressed by using **when** or **whenever** instead of **if**:

- When water boils, it turns to steam.
- When he eats breakfast, he feels better all day.
- When he ate breakfast, he felt better all day.

2. Inferences are often expressed in real conditional sentences. Real conditionals expressing inferences usually have **parallel verb phrases** in both clauses. However, if a modal which explicitly expresses an inference (**must** or **should**, for example) is used in the main clause, parallel verb phrases are not used.

Examples of real conditional sentences expressing **inferences**:

- If today is Wednesday, it is George's birthday.
- If I can do it, anyone can do it.
- If it is raining, the streets are getting wet.
- If he was at school, he saw the accident.
- If today is Wednesday, it must be George's birthday.
- If I can do it, anyone must be able to do it.
- If it is raining, the streets must be getting wet.
- If he was at school, he must have seen the accident.

B. Predictive conditional sentences can express predictions and plans.

1. Predictive conditional sentences usually contain **simple present tense** in the if-clause and **will** or **be going to** in the result clause. However, a weaker modal of prediction (**may** or **should**, for example) can be used in the result clause to express less certainty.

2. Examples of predictive conditional sentences:

- If the exam is hard, many students are going to fail.
- If Mary does well on the final exam, she will get an A in the class.
- If George does well on the final exam, he may get an A in the class.
- If Fred studies, he should pass the exam.

C. **Imaginative conditional sentences are the most difficult for many learners of English because of the unusual relationship between form (the tenses used) and meaning.** In this type of conditional sentence, **past tense refers to present or future time; past perfect tense refers to past time.** Another problem for many learners of English is that **were** (not **was**) is used with singular subjects. **Be** is the only English verb with two past tense forms, but only one of them (**were**) is used in imaginative conditional sentences.

Imaginative conditional sentences can express **hypothetical** or **contrary-to-fact** events or states.

1. Hypothetical events or states are **unlikely but possible in the present or future**.

Imaginative conditional sentences expressing **hypothetical** events or states have a **past tense verb** in the if-clause and **would + verb** (or **might** or **could + verb**) in the result clause.

Examples of hypothetical conditional sentences (present and/or future time):

- If George had enough money, he would buy a new car.
- If I won the lottery, I would buy you a present.
- If she knew the answer, she would tell us.

(George probably does not have enough money; I probably will not win the lottery; she probably does not know the answer.)

2. Contrary-to-fact events or states are either **impossible in the present time or did not happen in the past**.

Imaginative conditional sentences expressing **present** contrary-to-fact events or states have a **past verb** in the if-clause and **would + verb** (or **might** or **could + verb**) in the result clause.

For example:

- If I were you, I would not do that.
- If she studied for exams, she would get better grades.
- If it were raining, the streets would be wet.

(I am not you; she doesn't study for exams; it isn't raining.)

Imaginative conditional sentences expressing **past** contrary-to-fact events or states have a **past perfect verb** in the if-clause and **would + have + verb** (or **might** or **could + have + verb**) in the result clause. For example:

- If George had had enough money, he would have bought a new car.
- If I had won the lottery, I would have bought you a present.
- If she had known the answer, she would have told us.

(George did not have enough money; I did not win the lottery; she did not know the answer.)

Notes on Using Conditionals:

1. *If* is not the only word used in this type of sentence. Note these examples:

- **Providing/provided** you work hard, you should be able to pass.
- You can borrow my car **as/so long as** you're very careful with it.

- **Supposing** you lost your job, what do you think you would do?
 - You can have an extension **on condition that** you don't ask for any more.
 - **Imagine** you won the competition. What would you do?
2. In formal English, *if* is sometimes omitted and the auxiliary verbs *were*, *had* and *should* placed before the subject:
- **Had I** known earlier, I wouldn't have allowed it.
 - **Should you** decide not to take the matter further, please inform us.
 - **Were it** not for your invaluable assistance, the project would not be possible.
3. *Will* and *would* are not usually found in the *if* clause. They are used, however, in polite requests, such as:
- If you **will** just wait a moment, the doctor will see you when she's free.

Would is fairly commonly used after *if* when making polite/formal requests in letters:

EXERCISE

Put the verbs between brackets into their correct forms:

1. They're expecting us. They would be disappointed if we
(not/come).

.....

