

English Grammar for Academic Purposes

ENGLISH GRAMMAR FOR ACADEMIC PURPOSES

High Intermediate to Low Advanced

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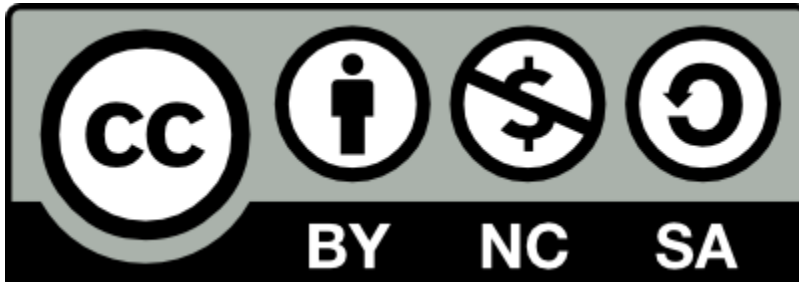
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PREFACE

Language learning is not a straight path, where you go through a textbook and you know the language. Rather, as we go along, we collect different pieces of a puzzle and try to fit them together in a coherent way. You can learn all of the grammar and all of the vocabulary in one go, but it is another matter to take all of those pieces and create meaning out of it. In addition, there are many ways to create meaning, and meaning often or even usually takes place between people rather than one person working alone. So, learning a language is never a perfectly straight path.

This is not to say, however, that it is not worthwhile to focus on different aspects of a language in an organized and systematic way. This is just practical, especially if you are an adult learner. Young learners have more facility for learning language and they are more likely to be able to just ‘pick it up’.

However, there is a caveat to this way of ‘picking up’ a language—to do this, we need massive exposure to ‘comprehensible input’. Believe me, when I lived in Japan, almost nothing was comprehensible at first. So, there is benefit to textbooks or other material that lays things out in a comprehensible way, and as adults or full-time students, we may not have time for this. Thankfully, there are actually ‘shortcuts’ to learning. Making grammar patterns comprehensible and recognizable from the start is efficient. Yes, we still need to learn to make meaning of these pieces of language, but it is a good start.

Then, there is the way that our brain works. Because it basically ‘runs’ on glucose, and glucose as a fuel is burned very quickly, our brains can only focus intensely for about twenty minutes at a time. We can do this several times a day, and we can use this focus to capture new information and make it ‘stick’ in our brains. We can still learn in other ways that do not require as much focus.

However, we have limited capacity, and most of us have limited time. In addition, while it boosts our learning capacity if we are very interested in learning a language, and especially if it is a language that we like or have an interest in, for many people, learning a language has a more pragmatic motivation. For some people, and especially adults, it requires focus and will power. This textbook has tips on learning, based on neuroscience and developmental theory that can help us to make learning more efficient.

In addition, no matter how much exposure you get to some patterns, without explanation they are so nuanced or complicated that trying to learn them through massive exposure would just take too long and the learner may still not figure them out. This textbook tries to explain grammar concepts in an accessible way, explaining the abstract concepts of them, but showing how this plays out in real life.

This author devoted one and a half years to studying Japanese in Japan. In our classes, we probably spent too much time on grammar, and not enough time actually using the language. So, at the end of this time, Japanese in real life was still mostly incomprehensible. Still, through more diluted exposure to Japanese after this, I started to recognize the grammar features that were being used. As I pick up more vocabulary, I am able to make more

and more sense of what people are saying. Studying grammar did help. It is the one feature of language that is very pattern-based, so it is efficient to devote time to it, even though it may not be in a real-life context. This book, however, does try to put grammar into a context that makes sense.

Chances are that the user of this textbook will have studied grammar before but just needs review. In addition, learning a new language takes a long time, and after some time, most of us need to review things we have learned before. Again, language learning is not a straight path. It is the hope of this author that this textbook helps you to get closer to using English to further your goals and interests, whatever they are.

CHAPTER 1: TIME AND ACTION - USING VERBS

Description – Action – Time – Cause – Effect



Figure 1.1 Imaginary time piece



Figure 1.2 Sand clock

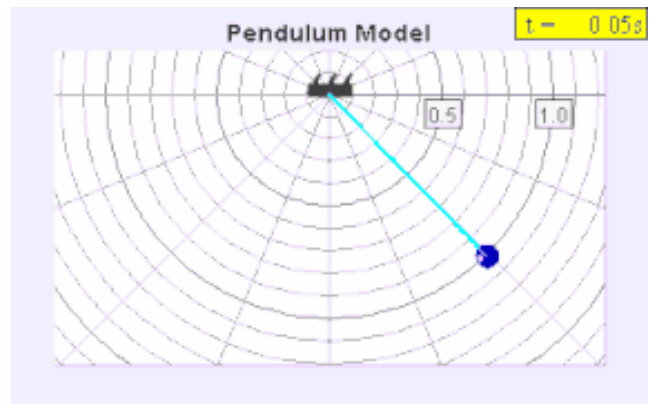


Figure 1.3 Pendulum

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Video 1.1 [The Simple and Continuous Verb Tenses in English](#) by [Randal Thiessen](#)

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I. VERBS: INTRODUCTION AND REVIEW



1.0 What do Verbs Do? Review of Verbs

1.1 Existence and Action: Action and Non-Action Verbs

How do you think the universe, the earth, moon and stars started to exist? To exist means that something **IS**—the opposite of **IS NOT**. Five years before you were born, you did not exist, but now you do. Many scientists, philosophers, scientists and religions have tried to answer the question of how the earth and the universe started to exist. But at least most people think that the earth and the universe exist, and we believe that we exist.

So, we have **existence**. But existence changes! This is **movement**—action! **Action** is simply something that changes in time. Sometimes, something causes change—there is an effect! English verbs also do this. English verbs express that something exists, that things move and change, and that there is cause and effect. It is not the only language to do this, and it is not the ‘correct way’, but it does do it in its own unique way.



Figure 1.4 Saturn

1.2 Kinds of Verbs in English

- There are two kinds of verbs in English: verbs of action and non-action verbs that say that something exists (it is or is not).
- English verbs can also express cause and effect relationships, but these are also action verbs.

1.2.1 Action Verbs

- Someone/something does something.

Examples

Juan walks.

Miko finishes her assignment.

Philip is skiing.



1.2.2 Non-Action Verbs

- Existence (BE) verbs.
 - Non-action verbs used to describe something.
 - Someone/thing does not act or do something. It simply is—it exists or does not exist. We often use it to describe something—HOW it exists.

Examples



There is a book on the table.

Mary is a doctor.

They are at the library.

The mountains are beautiful.

1.3 Where do Verbs go in a Sentence?

- In English, verbs normally go after the subject of the sentence.
 - But NOT in a question. In a question, the verb or the helping verb goes before the person or thing

which does or produces an action.

- The subject of the sentence is the person or thing doing or producing an action **OR**
- The subject of the sentence is described using the verb BE plus a describing word or an adverb.

Examples

Ms. Lin is an accountant. (noun)

She is busy. (adjective)

She is not here. (adverb)

She is at the hospital. (preposition phrase used as an adverb)

1.4 What are Verb Tenses?

Verb tenses are different forms of verbs. They give information on when something happens, for how long something happens, and tell us that there is an effect of something that happens.

There are three verb tenses:

- Simple
- Continuous (sometimes called Progressive)
- Perfect
- Perfect Continuous

Each verb tense has a past, present and future form:

- Simple Past, Simple Present, Simple Future
- Past Continuous, Present Continuous, Future Continuous
- Past Perfect, Present Perfect, Future Perfect
- Past Perfect Continuous, Present Perfect Continuous, Future Perfect Continuous

1.5 Main Verbs, Helping Verbs and Linking Verbs

1.5.1 Main Verbs

- Follow the subject of the sentence and can be either an action verb or a non-action verb.

Examples

Mary hits the tennis ball. (action)

Mary is an athlete. (non-action)

1.5.2 Helping Verbs

- Are non-action verbs.
- These mostly have a grammar function, sometimes showing verb tense or number.

Examples

Kaori is watching a movie. (helping verb 'is' matches the singular subject 'Kaori' to make the verb also singular.)

I will eat dinner at 6:00 p.m. ('will' makes this verb a future tense verb.)

- Helping verbs always come before the main verb. They are actually non-action verbs and only carry the meaning of existence (is, is not).

Examples

I am walking.

She has been walking.

They will not be here.

1.5.3 Linking Verbs

Linking verbs are non-action verbs that link the subject of a sentence with a describing word. While helping verbs have the meaning of existence (is, is not), they may also have a descriptive, observational or predictive purpose—the speaker is observing something and making a prediction of what they think is true.

1.5.3.1 Some Linking Verbs

Verb BE (is, are, will be, am, etc.), seems, looks, feels, smells.

Example

Ken seems unhappy = Ken is unhappy. (The person saying this is unsure of whether Ken is actually unhappy—this is an opinion based on what the speaker observes.)

1.5.3.2 The Descriptive Purpose of Linking Verbs

The describing word can be either a noun, adjective, adverb, participle (verb serving as an adjective) or preposition phrase that gives information about the subject of the sentence. Preposition phrases can act like either ad verbs or adjectives.

Examples

She is a doctor. (noun)

She is intelligent. (adjective)

She is here. (adverb)

She is at the hospital. (preposition phrase)

The dog seems tired. (participle – verb that is used as an adjective)

They look happy. (adjective)

She seems unhappy to be here. (adjective)

This perfume smells beautiful. It smells like roses. (adjective)

For more information and for exercises on Linking Verbs, see chapter 3 on sentence structure ([4.5 Subject-Linking Verb-Modifier on part II](#)).

Exercise: Recognize Main Verbs, Helping Verbs and Linking Verbs

Write 'mv' (main verb), 'hv' (helping verb), or 'lv' (linking verb) in front of the following sentences.

1. She is looking at her photos.
2. Mei runs a small business in Beijing.
3. Francisca seems tired today
4. Alondra is studying in the library.
5. Mr. Huang was a librarian.

6. Jason seems a little disturbed by the teacher's comments.
7. Ms. Kennedy is a Systems Analyst.
8. Manon has been working on her essay.
9. Yan exercises every day.
10. Abbad will be 32 years old next year.

Answers *show/hide*

1. hv
2. mv
3. lv
4. mv
5. lv
6. lv
7. lv
8. hv
9. mv
10. lv

2.0 Verb Forms: Participles, Gerunds and Infinitives

Many words in English function as nouns, verbs, adjectives, and adverbs. However, they can also have other forms with the same meanings.

Example

- intelligence (noun)

- intelligent (adjective)
- intelligently (adverb)

However, verbs can also have change forms which have other purposes. Participles, gerunds and infinitives are verb forms in which you take a verb and modify it to serve the function of participles or a nouns.

2.1 Participles

Participles can be used in passive verbs, as adjectives or as the helping verb of Perfect Tense Verbs. They can also have active and passive forms.

Verbs can be made into participles by adding -ed or by using the participle form of the verb (see [irregular verbs chart in appendix A](#)).

Examples

The cake was eaten by her boyfriend. (passive form)

The eaten cake was delicious. (adjective form)

He has eaten the cake, and his girlfriend is mad. (as the helping verb in perfect tense verbs)

The dog was walked to the park. (passive form)

The **walked** (passive participle) dog was tired. (verb as passive adjective)

- Compare: The **big** (adjective) dog was tired.

The **walking** (active participle) dog looked happy. (verb used as active adjective)

- Compare: The **big** (adjective) dog was tired.

The dog has already been walked today, so you don't need to do it. (past perfect tense verb)

2.2 Gerunds or Infinitives

Gerunds and infinitives are originally verbs, but they are used as nouns in a sentence. They can serve as the subject, the object, or the object of a preposition in a preposition phrase. While they **serve as nouns** in the sentence, they still **have some properties of verbs**. They can have an **object** like a verb.

Examples

Hiking is good exercise. (gerund as subject)

I like hiking. (gerund as object)

She improved her health [by hiking] every weekend. (gerund as object of a preposition in a preposition phrase)

To hike is a wonderful experience. (infinitive as a subject)

I like to hike. (infinitive as object)

Playing tennis is fun. (here, tennis is the object of the gerund 'playing'.)

I like to play tennis. (here, tennis is the object of the infinitive 'to play'.)

Exercises

Verb Forms: Gerunds and Infinitives forms are given only as information to help you become aware of different ways to use verbs. They will be covered in [Chapter 7](#), and exercises will be given in that chapter.

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II. INTRODUCTION: SIMPLE AND CONTINUOUS VERB TENSES

1.0 What is a Verb Tense? What are Verb Tenses Used For?

Verb tenses coordinate action and time.

- Actions can happen anytime and anywhere. They can happen many times, and they can repeat, or they might be one specific action that happens at a very specific/exact time.
- They have information on when something happened, whether it is a repeating action or happens only one time.
- They tell whether there are time limits to the action or not.
- In English, they can also be used to show that a past time or action is connected to another later action or time. They can show a cause/effect relationship.

2.0 Language and Culture

The English language has been influenced by many different cultures. It is interesting that spoken English and written English are almost two separate languages. This is because about 80% of Spoken English comes from Germanic origins, while the written language of English is largely made up of Greek, Latin and Romance languages, such as French.

A famous linguist said that language is culture, and culture is language. For example, different cultures have different ideas about time.

- Hopi culture does not split time into past, present and future.
- In many Eastern cultures, time is more like a circle—things repeat again and again.
- Western culture generally divides time up into past, present and future—time and always moves



forward  like a line.

The Greek philosopher Aristotle had an influence on Western ideas about time, English Grammar and English Verb Tenses, though probably indirectly.

3.0 Western Culture and Aristotle's Ideas of Essence and of Time

It is important to note that there is no one 'correct' or 'better' way to view time; rather, ideas of time reflect and facilitate the life and ideals of the culture that they come from. They both form and serve the cultures that they come from. But it is important to understand the connection between culture and language.

There are two ideas that Aristotle had that we see in two of the English verb tenses. They are the ideas of essence and of time.



Figure 1.5 Pantheon, Rome.

3.1 Idea of Essence

When we describe something, we talk about the things that are part of who or what that thing is. For example, all elephants are the same. They are big, have a trunk and big floppy ears. These are the things that stay the same **for a very long time**. The essence of something is what doesn't change—it is mostly permanent. **For example**, Mary is a friendly and happy person. This is who she is—her essence. But if she is sick one day and is not happy and not friendly, that is temporary. It is not who she is.

Example

What makes an elephant an elephant? What is the essence of an elephant?

- Elephants are always big.



- They have a nose that looks like a snake and is called a 'trunk'.
- They have big ears and a short tail.
- They have two long curved 'teeth' called 'tusks'.

Aristotle liked to divide things into groups according to their essence—what is necessary for something to be what it is. Aristotle divided the animal kingdom into many groups that we use today, for example, one classification of animals, 'amphibian', is a Greek word. Each group had something that was essential to it.

It is important to understand that the essence of something are the main characteristics that last or endure over a long period of time. It is how something normally is—the things that don't change. It is who you are, or what something is, or what a situation is.

The idea of essence is an important part of the Simple Tense, because if something is true about someone or something for a really long time, it is a part of who they are or what something is. It becomes a part of who they are or what something is. We use the Simple Tense to describe the essence of something or of a situation.

3.2 Idea of Time

One of the things that Aristotle divided up was time. Aristotle saw that there were two types of time—time that could not be measured and time that could be measured. The Simple Tense and the Continuous Verb Tenses in English fit these definitions. The **Simple Tense** is for actions, ideas or situations which cannot be measured in time, and the **Continuous Tense** is for things which have a time stamp or for which we can assign a period of time. Whether or not Aristotle was responsible for this division of verb tenses, they do fit Aristotle's ideas of time and essence.

A **comparison** of the Simple Tense and the Continuous Tense will help us understand these two tenses. Study the [following chart](#), which compares them.



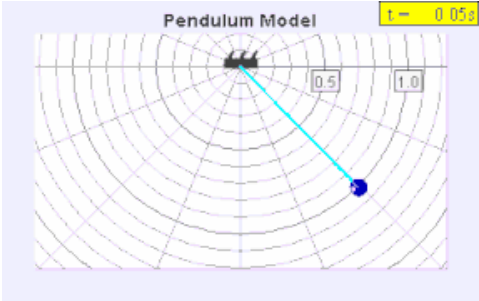
Figure 1.6 Shaftesbury sundial, England.

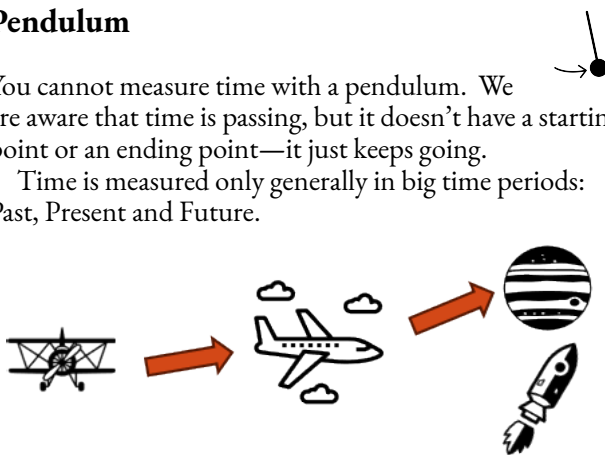
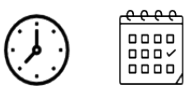
Study Tip: Analysis is Learning!

When trying to understand something that is complex and which has many related ideas that are separated into different subtypes, it is often helpful to **compare** the different subtypes or the different groups within the larger area of study. One neuroscientist once said, “Analysis IS learning.” So, look at how the different groups are related. How are they the same? How are they different? [Below](#), the Simple and Continuous Verb Tenses are compared.

3.2.1 Basic Concepts of Time

Table 1.1 Comparison Between Simple and Continuous Tense

The Simple Tense	The Continuous Tense
Time that CANNOT be measured  A screenshot of a 'Pendulum Model' simulation. It features a grid of concentric circles and radial lines. A blue dot representing a pendulum bob is positioned on one of the radial lines. A cyan line connects the bob to the center of the grid. In the top right corner, there is a yellow box containing the text 't = 0.05s'. To the left of the bob, there are two small boxes containing the numbers '0.5' and '1.0'.	Time that CAN be measured  A photograph of a classic hourglass. It has a brass-colored metal frame with ornate, symmetrical side supports. The glass bulbs are filled with a light-colored, granular substance, likely sand. The top bulb is slightly larger than the bottom bulb.

The Simple Tense	The Continuous Tense
Pendulum  You cannot measure time with a pendulum. We are aware that time is passing, but it doesn't have a starting point or an ending point—it just keeps going. Time is measured only generally in big time periods: Past, Present and Future. The Simple Present actually overlaps the past and future because it includes actions or situations that are always true (past, present and future). Sometimes, smaller periods of time are used, such as last year, this morning, or next month. However, The action does not 'fill up' the whole time but takes place at some general time within the big block of time. If a specific time is mentioned, the focus is on it as a fact, which is always true, rather than the action itself.	Time that can be measured happens in two ways in English. 1. Sand Timer  Action 'fills up' a certain time period. You can measure time with a sand timer (sometimes called a hour glass) or a stop watch. It has a starting time and an ending time. The action 'fills up' this time. It could be a very small, like one minute, or we could imagine a very large sand timer, like a one-year. Example I have been working on this project for the last three weeks. 2. Clocks, Calendars, Etc.  Action happens at a point-in-time. Sometimes that action happens at an exact point in time. But because this is almost impossible, the action actually starts before that time, and may continue after it. But the action is still time-limited—it will happen for a limited period of time.
No Time Limit  The actions have time 'freedom'. Since you cannot measure the time of these actions, and there is no start and stop time, the actions do not have time limits.	Time Limit  The actions happen in a time 'jail'. A time limit usually means that there is a starting time and a stopping time. Most tests have a time limit. For example: You have a time when you start the test, and you might have a time when it needs to be done in, for example, one hour.

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III. THE SIMPLE TENSE

1.0 Introduction

Media





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://kpu.pressbooks.pub/academicgrammar/?p=239>

Video 1.2 [Part I Simple Verbs](#)

[Download video as PowerPoint \[PPTX\]](#)

1.1 Writing the Simple Present Verb Tense

The simple tense always starts with the base form of the verb. The base form is the verb without any added endings. However, the 3rd person form of the verb has ‘s’ or ‘es’ added to the base form of the verb.

Examples

I walk
You walk
He, she, it walks
We walk
You (plural) walk
They walk
I wash
You wash
He, she, it washes
We wash
You (plural) wash
They wash

1.1.1 Spelling of 3rd Person Singular Simple Tense Verbs

- 3rd person verbs are verbs whose subject is 'he', 'she', or 'it' and all other nouns.
- We use them when we are talking or writing about someone/thing who is not the person writing/talking nor the person whom they are talking/writing to.
- It is a third person, who might not even be there for the conversation.