2. I'm sure she (understand) if you explained the situation to
her.

.....

3. If it (be) nice this afternoon, we would go fishing.

.....

4. I don't have a fishing rod. If I (have) one, I would go
fishing.

.....

5. If he (have) longer legs, he would have won the race.

.....

6. He didn't study for the exam. If he (study) well, he
(succeed).

.....

7. If I (be) you, I would see a doctor.

.....

8. Unless you study hard, you (not/succeed).

.....

9. I (buy) the car if I had had enough money.

.....

10. If water (be) heated up to 100° , it (evaporate).

.....

CHAPTER 6

REPORTED SPEECH

In English, there are two ways of telling someone what someone else has said. Often we may choose to repeat their actual words using a **quote structure** or **quotation**, e.g.:

- ‘We’re getting married on Saturday!’ she said excitedly.
- ‘Are you going to invite your father?’ Joe asked.

However, when the information that someone conveys is more important than their actual words, we may want to explain what they have said using our own words, e.g.:

- She said that she was getting married on Saturday.
- Joe asked whether she was going to invite her father to the wedding.

Examples like these are sometimes referred to as **indirect speech** or **reported speech**. Sentences in reported speech contain a reporting clause with a reporting verb like say or ask, e.g.:

- She said...
- Joe asked...

This is followed by a **reported clause** showing someone's original statement, question or thought, e.g.:

- ...(that) she was getting married on Saturday.
- ...whether she was going to invite her father to the wedding.

Reporting Statements and Thoughts:

If we want to report a statement or someone's thoughts, we use a reported clause which usually begins with the conjunction that, e.g.:

- He said that he was going to resign.
- She thinks that he has made the wrong decision.

However in informal speech and writing, that is often left out, especially with the most frequently used reporting verbs such as say and think, e.g.:

- He said he was going to resign.
- She thinks he has made the wrong decision.

The conjunction that is less likely to be left out with less common reporting verbs, especially those which have a more

specific meaning than say or think, such as complain, explain, admit, agree, etc, e.g.:

- He agreed that it would have been better to wait.
- She complained that the seats were uncomfortable.

Sometimes reporting verbs are followed by a direct object which refers to the ‘hearer’, i.e.: the person who the speech was originally directed towards, e.g.:

- She told them that she was getting married on Saturday.
- He reminded her that he was working late.

With some reporting verbs, it is possible to choose whether or not to mention the hearer, e.g.:

- I promised Jenny/her that I wouldn't be late.
- I promised I wouldn't be late.

With certain reporting verbs, if we decide to mention the hearer, we must do so with a prepositional phrase, e.g.:

- She admitted (to me) that she had made a stupid decision.
- He agreed (with Jenny) that it would have been better to wait.

Reporting Questions:

Questions put into report structures are often referred to as **reported questions** or **indirect questions**, though they are not followed by question marks. The following are two examples of questions being put into report structures:

“Did the children enjoy the play?”	=	I asked her if the children had enjoyed the play.
“Where do you live?”	=	He asked me where I lived.

The most common verb used for reporting questions is ask, though verbs such as inquire/enquire are sometimes used to report questions in a more formal way.

Yes/No Questions:

Some types of question can be answered with simply yes or no. These types of questions are therefore often referred to as yes/no questions, e.g.:

- Do you speak Italian?
- Does she like her new job?

To report a yes/no question, we use whether or if in the reported clause, e.g.:

- She asked him if he spoke Italian.
- I asked whether she liked her new job.

If is generally used when the speaker has suggested one possibility that might be true, e.g.:

- I asked her if she had met Sophie before.

Whether is generally used when the speaker has suggested one or more possibilities, e.g.:

- I asked her whether she'd prefer to eat out or cook a meal at home.

Wh-Questions:

Wh-questions cannot be answered by yes or no. They are questions in which someone asks for information about an event or situation, e.g.:

- What time is he coming?
- Who were you talking to?
- Where did you put my car keys?

To report a wh-question, we use a wh-word at the beginning of the reported clause, e.g.:

- I asked what time he was coming.
- She asked who I was talking to.
- He asked me where I had put his car keys.

When the details of the reported question are clear from the context, it is sometimes possible to leave out everything except the wh-word, especially in spoken English, e.g.:

- John seemed angry with the children, so I asked why.

If the original wh-question consists of what, which or who followed by be + noun complement, the complement is often placed before be in the reported clause, e.g.:

“What’s the problem?”	=	I asked what the problem was.
-----------------------	---	-------------------------------

Tense Choice and Meaning in Reported Speech:

Tense Choice in The Reporting Clause:

Since reported speech is most commonly used to report something that was said or thought in the past, the reporting verb is usually in the past tense, e.g.:

- On Monday night she **told** us that she was getting married.

However, there are certain situations in which a reporting verb in the present tense is used. These include:

a) When we are uncertain as to whether the information we are reporting is true, e.g.:

- Meg **tells** me you've decided to resign.

b) When we want to make a general report about what many people say, e.g.:

- Everyone **says** that she's made the wrong decision.

In certain cases, either a past or a present reporting verb is possible, although a present tense is used when we want to show that something is still true or relevant at the moment we are reporting it, often suggesting that the original words were only spoken a short time ago, compare, e.g.:

- He **says** he knows the way, so he should arrive soon.

- He **said** he knows the way, so I didn't give him directions.

Note that if the reporting verb is in the present tense, the tense in the reported clause remains unchanged, e.g.:

“I don’t feel well.”	=	Tom says he doesn’t feel well.
-----------------------------	---	--------------------------------

(Compare: Tom said he didn’t feel well).

Tense Choice in The Reported Clause:

When the situation described in the reported clause is already in the past at the time we are reporting it, we always use a past tense, such as the past simple or the past continuous, in the reported clause.

“I don’t want to go.”	=	Andy said that he didn’t want to go.
“What time are you leaving?”	=	Jackie asked me what time I was leaving .

When the situation described in the reported clause was already in the past when the speaker originally talked about it, then we often use the past perfect in the reported clause, e.g.:

“I’ve lost my purse!”	=	She said that she had lost her purse.
------------------------------	---	--

If we want to emphasize that a situation still exists or is still relevant at the time we are using reported speech, we can use a present or present perfect tense in the reported clause, e.g.:

- We're going to buy something to eat because Tom said he's hungry.
- Scientists claim that they **have found** a cure.

If we want to show that we are uncertain as to whether the statement we are reporting is true, then we are more likely to use a past tense in the reported clause. Compare:

- I think I'll take an umbrella, the forecast said it's **going** to rain.
- I wonder if we should take an umbrella, the forecast said that it **was going** to rain.

In the second example, the use of the past tense in the reported clause suggests that the speaker is more uncertain as to whether what the forecast said is correct.

A summary of the Form of Tense Changes in Reported Speech:

We can summarize the form of tense changes from direct speech to reported speech as follows:

- 1. Present tense in direct speech usually becomes past tense in the reported clause.**

- “I feel sick.” → Kate said she felt sick.
- “We’re moving house.” → She told me they were moving house.
- “It’s David’s fault.” → He claimed that it was David’s fault.

Note, however, that we can use the present tense in the reported clause if the reporting verb is in the present tense. Compare:

- She said that she had **lost her** purse. “It’s David fault.” → He claims that it’s David’s fault.

And the present tense is sometimes used in a reported clause to show that the situation reported is still relevant at the present time:

- “I feel hungry.” → Tom said he feels hungry, so let’s go and eat.

2. Present perfect in direct speech usually becomes past perfect in reported clause.

- “I’ve finished.” → She said she had finished.
- “Have you been crying?” → I asked her if she had been crying.

Note, however, that we can use the present perfect in the reported clause if the reporting verb is in the present tense, or if we want to show that the situation reported on is still relevant at the present time, e.g.:

- “I’ve finished.” → She says she’s finished.
- She said that she’s finished, but I don’t think she has.

3. Past tense in direct speech often becomes past perfect in the reported clause.

- “I was sleeping.” → She said that she had been sleeping.
- “Did you catch the train?” → I asked whether he had caught the train.
- “She’d seen the film already.” → He told me that she’d seen the film already.

Note, however, that a simple past tense in direct speech can also remain unchanged in the reported clause, especially when it refers to a completed action, e.g.:

- “Did you catch the train?” → I asked him whether he caught/had caught the train.