Table 1.2 Spelling Rules of 3rd Person Singular Simple Tense Verbs

Rule Explanation	Examples
Most verbs add 's' + base form of the verb	think → thinks walk → walks call → calls
Verbs ending in 'ch', 's', 'sh', or 'x' add 'es' to the base form of the verb	watch → watches miss → misses wash → washes tax → taxes
Verbs that end in a consonant + 'y' change the 'y' to 'i' and add 'es'	copy → copies study → studies carry → carries
Some unusual verbs don't follow these rules; use a dictionary to check the spelling	do → does have → has

Exercises

1. Write the 3rd person form of these singular verbs.

1. have
2. buy
3. try
4. fall
5. brush
6. drive
7. carry
8. write
9. study
10. join
11. worry
12. wash
13. ask

14. exercise
15. play
16. pass
17. match

Answers *show/hide*

1. has	10. joins
2. buys	11. worries
3. tries	12. washes
4. falls	13. asks
5. brushes	14. exercises
6. drives	15. plays
7. carries	16. passes
8. writes	17. matches
9. studies	

2. **Write the correct form of the Simple Tense verb in the blanks below. Be sure to check whether the subject is singular or plural (some nouns are count nouns, some nouns are non-count nouns). Then, write the third person singular verbs in the**



correct form.

Sergei, Andrei, and Tatiana (1) (know) each other very well.

They went to elementary school together and also (2) (play) in a band together. Sergei (3) (be) a very good guitar player, and he (4) (have) a great voice. Andrei (5) (have) very good rhythm, so he (6) (lay down) the beat. Tatiana (7) (sing) very well and has a powerful voice.



Sometimes, Andrei and Tatiana (8) (collaborate) together and write music.

Sometimes they (9) (play) some traditional music from their region because this music (10) (be) what their mother still (11) (sing). One thing that (12) (inspire) them is to write songs about love and harmony. These three friends (13) (travel, often) to small towns in their region to give concerts of their music. Now, however, they are thinking about their future life.

They (14) (make, don't) a lot of money with their band. In addition, Tatiana (15) (plan) to get married to her boyfriend in the summer. They (16) (want) to start a family someday, but for now they both plan to start university in the fall.

Answers *show/hide*

1. know	9. play
2. play	10. is
3. is	11. sings
4. have	12. inspires
5. has	13. often travel
6. lays down	14. don't make
7. sings	15. plans
8. collaborate	16. want

1.2 How do We Use the Simple Tense?

Simple Tense: Somewhere in Space and Time



Big Blocks of Time: Past, Present, and Future

Action in the **continuous tense** is sort of in a 'time jail'. Everything that happens needs to be within the specific and exact time that is mentioned. There is not much freedom.



In the **simple tense**, on the other hand, actions do not start, happen or stop at a specific time. The time that they begin or end is sort of 'fuzzy'. There are no clear time limits.

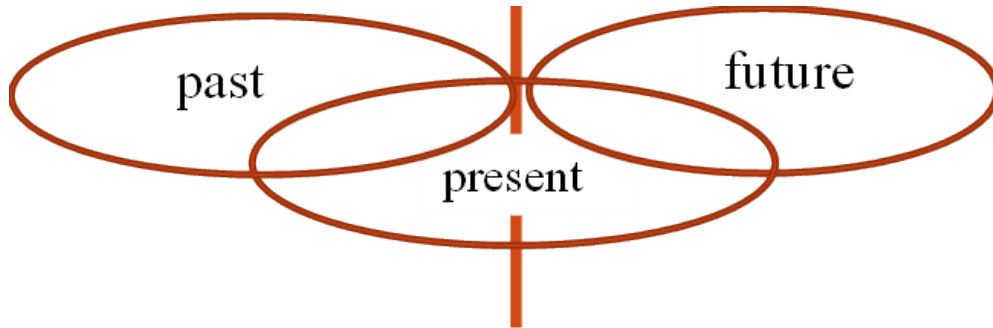


There are many situations in which we don't know exactly when something started or when it will stop, so we can't match the action with a specific time. We have only a general time period that the action happens inside of—the action happens at some time during that larger period of time. Sometimes, it is an infinite amount of time (forever) or a very large period of time in the past, present or future. Sometimes, it is a smaller block of time like 'the 1960s' or 'this morning'. But the action happens inside of this block of time.

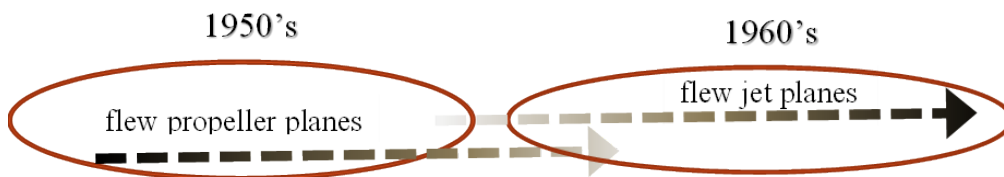


However, real life is **not always neat and tidy**, and actions don't always fit into a nice neat package of time. Like a cup of water, actions sometimes 'spill over' in to other periods of time. Actions in the simple present tense started in the past and will likely continue into the future. Sometimes they happen forever. For example, if there is a fact in the Simple Present Tense like 'water freezes at 0° Celsius', it was also true in the past, and it will be true in the future.

There are also historic facts. An action happened in the past, but it is still a historic fact that will be true forever. For example, the Eiffel Tower was built in 1887. Here, it looks like we are using a specific time for the Simple Past tense; however, we are not focusing on the action itself but rather the action as a historic fact, which will be true forever in the past—you cannot undo the past.



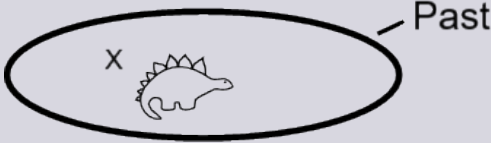
For example: If we say, "People flew in propeller planes in the 1950s, but they started to fly in jet planes in the 1960", it is not clear when people stopped flying in propeller planes and started to fly in jet planes. In addition, the change happened gradually.



1.3 When do We Use the Simple and Continuous Tenses?

Table 1.3 When to Use Simple or Continuous Tenses

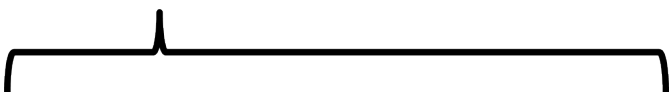
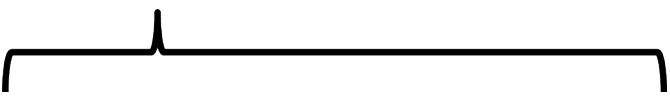
Simple Tense	Continuous Tense
Time of Action that <u>C</u>annot be Measured  We use the Simple Tense Verb when the time of the action cannot be measured.	Time of Action that <u>C</u>an be Measured  We use the Continuous Tense Verb when the time of the action can be measured and is known. So, we use the Continuous Tense Verb when the time of the action is important. • When we want to emphasize when the action happens, OR • When we want to talk about what action happened during a certain time.

Simple Tense	Continuous Tense
General Time The Simple Tense Verb has only general time, so it is divided into very large chunks of time—past, present, and future. • The Simple Tense doesn't have specific time. We only talk about actions in general. For example: Birds can fly. • They happen inside of a general period of time, like the past, present or the future. But we don't usually know exactly when they happen—they happen inside of a larger block of time. Example Dinosaurs walked the earth in the past.  Sometimes smaller periods of time are used, such as 'last year', 'this morning', or 'next month'. The action does not 'fill up' the whole time but takes place at some time during a big block of time. Example I went to Tokyo last year. If a specific time is mentioned, the focus is on it as a fact, which is always true, rather than the action itself.	Specific Time The Continuous Tense Verb tense is used for actions that happen at a specific time, and that time can be measured. Examples I was eating dinner at 6:00 p.m. yesterday. I was studying all day yesterday. (it filled my time like sand fills a sand clock) Point in Time The action can happen at a point in time, like 5:00. Here, the action starts before that time and may continue after that time. But it is not for an unlimited time. The time is inferred to be temporary. Example I was eating dinner when the phone rang. (here, I might continue eating and not pick up the phone, or I may stop eating and talk on the phone) 

Simple Tense	Continuous Tense
Example The Second World War started in 1939.	Fill Up a Period of Time It can also ‘fill up’ a period of time, like coffee fills a coffee cup. Example Last year, I was studying at a college. Note: Here, of course not every minute was spent studying. I had to eat and sleep, but I was mostly studying—it filled my year. 

1.3.1 Situations When Time Can or Cannot Be Measured

Table 1.4 Situations in Simple and Continuous Tense When Time Can or Cannot be Measured

Simple Tense	Continuous Tense
Time CANNOT be measured when ... 	Time CAN be measured when ... 
 No Time Limit/Time Limit is Not Clear The action either: - Does not have time limit. Example The moon goes around the earth. - the time limits (a clear starting time or stopping time) are not clear or known. Example Life exists on our earth. - It doesn't matter when it started or when it will stop. Example Life in our office is busy.	 Clear Time Limits (Start and Stop Time) Since time is important for the continuous tense, and we can measure it, the time limits (when the action happened) are always given. We always use time words in the Continuous Tense, or the time is implied. In the Simple Present, the time is now. In other situations, the time is known or implied because of the context of the time that we are talking about. Time words can be either a point in time, like 8:00 p.m. or they can be a longer period of time (length of time), like a year, a day, a decade, morning, etc. The action happens for the entire time which is given.



Repeating Action

Simple Tense is used for actions that repeat or are actions in general. This may be at regular times or at irregular times.

Examples

Scheduled Times:

- I drink coffee in the morning.

Irregular Times:

- Ducks often land in this lake. (this can happen at any time or anyplace)
- The birds fly in this park.



Normal Actions or Situations

The simple tense is often used to describe what happens normally in our life or life in general or in situations in general.

Examples

Most people go to work every day, make food, travel to visit family and friends, enjoy recreation, etc.



This Time and This/These Action(s)

Continuous Tense is used for actions that are happening only at the time that is given.

Examples

I normally take the bus to work, but **today** the bus is not running, so only for **today** I **am driving** to work.