With Modal Verbs:

Will often becomes *would*, e.g.:

- “You’ll be late.” → I told her that she would be late.

Will can sometimes remain unchanged if the situation reported is in the future or still relevant, e.g.:

- “I’ll come.” → She said that she’ll come.

Can often becomes *could*, e.g.:

- “I can speak Spanish.” → She said that she could speak Spanish.

Can sometimes also remains unchanged, especially if the verb in the reporting clause is in the present tense, e.g.:

- She says that she can speak Spanish.

May often becomes *might*, e.g.:

- “It may be better to wait.” → John thought it might be better to wait.

Must, when expressing necessity, can become had to, e.g.:

- “I must leave at 3pm.” → He said he must leave/had to leave at 3pm.

Would, could, should, might, ought to and *used to* do not change in reported speech, e.g.:

- “I would love to come.” → She said that she would love to come.”

Using the Appropriate Reference in Reported Speech:

Whenever we use reported speech, we have to take into account how circumstances have changed since the speaker originally spoke the words. For instance, we may now be reporting what was said from the point of view of a different time or place, or the person reporting the speech may be different to the original speaker. This will affect the choice of pronouns or adverbials of time and place in reporting/reported clauses.

Referring to People:

If we were making an arrangement to meet a friend, we might say something like:

- “I’ll meet you in the park at 3 o’clock.”

If we then later report what we have said to another friend, we might say something like:

- I said that I would meet her in the park at 3 o'clock.

Notice how *you* in the original statement becomes *her* in the reported clause. If somebody else was reporting what we said to another friend, they might say:

- She said that she would meet her in the park at 3 o'clock.

Here, *I* has become *she* in the reporting clause, and *you* has become *her* in the reported clause. If we do not meet our first friend in the park as planned, and she speaks to us about this later in the day, she might say:

- You said you would meet me in the park at 3 o'clock.

Here, *I* has become *you* in the reporting clause, and *you* has become *me* in the reported clause.

The examples illustrate that pronouns always change according to the point of view of the person using the reported speech. The same is true of possessive pronouns. For instance, a question such as "Is she your sister?" could be reported with any

one of the following, depending on the point of view of the speaker or listener, e.g.:

- She asked if I was her sister.
- He asked if she was his sister.
- She asked if you were my sister.
- I asked if she was her sister.

Referring to Places:

Sometimes words which relate to place or position need to be changed in a reported clause. For instance, if someone were to say to us:

- “I’ll come to your place at 11:30.”

then if we were at home we might report this as:

- She said that she would come here at 11:30.

In the reported clause *your place* has been changed to *here*.

If someone is in a restaurant and says:

- “I eat here every Saturday.”

This statement might be reported by someone else who is not in the restaurant as:

- He says that he eats there every Saturday.

In this case, *here* has been changed to *there* in the reported clause.

Referring to Time:

Adverbials of time such as today, yesterday, tomorrow etc. often need to be changed in reported speech. For instance, someone might say to you:

- “I’ll meet you in the park tomorrow afternoon.”

If you were reporting this to someone else the day after, you might say:

- He said he would meet me in the park this afternoon.

In this case, *tomorrow* afternoon has changed to *this afternoon* in the reported clause.

If someone says:

- “I saw her yesterday.”

And we were reporting this to someone else a few days after it was said, then we might say:

- He said that he had seen her the previous day.

Here, *yesterday* has changed to *the previous day* in the reported clause.

Here are some time adverbials and examples of what they often change to in reported speech. Note that the choice of time adverbial always depends on the particular situation that surrounds the reported speech.

now	then
today	yesterday/that day/on Saturday, etc.
these days	those days
tomorrow	the next day/the following day/a day later/on Saturday, etc.
yesterday	the previous day/the day before/on Saturday, etc.
last month	the month before/the previous month/in April, etc.
a week ago	a week before, a week earlier
next year	the year after/the following year/in 2006 etc.
this week	that week/last week
in two days/weeks	two days from then, two weeks from then

Negatives in Reporting:

If we want to report what someone did not say or think, then the verb in the reporting clause must be made negative, e.g.:

- You didn't tell me that you were getting married.
- She didn't ask me where I was going.

If we want to report something that was said but which was in the negative when the speaker originally used it, then the verb in the reported clause must be negative, e.g.:

- "I don't want to come." = She said that she didn't want to come.

However, with the common reporting verb *think*, in order to report a sentence which was negative when the speaker originally used it, the reporting verb is usually made negative, rather than the verb in the reported clause, e.g.:

- "It's not a good idea." = He didn't think it was a good idea.
(more natural than He thought it wasn't a good idea.)

Other common reporting verbs that behave in this way include *believe*, *expect*, and *feel*, e.g.

- “He won’t win.” = She didn’t expect him to win.
(more natural than She expected (that) he wouldn’t win.)

Passives in Reporting:

Reporting verbs such as tell and inform often occur in passive report structures. When they are used in the passive, the hearer of the original statement becomes the subject of the sentence in reported speech, e.g.:

- “There are no seats available.” = We were told/informed that there were no seats available.

Passive reporting verbs are often used when it is not important to identify the speaker of the original sentence, focusing on the hearer only, e.g.:

- He has been asked to give a talk.

In a similar way, reporting verbs such as say and believe are sometimes used in the passive in order to avoid specifying whose opinion or statement is being reported. This is a more formal use, with it as the subject and a that-clause, e.g.:

- It is said that smoking causes cancer.
- It is believed that the two incidents are linked.

These structures are often used to express an opinion which is generally held. An alternative passive structure with a to-infinitive is therefore sometimes used to make the subject of the reported clause become the main topic of the sentence, e.g.:

- Smoking is said to cause cancer.
- The two incidents are believed to be linked.

Reporting Orders and Requests:

If someone says something which orders or requests someone to do something, this can be reported with verbs such as tell and ask, followed by an object and a to-infinitive, e.g.:

- “Please sit down.” = She told us to sit down.
- “Pass me the salt, would you?” = He asked me to pass him the salt.

Other verbs that occur in this pattern include: order, command, forbid, instruct, beg and urge, e.g.:

- “Please don’t leave me!” = She begged him not to leave her.

Some of these reporting verbs are often used in the passive, with the original hearer (the object of the reporting

clause in the examples above) becoming the subject of the reporting clause, e.g.:

- “You must not leave the room.” = He was forbidden to leave the room.
- “Sit down everyone.” = We were instructed to sit down.

When reporting a direct order, it is also possible to use verbs such as *must* or *have to* in the reported clause, e.g.:

- “Sit down!” = She told us (that) we had to sit down.

The reporting verb *ask* can be used with or without an object before the to-infinitive clause, but note the difference in meaning, e.g.:

- He asked to leave early. (= ‘He wanted to leave early’)
- He asked him to leave early. (=“He wanted someone else to leave early”)

The reporting verb *demand* is always followed directly by a to-infinitive, e.g.:

- “Where have you been? ” = She demanded to know where I had been.

It can also occur with a *that-clause*, e.g.:

- “Tell me the truth!” = She demanded that I should tell her the truth.

Use of the *that-clause* in such contexts is much more formal. It implies a suggestion about something that the hearer needs to do or that would be desirable for them to do. Often, the modal *should* is left out, e.g.:

- She demanded that I tell her the truth.

This use of the base form of a verb (*tell*) without a modal (*should*), is often referred to as the subjunctive.

Reporting Suggestions:

If someone makes a suggestion about what they or someone else could do, this can be reported with verbs such as *advise*, *propose*, *recommend* and *suggest*, followed by an *-ing* clause, e.g.:

“You should eat in the hotel restaurant.”	=	He suggested eating in the hotel restaurant.
“It would be useful to read the last chapter.”	=	The teacher recommended reading the last chapter.

“Let’s go to the beach.”	=	He suggested going to the beach.
--------------------------	---	----------------------------------

These verbs can also be followed by that-clause, e.g.:

- He suggested that we ate in the hotel restaurant.

In more formal contexts, a subjunctive form is sometimes used, e.g.:

He suggested that we (should) eat in the hotel restaurant.

The verb *advise* can alternatively be followed by an object plus to-infinitive clause, e.g.:

- “I think you should see a doctor.” = He advised me to see a doctor.