At 9:00, this bird is flying (or these birds are flying).



Actions that are Only 'for Now' (Temporary)

The continuous tense is used for actions that are not typical (normal)—again, only for this time.

Examples

I usually walk to work (simple tense), but this week I am riding my bike because my car needs to be fixed.

Yikes! A spider is crawling on my sweater.

I normally study every day, but this week I am being lazy.

The continuous tense is not normally used with adverbs of frequency; however, sometimes we do use it with always or never in this case, it has a special meaning—the action is

At my job, I make appointments with patients, organize the dentist's schedule, and send invoices to insurance companies for payment.

We can talk about **how often** it happens, using adverbs of frequency, such as:

- Always, never, sometimes, often seldom, usually, every day, once a year, etc.

Examples

I clean my apartment every Saturday.

Dr. Spock never showed any emotion.

He drinks coffee every morning.

I sometimes call my friends.

Actions that **repeat again and again** (cycle) cannot be measured because they keep starting and stopping.

Scheduled Action



Includes things that (like the ocean tides) or habits or routines that people have. The action keeps repeating at a regular time.

Example

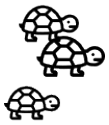
I drink coffee every morning. (regular times)

Random Action

excessive (too much or too little), and it may result in negative emotions or opinions.

Example

She is always complaining.



They can happen anytime (maybe anywhere). These actions are the things that keep happening again and again. They are the things that are a normal part of our life and life in our world. But we can't always know exactly when they will happen.

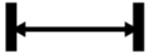
Example

Turtles swim in this lake. (not regular times)

Continuous Action—Not Repeating Action

Actions That Do Not Repeat:

Can be measured—they have one clear starting point and a stopping point.

- In the continuous tense, the action **doesn't start, stop, and then happen again**. It has a definite beginning and ending time so it can be measured. It is mostly continuous (a few small breaks are allowed). 
- The action '**fills up**' the time (like coffee fills a cup) that is mentioned or happens just once and continuously at a **point in time**. 

For example, if I say that I am studying today, it means that I am studying for the whole day.

However, we say that the action is 'mostly continuous' because of course we will need to take an occasional break, for example, to eat lunch.

Not Random Actions:

This action at **this** time (in the present, the time is NOW). 

Example

This bird is flying **at 9:00**. (or these birds).



Permanent Action or Situation

The action happens for so long, sometimes forever, that it is not possible to measure it, or it is not important to measure it.

Example

The moon goes around the earth.

- We don't know when the moon started to go around the earth, so we can't measure that time.

1. **Facts**—facts are true forever.

Example

Water freezes at 0° Celcius/32° Fahrenheit.

2. **Historic Facts:** The action ended in the past, but that action is now a fact that cannot be undone. It is written in the history books forever.

Example

The Eiffel Tower was built in 1887.

3. **Laws and Principles** that cannot be changed.

Temporary Action or Situation

Here, the action is thought to be temporary. It is like a time clock. The action starts, and it will stop.

To help us understand this, we could compare two jobs; a permanent job and a temporary job.

A **permanent job** is a long-lasting career job. Maybe we have gone to prepare for it. We expect that this job will provide well for our needs such as food and housing, so if we enjoy the job, we are likely to do it for a long time, and we have no plans to leave this job.

Here, we would use the simple tense: "I work for Cherry Computers."

A **temporary job** is something that we do usually to just meet a short-term need. We may need it to save up for going to University. It could be a summer job. Maybe we just need extra money, so we get an evening job. But it is not a job that we want permanently. We are probably looking for another job that pays more or that we enjoy doing.

Here, we would use the continuous tense: "I am working at Joe's Burgers, but I can hardly wait to find a better job."

Example

The laws of physics ($E = MC^2$) or the law of gravity (what goes up must come down).

Essence and Existence/Non-Action Verbs

Essence is sort of like a **definition** of something. We are describing what makes something what it is.

For example, **a tiger** is a big cat and not a dog, first of all. But what makes it unique (what it is and how it is different from other big cats) is that it has stripes, it doesn't have a mane like a lion, and it doesn't have spots like a leopard.

These are the things that don't change over time.

For example, if Sue is a kind, happy and caring person, that is her essence. But if one day she is sick and is not very kind, happy or caring on that day, we say that she is 'not being herself' on that day—that is not her essence or who she normally is.

Existence: These Verbs describe something that is not an action—we are talking about something that is. It is **not doing** anything. So, it does not have time—it is always true.

Here, we often use the verb 'BE' (was, were, will be, has been, etc.).

Examples

This is a table.

She is a very creative person.

This car has a battery.

Change and Action

The continuous tense is for action. Action happens when something changes. When something is static, nothing is changing. For example, if something is moving, it changes locations. This can be for actions or for situations.

Examples

She is working on her project. (her project is getting finished)

The population of Mexico City is growing.

We do not use the continuous tense with non-action words, except to say that something is extreme.

For example: If we say that someone is 'always complaining', it means that they are continuously complaining—also without stopping. Here, it is **implied** that the person is doing too much, and this probably brings up negative emotions towards that person. We use this with the words 'always', 'never', 'constantly', etc.

A negative example with 'never' could be: "He **is** always partying and **never studying**" (implying that he is in danger of failing).

Study Tip: Using the Simple Tense

The **Simple Tense** can be used for many situations, which can make it confusing. Furthermore, when you are speaking, you have less time to think about grammar than when you are writing.

Until you master the simple and continuous verb tenses and can do it quickly and naturally, it will be easier to first think about whether the action you are talking about happens at a certain time. If time is not important or possible, you should probably use the Simple Tense. If the action is very long lasting or has no clear time of action, it is also probably the simple tense.

Exercise: Identify Types of Simple Tense Situations

In the blank on the left write:

- 'x' for no time limits/unclear time limits
- 'r' for repeating action
- 'p' for permanent actions, situations (facts, historic facts, laws and principles)
- 'e' for essence (definitions) and existence

1. Unfortunately, pandemics are a regular part of human history.
2. Hamid loves chicken and rice.
3. A virus spreads through the air
4. The tides follow the movement of the moon.
5. Different animals go extinct and new species form in the development of life on earth.
6. Thousands of asteroids hit the earth every year.
7. Music with predictable structures is common in classical music.
8. My alarm clock wakes me up at 5:00 a.m.
9. The weather is always sunny in the desert.
10. University studies require hard work.

11. Narcissism is a Personality Disorder where a person thinks only of themselves.
12. It rains almost every afternoon in Florida.

Answers *show/hide*

1. r
2. e
3. p
4. r, p
5. x
6. r
7. p
8. r
9. p
10. p
11. p
12. r

2.0 The Simple Tense and Time

2.1 Using Time Words

Table 1.5 Time Words for Simple and Continuous Tense

Simple Tense	Continuous Tense
- Things happen within a general time—the time of the action is usually not specific. - Things happen generally within a large period of time, but we don't know exactly when it happened inside of that larger period of time. - Often, time is not mentioned. We simply know by the verb tense that it happened generally in the past, the future, or the present (which could include the past and future). Examples of large periods of time: Past, present, future, in the 1960s, in the 18th century, last year. Examples In the 1960's, people often wore brightly colored clothes. In the 20th Century, many new things were invented. Many of these things changed people's lives in a big way. Notice! A large period of time is mentioned, but the action generally happened inside that time period. The action did not happen at a specific time.	- The action is continuous within or during the time mentioned. - It 'fills up' a certain time. Examples I was practicing guitar from 8:00 to 9:00. I was thinking about my test all day. Last year, I was studying computer science. I was eating lunch at noon. Adverbs of Frequency: These words tell us how often something happens. Include (from most to least): - always - frequently - often - sometimes - seldom - hardly ever - never Other time words: Yesterday, last week, every second week, last year, next Tuesday, this month, etc.

2.2 When do We Use the Simple Tense?

Confused? Real-life examples of how to use the Simple Tense:

So far, we have been describing verb tenses with abstract ideas. We need something more real to help us understand the verb tenses. What kinds of actions or existence do we use the simple tense for? There are four main things that the simple tense is used for:

1. Actions with No Time Limits/Unclear Time Limits: Descriptions of normal, on-going life.
2. Repeating Actions.
3. Permanent Actions or Situations: Descriptions of things that happen in 'Big Time'.
4. Descriptions or Definitions of the Essence of things.

2.2.1 Actions with No Clear Time Limits: Descriptions/Essence

When you describe something, you are talking about its essence, the main long-lasting characteristics of it. It could include actions but it could also include descriptions of places, things and people using non-action verbs, such as 'BE'. Here, we talk about how it normally is over a long period of time. Descriptions could include things or actions that are part of our normal, on-going, day-to-day life on our planet.

Examples

An elephant must be large, with big floppy ears, a long nose (a trunk), a short tail, and two long teeth called tusks. It makes a very loud trumpet-like sound and sometimes sprays water with its trunk.



A lion and a tiger are similar, but a tiger is not a tiger if it doesn't have stripes.

However, zebras also have stripes, so a tiger must also be a type of big cat. Being a big cat with stripes is essential for being a tiger.



Someone's personality is something which is true for their whole life or for a large part of their life. It changes very little. So, we could define a sanguine person as someone who is almost always optimistic, positive, and friendly. They don't get upset easily.

The Simple Tense is used for general descriptions of:

- Situations
 - Events
 - Time Periods
-
- Places
 - Things
 - People

When we describe something using the simple tense, we are talking about kinds of actions that happen in general and not a specific action that is happening at a certain time. These actions can happen at any time and any place and may happen more than one time over a long period of time. This is NOT like the continuous tense, which focuses on one action or group of actions happening at a specific time.

Examples

Past Example: Describe Small Villages in Japan

In the past, people in small villages in Japan often worked in small workshops, where they made things which required special skills. For example, some people made tatami mats to cover floors. Other people carved stone for statues that decorated Buddhist temples. Still other people produced specialized food such as tofu. Farmers grew crops such as rice, mikan oranges, or daikon (radish). Priests performed ceremonies, such as weddings and funerals. Often, a Daimo Lord protected the village. The Daimo ruler sometimes lived in castle and had a small army of samurai soldiers. Sometimes, there were wars between different Daimo.



Figure 1.7 Japanese old style gate

Present Example: Describe Modern Companies

Technology businesses in the modern era are very competitive. Competition is no longer within a country, but often worldwide. Companies often search for workers in other countries. Successful technology companies need the workers with specialized education and with talent. These companies do many things to attract workers to their businesses. Sometimes they allow for flexible schedules, and some companies such as Google even provide places for their employees to relax. You might see employees play ping-pong or video games, or they eat lunch while they work.

Future Example: Describe Life in the Future

It seems like the future is coming very fast. Soon, almost everyone will drive electric cars. They will travel across the whole country in a few hours in a special train that travels inside of a tube. You might even book a vacation in a space hotel. If you are an architect, a technology engineer, or even a musician, artificial intelligence will take your ideas and design something for you. Everyone's job will be easier. People will work fewer hours and they will have more time to spend on hobbies and travel.



2.2.2 Repeating Actions and Habits

The simple tense is used to talk about repeated actions and habits. Unlike describing situations which include many actions or actions in general, some of which could happen many times, repeated actions focus on a specific **action** (one action) that happens again and again. The same action is repeated many times.

- The repeated action could be on a schedule—it happens at a certain time, yet we don't really know when this habit or repeated action started to happen or when it might end. So, this action in general still cannot be measured. For example, I drink coffee every morning.
- A repeated action might also happen randomly. It repeats many times, but it can happen at any time. For example, people sometimes travel to this small village.

Examples

Past Example: The Habits of Bach, the Classical Music Composer

Bach is one of the most famous composers of classical and religious music. Bach was a very busy person. As a child, he practised music every day, and as an adult he played the organ in a church every week. During the week, he gave music lessons, and he practised music with the choir several times each week. He produced special musical pieces for religious holidays, such as Christmas, which happened every year. He changed jobs several times in his life. He worked for several churches, but he also created music for private societies later in life. During this time period, he gave weekly performances at a coffee house which was called Café Zimmerman. During his life, he got married several times because life in those days was difficult, and several of his wives died during Bach's life.



Figure 1.8 Johann Sebastian Bach

Present Example: Chen's Personal Habits

Chen is a very health and organized person. He gets up at 6:00 AM every morning. First, he runs five miles, and he doesn't smoke or eat unhealthy food. Then, he takes a shower and makes a breakfast of rice, fish and tea. He goes to school on Mondays, Wednesdays and Thursdays, and studies in the library on the other days. Because he is a university student in Germany, he talks to his mother, father, and sister every Sunday by video. He plays tennis with his girlfriend once a week unless he has an important exam that week.

Future Example: Technology will Keep Your Life on a Schedule

In the future, your life might be organized by a computer and supervised by a robot. Every morning, a robot will wake you up and make breakfast for you.

Then, you will check your schedule for the day on your computer. However, unlike the simple schedules of today, Artificial intelligence will adjust your schedule according to your mood and energy levels. A digital health monitor will check this regularly and send the information to your computer. Then, five minutes before it's time to leave for work, a self-driving taxi will pick you up at your apartment.

Sometimes, if your robot is not too busy, it will even clean your room for you. Maybe a robot will even give presentations for you.



Figure 1.9 Robot

2.2.3 Facts, Universal Laws and Principles: Things and Ideas or Concepts that are True Forever/Permanent

- A fact is something that is always true. It doesn't change, and it is permanent/forever.
- A historic fact is something that happened in the past; however, although the action happened in the past and might have happened at a specific time in the past, when we use the simple tense, we are not focusing on the action. Instead, we are focusing on the **action as a fact**. Facts are forever.
- Laws and principles are ideas or concepts that are always true. They are permanent/forever.
- Definitions describe the essence of something. The essence of something is what is always true or almost always true of something.

Examples

Water **freezes** at 0° Celcius/32 ° Farenheit.

The Eiffel tower **was built** in 1887. (this is a passive verb)

Turtles **have** hard shells.

The law of supply and demand **means** that things get expensive which there is little supply or great demand.

$E = MC^2$ – Energy **equals** mass times ‘C’ (speed of light) squared.

Past Examples of Facts:

- It is important to realize that actions in the simple past no longer happen anymore. However, a fact is a record that cannot be erased—it is true forever. For example: It is a fact that, in the past, it was common for people to ride in carriages pulled by horses in New York. But that is mostly not true today (except for rides for tourists). Now, most people drive in cars or take the bus or subway. However the fact remains forever.
- If the simple past is used, it implies that the action no longer happens.
 - Sometimes, to emphasize that something is no longer true, we use the phrase ‘used to’. For example, “John used to smoke” means that he quit smoking. He doesn’t smoke now. Although used to is used for the past, it is followed by the base form of the verb (verb in its simple form—present tense with no suffix); for example, I used to play guitar in a band.
- If the simple future is used, the action has not happened yet. It will happen in the future, or is likely to happen in the future, but it has not happened yet or is not true yet.

Example

I will graduate next year.

Examples

Past Example: Early Life in North America

In the early days of life in North America, people rode horses and did a lot of work with their hands. People often had large families, and mothers often spent most of their time taking care of their children. They used to bake bread almost every day. They washed clothes by hand. First, they pumped water from a well and filled a big tub with water. Then, they scrubbed the clothes with a wash board. It had a wavy glass face that people would rub the clothes on. Classrooms were large, with all of the grades in one big class. Children used to practice math equations on very small personal-sized chalkboards.

Present Example: Definition of Someone with a Narcissistic Personality Disorder

A person with a narcissistic personality disorder is a person who only thinks about themselves and their own interests. Everyone thinks about themselves sometimes, but it is a disorder when it interferes with normal relations with other people. It is also persistent – it is something that is a long-lasting pattern of behaviour. People with a narcissistic personality disorder are often very charming. They say nice things about other people, but they only do it to get something from the other person. Their relationships are always transactional. This means that they only do something for other people if they get something in return. Their behaviour is as predictable as the fact that water turns into ice at 0° Celcius.

Future Example: The Effects of Climate Change in the Future

Climate change is real, and our future world will be very different because of it. Our world is already different because of it, but it will become worse in the future if we don't do anything about it. However, we shouldn't let that stop us from doing things now. People will become more serious about it in the next few years. They will use transit more and will probably not drive cars very much. Scientist will invent devices that will have no carbon emissions.



Figure 1.10 Mammoth Hot Springs

2.2.4 Non-Action Verbs and Definitions

Some verbs are non-action. They include the verb 'BE', which can also be used to describe something. However, there are other non-action verbs sometimes called stative verbs. They basically fit into five groups: emotion, possession, mental states, perception and some less common ones—'others'. Explanation of and additional non-action verbs can be found in [appendix B](#).

Examples

Table 1.6 Examples of Non-Action Verbs

Emotion	Possession	Mental States	Perception	Others
Love/Hate	Belong	Agree/Disagree	See	Weigh
Hope/Wish	Include	Understand/Know	Smell	Depend
Prefer	Consists of	Remember/Forget	Taste	Seem
Enjoy	Own	Believe	Hear	Fit

Some verbs have both active and non-active forms.

Examples

'Remember' can be active:

- I remembered to lock my door.

Or it can be non-action:

- I remember my grandmother's voice. (means recognize)

Weigh can be active:

- I am weighing this bag of rice.

Or, it can be non-action:

- This bag of rice weighs 5 kilos (or pounds).

Non-action verbs are not actions, so their time of action cannot be measured—there is **no time** that they happen.

Non-action verbs also include linking verbs, verbs used when describing the subject of a sentence with a noun, adjective or adverb form.

Examples

Mary is a doctor. (noun)

Mary is intelligent. (adjective)

Mary is here, at the hospital. (adverb and preposition used in an adverb form)

Past Example:

In the past, people often wished different things for a spouse. They often wanted a spouse for very practical reasons. For example, in rural areas, they often wished to find a spouse who was physically strong so that they could do physical labour. They preferred someone who was healthy over someone who was beautiful. They did not pick a spouse because they wanted to enjoy going on long romantic walks.

Present Example:

The definition of the family has changed greatly in the past few decades, at least in North America. In the past, it was an extended family, which included anyone who was a distant blood relative—someone related to you genetically. It could include uncles, aunts, grandparents, cousins and even older adults who acted like aunts and uncles to you, even disciplining you. But now, it usually only consists of the nuclear family: the father, the mother and the children of the couple. But many people have an even newer definition of family. It consists of any group of people who know each other, love each other and associate in close relations with each other. These people believe that how you associate with each other and live together is more of what a family is than some genetic link.

Future Example:



Figure 1.11 Horse-drawn plow

To understand the future of the family, you will have to see the future context of the future family. What will life in a family be like? Will it be a virtual family, which will include realistic robots who will use AI to develop a close relationship with their owners? Will we depend on our computers to cheer us up when we are feeling sad or lonely? Will our family live together in the future? Maybe we will have avatars of our family that are so realistic that we will believe that they are actually there with us in our homes. Then, families might agree to live anywhere in the world that they have opportunities to work but stay connected to their families virtually.

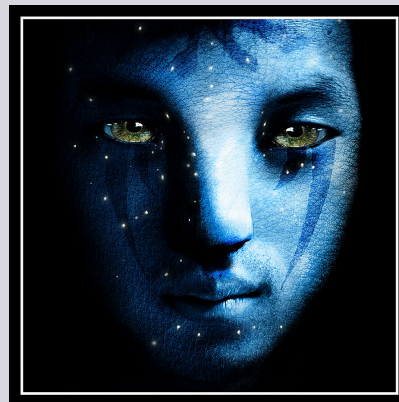


Figure 1.12 Alien humanoid face

Exercise: Types of Usage of the Simple Tense

Look at the examples below. What are they examples of? Some things may more than one answer; in that case, put a comma between the answers (i.e. d, r). After you are finished, discuss your choices with a partner. Which situations could include more than one category? Why?

- Write 'd' for descriptions of normal on-going life (actions with no time limits/unclear time limits).
 - Write 'r' for repeated actions and habits.
 - Write 'p' for permanent actions and situations (facts, historic facts, laws and principles).
 - Write 'n/a' for situations that use non-active verbs.
1. 21 million people live in the city of Mumbai, India.
 2. The train leaves at 8:00 a.m.
 3. I usually read the newspaper before work.
 4. Successful work habits consist of efforts, attitudes and people skills.