Reporting Offers and Intentions:

The reporting verb *promise* can be followed either directly by a to-infinitive, or by a that-clause, to report what someone offered or intended to do, e.g.:

<p>“I’ll look after the kids.”</p>	<p>=</p>	<p>She promised to look after the kids. or She promised that she would look after the kids.</p>
------------------------------------	----------	---

Note that with a *that*-clause, the person who does the promising and the person referred to in the reported clause may be different, e.g.:

<p>“John will look after the kids,” Andy promised.</p>	<p>=</p>	<p>He promised that he would look after the kids.</p>
--	----------	---

The verbs *offer* and *volunteer* are always followed directly by a *to*-infinitive clause, e.g.:

<p>“I’ll look after the kids,” Jackie said.</p>	<p>=</p>	<p>Jackie offered/volunteered to look after the kids.</p>
---	----------	---

The verbs *intend* and *want* can be used to report what someone planned or wanted to do. They are also always followed directly by a *to*-infinitive clause, e.g.:

“I’ve decided to go jogging every morning.”	=	She intended to go jogging every morning.
“We want to come, too!”	=	The children wanted to come with us.

EXERCISES

I. *Change each of the following direct quotes to reported speech.*

1. Alex said, "I am going to meet a friend."

.....

2. Ken asked, "What are you going to do tonight?"

.....

3. I said, "I've been to Mexico."

.....

4. Dave asked, "Where did you go last weekend?"

.....

5. Allen said, "I'd like to come visit."

.....

6. Jack said, "My wife went with me to the show."

.....

7. They said, "We have just arrived."

.....

8. She said, "I did not say that."

.....

9. Jane asked, "Where have you been?"

.....

10. Jane said to me, "Let's go to the cinema."

.....

II. Change these sentences to reported speech by changing the verb form and adding reporting verbs such as tell or say.

1. My parents are fine.

Lily that her parents fine.

2. I'm going to learn how to pilot a plane.

She me she how to pilot a plane.

3. My friend Gary has found a new job in the music business.

Lily Gary a new job in the music business.

4. I am sorry but I can't go to your birthday party because I'm going away for the weekend.

She me that she sorry but she to my birthday party because she away for the weekend.

5. I will call you as soon as I come back from my trip.

She to me that she me as soon as she back from her trip.

III. Choose the correct answer to complete the sentences below:

- 1) Please tell me
 - a) where is the bus stop
 - b) where the bus stop be.
 - c) where stops the bus.
 - d) where the bus stop is.

- 2) I told him
 - a) what the homework was.
 - b) what was the homework.
 - c) what was to be the homework.
 - d) what is the homework.

- 3) I think
 - a) will be the plane on time.
 - b) the plane will be on time.
 - c) the plane to be on time.
 - d) it will be on time the plane.

- 4) I didn't know
 - a) what he mean
 - b) what did he mean
 - c) what did he meant
 - d) what he meant

- 5) He said
- a) that the weather colder than usual.
 - b) the weather be colder than usual.
 - c) the weather was colder than usual.
 - d) the weather it is colder than usual.
- 6) I think
- a) today it is Wednesday.
 - b) that is today Wednesday.
 - c) today is Wednesday.
 - d) today was Wednesday.
- 7) He said
- a) that yesterday he gone downtown.
 - b) he goes downtown yesterday.
 - c) he go downtown yesterday.
 - d) he went downtown yesterday.
- 8) I believe xxx.
- a) him he is right.
 - b) he is right.
 - c) he be right.
 - d) that he right.

- 8) She said
- a) that she was hungry.
 - b) she hungry.
 - c) she be hungry.
 - d) her was hungry.
- 10) He told us
- a) that he enjoy the movie.
 - b) he enjoyed the movie.
 - c) he be enjoying the movie.
 - d) that enjoyed the movie.

APPENDIX A

IRREGULAR VERBS

Present	Past	Past Participle
arise	arose	arisen
awake	awoke	Awoke/awakened
be	was, were	been
bear	bore	borne/bore
beat	beat	beaten
become	became	become
befall	befell	befallen
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bereave	bereaved	bereaved/bereft
bet	bet	bet
bid	bade/bid	bidden/bid
bind	bound	bound

bite	bit	bitten/bit
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept

cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dove/dived	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelled/dwelt	dwelled/dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung

fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten
gild	gilded/gilt	gilded/gilt
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hanged/hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held