5. Eating sugar has serious effects on your health.
6. University life includes hard work, new friends, and interesting studies.
7. The 3-day Thai water festival includes things such as water fights, music, dancing, eating and drinking.
8. Makena is a person who likes to have everything organized. She makes and follows schedules closely and checks the time constantly.
9. The annual Throne Speech is given every year for the first new session or meeting of a government. The speech is given by a representative of a king or queen who talks about the plans and goals of the government.
10. This is a beautiful area. It is surrounded by mountains, has a beautiful and fast-flowing river, and is covered with tall pine trees. Many eagles also live here.
11. Winter in the Northwest is unpredictable. Sometimes, the weather is mild and warm, but other times it is cold and snows a lot—sometimes up to 5 feet of snow. But one thing is sure—there will always be a lot of rain.
12. Good government consists of trustworthy leaders, fair laws, and concern for the citizens of the country.
13. Quantum mechanics operates in ways that we don't understand, and which are not always completely predictable.

Answers *show/hide*

1. d
2. r
3. r
4. d
5. p
6. d
7. r
8. d, p
9. r
10. d, p
11. d, p
12. d, p
13. d, p

3.0 The Simple Present Tense

3.1 Using the Verb BE for Descriptive Sentences in the Simple Present

The verb 'BE' is used for describing the subject of the sentence using the Subject–Linking Verb–Modifier sentence pattern.

- The verb 'BE' is one of the linking verbs used to link a description of the subject of the sentence with the subject of the sentence. The modifier can be either a noun, adjective, or adverb. It can also be a preposition phrase which is serving as either an adjective or adverb. The modifier is a word or phrase that describes the subject.
- Other linking verbs include verbs of perception such as 'seems', 'looks', 'sounds', 'feels'. They are used to convey someone's perception of the subject. A perception is an implied statement, based on what the speaker observes about the subject.

Examples

Ms. Ling is a doctor. (noun modifier)

She is intelligent. (adjective modifier)

She is not here. (Adverb modifier)

She is at the hospital. (preposition phrase acting as an adverb)

They are students. (noun modifier)

They are young. (adjective modifier)

They are here. (adverb modifier)

They are in the class. (preposition phrase acting as an adverb)

To make a negative sentence, use BE + not.

Table 1.7 Negative Verb Form in Simple Present Tense

Subject	'BE'	Modifier (noun, adjective, adverb, preposition phrase)
I	am not ~~amn't~~ (is not used—use I'm not instead)	at home. (preposition phrases used as an adverb)
You	are not aren't	careful. (adjective)
He, She, It	is not isn't	sure. (adjective)
We	are not aren't	students. (noun)
They	are not aren't	here. (adverb) on the campus. (preposition phrases used as an adverb)

Exercise: Describe Your Home City

Add a descriptive word after 'BE'.

- The campus of my university (BE) (adjective)
- The students (BE) (adverb or preposition phrase)
- The schedule (BE) (adjective)
- Its reputation (BE) (adjective)
- Its official animal mascot (BE) (noun)
- The classes (BE) (adverb or preposition phrase)
- The library (BE) (noun)
- My dorm roommate (BE) (noun)
- The professors (BE) (adjective)
- My transportation to the university (BE) (noun)

Answers may vary.

3.2 Using the Verb 'BE' in Making Yes/No Questions

- Yes/No questions are questions for which the answer is either 'yes' or 'no'.

- The answer is usually in short form as follows:

Examples

Is this the right form?

Yes, it is. (answer)

Are you a student at this university?

No, I am not. (answer)

Table 1.8 Yes/No Questions Breakdown in Simple Present Tense

Yes/No Questions			Short Answers (Positive)			Short Answers (Negative)		
'BE'	Pronoun	Complement	Positive	Pronoun	'BE'	Negative	Pronoun	'BE'
Singular								
Am	I	tall?	Yes,	I	am.	No,	I	am not. ~~amn't~~ (I'm not)
Are	you	tall?	Yes,	you	are.	No,	you	are not. aren't.
Is	he she it	tall?	Yes,	he she it	is.	No,	he she it	is not isn't
Plural								
Are	we	tall?	Yes,	we	are.	No,	we	are not aren't
Are	you	tall?	Yes,	you	are.	No,	you	are not. aren't.
Are	they	tall?	Yes,	they	are.	No,	they	are not aren't

Exercise: Using BE to Make Yes/No Questions

Write the questions for these answers. Be sure to use the correct pronoun for the questions.

1. **Question:**

?

Answer: Yes, the test is on Tuesday.

2. **Question:**

?

Answer: No, the noodles are finished.

3. **Question:**

?

Answer: No, my friends are not from Bangladore. They are from Mumbai.

4. **Question:**

?

Answer: Yes, the class starts at 9:00 a.m.

5. **Question:**

?

Answer: No, my homework is not finished.

6. **Question:**

?

Answer: No, it's not in May. My vacation is in July.

7. **Question:**

?

Answer: No, I do not like coffee.

8. *Make your own question and answer.*

Question:

?

Answer:

Answers *show/hide*

1. Is the test on Tuesday?
2. Are the noodles finished?
3. Are your friends from Bangladore?
4. Does the class start at 9:00 a.m.?

5. Is your homework finished?
6. Is your vacation in May?
7. Do you like coffee?
8. Answers will vary

3.3 Making Information Questions in the Simple Present Using the Verb BE

- For information questions, we use 'wh' Question words + the verb BE.
- Information questions do not have a simple/yes no answer; rather, they give specific information as the answer.
- In informal speech only, contractions are sometimes used.

Examples: 'Wh' Question

'Wh' Question Words: what, where, when, who, why, how (doesn't start with 'wh')

Table 1.9 'Wh' Questions and Contractions in Simple Present Tense

'Wh' Questions			With Contractions	
Question Word	Verb 'BE'	Complement	'Wh' Question Word + 'BE'	Complement
What	is	this?	What's	this?
Where	are	they?	Where're	they?
When	is	the movie?	When's	the movie?
Who	are	the actors?	Who're	the actors?
Why	is	she not here?	Why's	she not here?
How	are	the apples?	How're	the apples?

Exercises

1. **Write the correct form of the verb BE in the blanks below. Be sure to use the correct form of the Verb BE. It must have correct Subject/Verb Agreement. Remember that the subject and verb are switched in questions.**

1. Where my textbook?
2. Who the actors in this movie?
3. What climate change? Could you explain it?
4. What the important points in this chapter?
5. When the start of the fall semester?
6. How the apple pie? Do you like it?
7. Where the university library?
8. When spring break?
9. What your friends do on the weekend?
10. Where some good restaurants in this area?

Answers *show/hide*

1. is	6. is
2. are	7. is
3. is	8. is
4. are	9. are
5. is	10. are

2. **Write the questions for these answers:**

1. **Question:**

?

Answer: My book is wet because I dropped it in the bathtub.

2. **Question:**

?

Answer: Your coat is in the closet.

3. **Question:**

?

Answer: The pharmacy is on the corner of 1st Street and 10th Ave.

4. **Question:**

?

Answer: The concert is at 7:30 PM?

5. **Question:**

?

Answer: The lights are off because the power is out.

6. **Question:**

?

Answer: My home is in San Francisco.

7. **Question:**

?

Answer: My favourite kind of music is jazz.

8. **Question:**

?

Answer: It is in downtown San Francisco.

9. **Question:**

?

Answer: We are late because our train was late.

10. **Question:**

?

Answer: The test is about personality disorders.

Answers *show/hide*

1. Why is your book wet?	6. Where is your home?
2. Where is my coat?	7. What is your favourite kind of music?
3. Where is the pharmacy?	8. Where is your hotel?
4. When is the concert?	9. Why are you late?
5. Why are the lights off?	10. What is the test about?

3.4 Making Information Questions in the Simple Present Using the Verbs Do/Does

- We add the helping verbs do/does when there is a main verb in the question.
- Question Word + do/does + subject + main verb
- The question word takes the place of the object of the verb (the answer to the question).

Example: Changing a Sentence into a Question

She makes noodles for lunch every day.

What does she make for lunch every day?

3.4.1 'Wh' Questions

Table 1.10 Question Word + Do/Does

Question word	Verbs 'Does/Do'	Complement
What	does	this say?
Where	do	they live?
When	does	the movie start?
Who	do	the actors play in this movie?
Why	doesn't	she want to come to the party?
How	do	the apples taste?

Exercise: Making Information Questions in the Simple Present

Write the questions for these answers. Answers may vary slightly.

1. **Question:**

?

Answer: This road goes to Chiang Mai.

2. **Question:**

?

Answer: He doesn't eat ice cream because it is unhealthy.

3. **Question:**

?

Answer: The movie starts at 10 o'clock.

4. **Question:**

?

Answer: These books go on the third shelf.

5. **Question:**

?

Answer: They want to eat in a fastfood restaurant.

6. **Question:**

Answer: They are going to Hawaii because they want to enjoy the sun.

7. **Question:**

Answer: Some people play golf to relax.

8. **Question:**

Answer: They don't live in a house because it is too expensive in this city.

9. **Question:**

Answer: A panda bear eats bamboo.

10. *Make your own question and answer.*

Question:

Answer:

Answers *show/hide*

1. Where does this Road go to?
2. Why doesn't he eat ice cream?
3. When does the movie start?
4. Where do these books go?
5. Where do they want to eat?
6. Why are they going to Hawaii?
7. Why do some people play golf?
8. Why don't they live in a house?
9. What does a panda bear eat?
10. Answers will vary.

3.4.2 Making Information Questions with 'How'

- Questions with 'how' are slightly different than other information questions.
- There are four ways to make questions using 'how'.
- Two of these ways are used to ask about quantity (how much, how many).

Examples

Table 1.11 'How' Questions in Simple Present Tense

Information Question with 'How'	Examples
How + many + plural count noun	How many oranges did you take? How many people can fit in this car? How old is this violin?
How + much + noun count noun	How much money do you make every year? How much does this jacket cost? How much coffee do you drink each day?
How + adjective	How important is this essay? How heavy is this box?
How + adverb	How seriously is he hurt? How often do you go to the movies?

Exercise: Making Information Questions in the Simple Present using 'How'

Write the questions for these answers:

1. Question:

?

Answer: She drinks 4 liters of water a day.

2. Question:

?

Answer: This box of oranges weighs 5 pounds.

3. Question:

?

Answer: I go running three times a week.

4. **Question:**

?

Answer: This test is very difficult.5. **Question:**

?

Answer: She is completely fluent in Spanish.6. **Question:**

?

Answer: They spend too much money on video games.Answers *show/hide*

1. How much water does she drink a day?	How fluent is she in Spanish?
2. How much does this box of oranges weigh?	6. How much money do they spend on video games? OR
3. How often do you go running?	How much did they spend on video games?
4. How difficult is this test?	
5. How well does she speak Spanish? OR	

3.5 Writing the Negative of the Verb and Emphasizing the Positive with the Helping Verb Do/Does and Don't/Doesn't

Table 1.12 Do/Does Negative

Explanation	Examples
When we write negative sentences (a, b), meaning that something is not true, we use do not/does not plus the base form of a main verb. - The abbreviation for the negative is don't/doesn't (c, d). - The added helping verb do/does is also used in the positive to emphasize that something really is true (e, f). - The helping verb do/does is also necessary in making yes/no questions. Here, the <u>helping verb</u> and the <u>main verb</u> are split, with the subject of the sentence going between them.	a. I do not watch TV for more than an hour a day. b. She does not drive carefully. c. I don't watch TV for more than an hour a day. d. She doesn't drive carefully. e. You do drive a nice car. f. Ms. Smith does work very hard.
The helping verb do/does is also necessary in making yes/no questions. Here, the <u>helping verb</u> and the <u>main verb</u> are split, with the subject of the sentence going between them.	a. <u>Do</u> you <u>have</u> the keys for your car? b. <u>Does</u> Mr. Smith <u>have</u> a laptop?

Exercise

Write the correct negative form of the Simple Tense verb in the blanks below. Be sure to write the third person singular verbs in the correct form. Include the helping verb don't/ doesn't if needed.

Mr. Taka is a mountain climber, but he (1) _____ (like, not) heights. So, when he climbs, he (2) _____ (look, not) down below him at the ground. The friends that he climbs with (3) _____ (understand, not) this. They love the thrill when they look down and (4) _____ (see, not) anything but air below them. They think it is beautiful, so they sometimes joke with him about it. "Why do you climb, when you are afraid of heights", they ask? But he (5) _____ (do, not) for the beauty and enjoyment of climbing. He does it because he (6) _____ (want, not) fear to win in him. He thinks that if he keeps doing it, that someday he will lose his fear of heights. He also knows that fear (7) _____ (go away, not) unless you face it. At least his friends (8) _____ (think, not) that he is a coward.

Answers *show/hide*

1. doesn't like
2. doesn't look
3. don't understand
4. don't see
5. doesn't do
6. doesn't want
7. doesn't go
8. don't think

3.6 Use of Adverbs of Frequency and Time Expressions

Because the simple tense is used for actions that repeat many times over a long period of time, we sometimes talk about how often they happen.

- Some things happen on a schedule. They could be a regular activity that happens at the same time every day.
- On the other hand, some things happen in a less regular way, so we talk about how often and they happen. Here are some adverbs of frequency.
- The adverbs of frequency below start with most frequent at the top and go to the least frequent at the bottom. Percentage is approximate.

Table 1.13 Adverbs of Frequency

Adverb	Frequency
always	100%
almost always	90%
frequently	80%
usually	75%
often	60%
quite often	55%
sometimes	50%
occasionally	35-40%
infrequently	20%
seldom	10%
rarely	5%
hardly ever	5%
almost never	3%
never	0%

In the simple tense, everything that happens in the present was also true in the past and will probably be true in the future.

When we use the simple present tense, it automatically happens in the general area of time called ‘the present’. Specific time words are not usually used, except for giving facts about time or talking about repeated activities at a certain time.

We do use adverbs of frequency (see [table 1.14](#) below).

Examples

Abdul attends university.

The snake is long.

The earth goes around the sun.

The bank opens at 10:00 a.m.

She goes to class on Tuesdays.

Table 1.14 Frequency in Simple Present Tense

Explanation	Examples
Adverbs of frequency are one of the time expressions in English. Adverbs of frequency tell how often something happens.	a. I usually <u>study</u> in the library. b. They almost never <u>have</u> a party. c. We often <u>go</u> skiing in the winter.
Adverbs of frequency usually go before the <u>verb</u>, as in (a) and (b). - However, like some other adverbs, they can be placed at the end of a sentence after the verb (c) or after the object of a verb (d), if there is an object. - With negative multi-word time expressions (hardly ever, almost never—in bold above), they go before the verb and not after the verb (e). - In the negative form, they usually go between don't/doesn't and the main verb, as in (f).	a. The bank usually <u>opens</u> at nine. b. I almost always <u>text</u> my friends, and I almost never <u>call</u> them and <u>talk</u> to them. c. I <u>call</u> often. d. I <u>drink</u> coffee often. e. I drink coffee almost never. f. I don't usually <u>drink</u> tea.
Examples of others include: every day, twice a week, three times a year, every second week, etc. - These multi-word time expressions are used like adverbs of frequency to describe habits and repeated actions. - They go after the <u>verb</u> if there is no object of the verb (a), and they go after the object if there is an object of the <u>verb</u> (b).	a. Her family is quite rich and <u>goes</u> to Hawaii every year. b. I <u>clean</u> my room twice a week.
When an adverb of frequency is used to modify an <u>adjective</u>, it comes before the <u>adjective</u>, as in (a) and (b).	a. She is almost always <u>quick</u> to return a text message. b. The clothes at this store are almost always <u>cheap</u>.

Exercises

- Write the correct form of the verb/time expression in the blank.** The Spread of Slang is an informal form of speech. It is (1) _____ (use, almost always) by a

culture within a culture—a subculture. It's more common with teens, because teenagers (2) (want, always) to have an identity (who they see themselves as being) that is different from their parents and from adults. Teens (3) (identify, always) more with their friends than with their parents or family. They would (4) (want, never) to use the same slang that their parents used back in the old days. In the past, teenagers would (5) (hear, sometimes) on a movie, a TV show or in a song on the radio. Those TV shows were (6) (produced, almost always) in California. So, the language used in those shows naturally came from California. This is where it gets interesting. Many people in California (7) (try, usually) to look and sound current or cool. So, young people like to pick up new slang that starts there. One of the coolest sub-cultures in Los Angeles, where most movies and TV shows were made, was the beach sub-culture. Surfing in the waves was a big part of the Beach subculture, and many surfers were teenagers, so they would (8) (make up, often) new words or use words in new ways, so that they wouldn't sound like their not-so-cool parents. They would (9) (call, sometimes) their friends 'dude'—as in "Hey dude, what are you doing after school?" They also had special words to describe waves. A big wave that was rolling and twisting around was called 'gnarly'. Strangely, a cool car was described as 'bad'—as in "That is a bad car." However, things are changing rapidly. People are more likely to be entertained on the internet now. Creative content can be made anywhere and by anyone. So, will we soon be using slang that started on a farm or a ranch? Horse slang?

Answers *show/hide*

1. almost always used	6. almost always produced
2. always want	7. usually try
3. always identify	8. often make up
4. never want	9. sometimes call
5. sometimes hear	

2. **Describe your present life as someone who is new in your country.**

OR

Describe your life after high school—your life as an adult.

- **Descriptions/Normal Life:** List five things that were typical things that happen in your life as an adult (how is different from your life as a child or teenager) OR your life as someone who is new to this country.
- **Facts and Definitions:** List five things that are important for an adult to do in order to survive and do well in the adult world. What does it mean to be an adult (what is

an adult)?

- **Habits/Repeated Activities:** List five habits that help an adult to do well as an adult. What things should they do regularly.

Answers will vary.

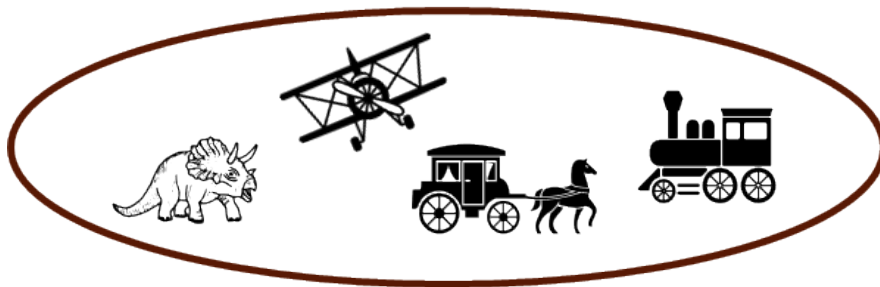
4.0 The Simple Past Tense

4.1 How do We Use the Simple Past Tense?

Review: Simple Tense > Somewhere in Space and Time

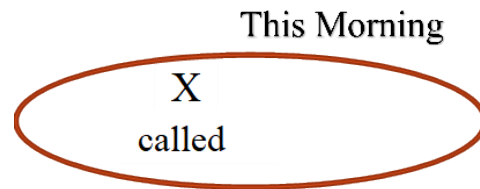


In the Simple Tense, time cannot really be measured, things happen somewhere in time in space, so huge blocks of time are used—the past, present, and future. Sometimes smaller blocks of time are mentioned, but action does not happen at a specific time within those blocks of time. Instead they happen somewhere within that block of time. When a more specific time is mentioned, the focus is not on action itself, but instead the facts of the action—when it happened. It is the FACT that doesn't have time, because facts are forever.



The simple past tense is mostly the same as the simple present tense:

1. The actions happen within a larger period or block of time—somewhere in time.
2. The actions have no real start or stopping time—like a pendulum.
3. Generally, the actions happen in the past.
4. The actions can happen within a smaller period of time: for example, in the 1960's, in February, or this morning. However, they usually happen at sometime within the larger period of time. That could be in beginning of that time, the middle, or the end, but we don't know exactly when. **For example**, if I say that I called my friend this morning, we don't know exactly when I called. All we know is that the call happened sometime in the morning. So, it still is not a specific time.



5. When a specific time is given, the focus is **not on the action** itself; rather, it is on **the fact** that it happened at this time. Facts are **not about time**—they are **always** true.
6. However, people use time words to make the simple tense and the continuous tense mean almost the same. For example: “I was studying this morning” is almost the same as, “I studied all morning.”

Still, time is usually not mentioned when we use the simple tense. Normally, the Simple Tense is not about time. Instead, the Simple Tenses is about facts. It's about information rather than action. When we are giving facts about time, we might mention specific time.

Example

Jose has a guitar lesson at 8:00.

- In this example, the main point is that the guitar lesson is at 8 o'clock. Facts are about what is true, and if something is true it is always true—there is no starting time or ending time for truth. The verb 'has' is of little important.

In the simple past, we are often talking about the facts about things that happened. These are often historic

facts. They **happened in the past**, but the **facts** will **always be true**. You cannot undo the past. For example: The Eiffel Tower was built in Jan 28, 1887. Obviously, it was not built in one day—that is just when it was finished. But this is a historic fact that will be true forever, and forever does not have a beginning and end.

4.2 When do we use the Simple Past Tense?

We use the simple past for the same things that the simple present is used for.