hurt	hurt	hurt
keep	kept	kept
kneel	kneeled/knelt	kneeled/knelt
knit	knit/knitted	knit/knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned/leant	leaned/leant
leap	leaped/leapt	leaped/leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant

meet	met	met
mislay	mislaid	mislaid
mislead	misled	misled
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mowed/mown
outdo	outdid	outdone
overcome	overcame	overcome
overdo	overdid	overdone
overdraw	overdrew	overdrawn
overtake	overtook	overtaken
partake	partook	partaken
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit	quit
read	read	read
rewind	rewound	rewound

rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed/sewn
shake	shook	shaken
shave	shaved	shaved/shaven
shear	sheared/shore	sheared/shore
shed	shed	shed
shine	shone	shone
shoot	shot	shot

show	showed	showed/shown
shred	shredded/shred	shredded/shred
shrink	shrank/shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank/sunk	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid/slidden
sling	slung	slung
slit	slit	slit
smell	smelled/smelt	smelled/smelt
sow	sowed	sowed/sown
speak	spoke	spoken
speed	speeded/sped	speeded/sped
spell	spelled/spelt	spelled/spelt
spend	spent	spent

spill	spilled/spilt	spilled/spilt
spin	spun	spun
spit	spit/spat	spit/spat
split	split	split
spoil	spoiled/spoilt	spoiled/spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stride	strode	stridden
strike	struck	struck
strive	strived/strove	strived/strove
swear	swore	sworn
sweat	sweated/sweat	sweated/sweat
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum

swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived/throve	thrived/thriven
throw	threw	thrown
thrust	thrust	thrust
unbend	unbent	unbent
unbind	unbound	unbound
undergo	underwent	undergone
understand	understood	understood
undertake	undertook	undertaken
undo	undid	undone
unwind	unwound	unwound
uphold	upheld	upheld
upset	upset	upset

wake	waked/woke	waked/woken
wear	wore	worn
weave	wove	woven
wed	wedded/wed	wedded/wed
weep	wept	wept
wet	wetted/wet	wetted/wet
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

APPENDIX B

SUMMARY OF THE USES OF THE GERUND

The gerund (and not the infinitive) should be used:

(1) After prepositions.

EXAMPLES: He worked *without stopping*.

She played *instead of working*.

(2) After adjectives and verbs which regularly take a preposition, such as *fond of, keen on, insist on, tired of, succeed in*.

EXAMPLES: I *am tired of doing* the work again.

He's *keen on learning* English.

He *succeeded in killing* the tiger.

(3) After certain verbs, such as *avoid, start, enjoy, finish, stop, risk, excuse*.

EXAMPLES: Boys *enjoy playing* football.

The wind *has stopped blowing*.

She ran quickly to *avoid seeing* him.

(4) After the adjectives *busy and worth*.

EXAMPLES: He was *busy writing* a book.

This date *is worth remembering*.

(5) After certain phrases, such as *it's no use, it's no good, I can't help, would you mind, look forward to.*

EXAMPLES: I think *it's no use trying again.*

I *can't help feeling* angry about it.

Note:

The gerund or the infinitive can be used after certain verbs, such as *begin, like, dislike, hate, love, prefer.*

EXAMPLE: He began to talk, *or*

He began talking.

REFERENCES

- Gramley, S. and Pätzold, K.-M. (1992): *A Survey of Modern English*, London: Routledge.
- Greenbaum, S. and Quirk, R. (1990): *A Student's Grammar of the English Language*, London: Longman.
- Greenbaum, S. (1996): *The Oxford English grammar*, Oxford: Oxford University Press.
- Huddleston, R. (1984): *Introduction to the Grammar of English*, Cambridge: Cambridge University Press. (A condensed version of this was published as Huddleston 1988.)
- Huddleston, R. (1988): *English Grammar: an outline*, Cambridge: Cambridge University Press
- Leech, G. and Svartvik, J. (1994) *A Communicative Grammar of English*, 2nd edition, London: Longman.
- Nelson, G. (2001): *English: an Essential Grammar*. London: Routledge.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985): *A Comprehensive Grammar of the English Language*.

London: Longman. (A condensed version was published as Greenbaum and Quirk 1990.)

Wardhaugh, R. (1995): *Understanding English grammar*, Oxford: Blackwell.