- Description of Situations, Events, Time Periods, Places, Things and People
- Repeated Actions and Habits
- Facts—always true/historic facts (once something is done, you can't undo it)

4.2.1 Description of Situations, Events, Time Periods, Places, Things and People

Example: Description of Small Villages in Japan

In the past, people in small villages in Japan often worked in small workshops, where they made things which required special skills. For example, some people made tatami mats to cover floors. Other people carved stone for statues that decorated Buddhist temples. Still other people produced specialized food such as tofu.

Farmers grew crops such as rice, mikan oranges, or daikon (radish). Priests performed ceremonies, such as weddings and funerals. Often, a Daimo Lord protected the village. The Daimo ruler sometimes lived in castle and had a small army of samurai soldiers. Sometimes, there were wars between different Daimo.



Figure 1.13 Nagoya Castle

4.2.2 Repeated Actions and Habits

- Unlike describing situations, actions are one kind of action that happens again and again. The same

action might be repeated many times.

- The action could be on a schedule—at a certain time, but we don’t really know when this habit or repeated action started to happen or when it might end. So, this action in general still cannot be measured.

Example: The Habits of Bach, the Classical Music Composer

Bach is one of the most famous composers of classical and religious music. Bach was a very busy person. As a child, he practised music every day, and as an adult he played the organ in a church every week. During the week, he gave music lessons, and he practised music with the choir several times each week. He produced special musical pieces for religious holidays, such as Christmas, which happened every year. He changed jobs several times in his life. He worked for several churches, but he also created music for private societies later in life. During this time period, he gave weekly performances at a coffee house which was called Café Zimmerman. During his life, he got married several times because life in those days was difficult and several of his wives died during Bach’s life.



Figure 1.8 Johann Sebastian Bach

4.2.3 Describe Facts and Give Definitions

- It is important to realize that facts for the past are no longer true anymore. For example: It is a fact that, in the past, it was common for people to ride in carriages pulled by horses in New York. But that is mostly not true today (except for rides for tourists). Now, most people drive in cars or take the bus or subway.
- If the simple past is used, it implies that it is no longer true.
- Sometimes, to emphasize that something is no longer true, we use the phrase ‘used to’. For example, “John used to smoke” means that he quit smoking. He doesn’t smoke now. Although ‘used to’ is used for the past, it is followed by the base form of the verb (verb in its simple form—present tense with no suffix), for example, “I used to play guitar in a band”.

Example: Early Life in North America: Things That Are No Longer True

In the early days of life in North America, people rode horses and did a lot of work with their hands. People often had large families, and mothers often spent most of their time taking care of their children. They used to bake bread almost every day. They washed clothes by hand. First, they pumped water from a well and filled a big tub with water. Then, they scrubbed the clothes with wash board. It had a wavy glass face that people would rub the clothes on. Classrooms were large, with all of the grades in one big class. Children used to practice math equations on very small personal-sized chalkboards.

4.3 How to Write Simple Past Tense

There are two ways to write the Simple Past because there are regular verbs and irregular verbs.

- Regular verbs: Add ‘-ed’ to base form of the verb.
 - See [table 1.16](#) below for spelling of ‘-ed’ forms.
- Irregular verbs: write the ‘irregular’ form of the verb.
 - See [Appendix A: Irregular Verbs Chart](#) for a list of common irregular verbs.

Example

In the simple past form, ‘eat’ is not ‘eated’. The simple past form of the verb ‘eat’ is the irregular form ‘ate’.

Table 1.15 Regular and Irregular Past Tense Verb Form

Past Tense Verb Form	Examples
Regular Past Tense Verb Forms: Unlike the simple present tense, the past ‘-ed’ verb form is the same in all persons. The 3 rd -Person Singular form (he, she, and it) is the same as the others—add ‘-ed’ for all of them.	I walked You walked He, she, it, walked We walked You walked They walked
Irregular Past Tense Verb Forms: A full list is in Appendix A .	eat → ate fall → fell bend → bent sell → sold

4.3.1 Spelling of Verbs When '-ed' Is Added

Table 1.16 Spelling of Verbs with -ed Ending

Verb	Examples		Explanation
a. Verbs that end in a vowel + consonant + 'e'	hope recite dare	hoped recited dared	Drop the 'e' and add -ing/-ed
b. Verbs that end in 'y'	enjoy pray buy	enjoyed prayed bought	Verbs with vowel + 'y' • Add -ing/-ed
	study fry rely	studied fried relied	Verbs with vowel + consonant + 'y' • Change the 'y' to 'i' and add -ed
c. Verbs that end in 'ie'	die lie tie	died lied tied	Change 'ie' to 'y' and add -ed
d. Verbs that end in a vowel/consonant pattern (except -w, -x, or -y)	one-syllable verbs		
	rob beg drop	robbed begged dropped	Double the consonant and add -ed
	irregular two-syllable verbs		
	begin commit forget	began (irregular) committed forgot (irregular)	irregular
e. Verbs that end in a two-consonant pattern	list start demand	listed started demanded	Add -ed

Study Tip: Repetition and Variation

Repetition becomes boring, and when we become bored, we lose focus. Our brain does not release the needed neurotransmitters which encourage our synaptic memory connections to form and grow. So, change your routine. If you are practicing verb tenses, find a different way to practice verb tenses.

Exercise: Practice With '-ed' Verb Forms

Write the past tense of these regular verbs that end in '-ed'. Write the correct '-ed' form.

1. start:
2. wait:
3. help:
4. wipe:
5. occur:
6. happen:
7. hope:
8. hop:
9. cry:
10. rain:
11. explain:
12. commit:
13. refer:
14. listen:
15. promise:

16. pull:
17. smile:
18. hurry:
19. study:
20. stay:
21. step:
22. try:
23. offer:
24. swipe:

Answers *show/hide*

1. started
2. waited
3. helped
4. wiped
5. occurred
6. happened
7. hoped
8. hopped
9. cried
10. rained
11. explained
12. committed
13. referred
14. listened
15. promised
16. pulled
17. smiled
18. hurried
19. studied
20. stayed
21. stepped
22. tried

- 23. offered
- 24. swiped

4.3.2 Spelling of Irregular Verbs

Irregular verbs do not follow the regular verb forms in English. Usually, we add ‘-ed’ to verbs to change them to the past tense. For other verbs there does not seem to be a pattern or there are several patterns. This is because English is really a mixture of many different languages, so there are sometimes more than one rule to follow. However, there are so many verbs that it is difficult to tell which language rule to follow, that it is usually easier to just memorize each one.

Changes in verbs for the irregular past tense verb forms follow three patterns:

Table 1.17 Patterns for Irregular Past Tense Verbs

Pattern	Examples
Verbs that don't change	cut → cut hit → hit fit → fit
Verbs that change their vowel	get → got sit → sat drink → drank
Verbs that change completely	catch → caught bring → brought teach → taught

4.3.2.1 List of Irregular Verbs with Their Past Forms

Table 1.18 List of Irregular Past Verb Forms

Base	Past	Base	Past	Base	Past	Base	Past
be	was/were	drink	drank	know	knew	shoot	shot
bear	bore	drive	drove	lead	led	show	showed
beat	beat	eat	ate	learn	learned	shut	shut
become	became	fall	fell	leave	left	sing	sang
begin	began	feed	fed	lend	lent	sink	sank
bet	bet	feel	felt	let	let	sit	sat
bite	bit	fight	fought	lie	lay	sleep	slept
blow	blew	find	found	lose	lost	speak	spoke
broadcast	broadcast	fly	flew	make	made	spend	spent
break	broke	forget	forgot	mean	meant	stand	stood
bring	brought	freeze	froze	meet	met	steal	stole
buid	built	get	got	pay	paid	stick	stuck
burn	burned	give	gave	put	put	swim	swam
buy	bought	go	went	read	read	understand	understood
can	could	grow	grew	ride	rode	take	took
catch	caught	hang	hung	ring	rang	teach	taught
choose	chose	have	had	rise	rose	tell	told
come	came	hear	heard	run	ran	think	thought
cost	cost	hide	hid	say	said	throw	threw
cut	cut	hit	hit	see	saw	wake	woke
do	did	hold	held	sell	sold	wear	wore
draw	drew	hurt	hurt	send	sent	win	won
dream	dreamt	keep	kept	set	set	write	wrote

Exercises

1. **Write the past tense forms of the following verbs. All are irregular verbs.** Yesterday, I (1) (speak) with Ajulo about the resume that he (2) (submit) to our company. I (3) (say) that he (4) (impress) me with his education at several top universities. He also (5) (write) a very good cover letter), which I (6) (read) with interest. When I later (7) (question) him about his work experience, he (8) (speak) about working at several small but innovative companies. He also really (9) (understand) the concept of teamwork. He ' (10) (draw) me in' with his sincerity. It (11) (be) easy to trust him, and I (12) (feel) confident that he would make a good employee.

Answers *show/hide*

1. spoke	7. questioned
2. submitted	8. spoke
3. said	9. understood
4. impressed	10. drew
5. wrote	11. was
6. read	12. felt

2. **Write the past tense forms of the following irregular verbs:**

1. drive:
2. drink:
3. swim:
4. understand:
5. can:
6. break:
7. have:
8. run:
9. take:
10. feel:
11. fight:

12. build:
13. put:
14. say:
15. sell:
16. ride:
17. keep:
18. hang:
19. wear:
20. win:
21. think:
22. sleep:

Answers *show/hide*

1. drove	12. built
2. drank	13. put
3. swam	14. said
4. understood	15. sold
5. could	16. rode
6. broke	17. kept
7. had	18. hung
8. ran	19. wore
9. took	20. won
10. felt	21. thought
11. fought	22. slept

3. **Write the past tense forms of the following verbs. Some are regular and some are irregular. This is the same exercise found in the section on the Simple Present. The exercise is being repeated to show that the same principles of time apply to the past. However, now it is in the past form.**

Sergei, Andrei, and Tatiana (1)
 (know) each other very well. They went to elementary school together,
 and they also (2) (play) in a band together. Sergei (3)
 (be) a very good guitar player and he (4) (have) a great voice. Andrei (5)
 (have) very good rhythm, so he (6) (lay down) the beat.
 Tatiana (7) (sing) very well and has a powerful voice. Sometimes, Andrei
 and Tatiana (8) (collaborate) together and write music. Sometimes they
 (9) (play) some traditional music from their region because this music (10)

(be) is what their mother (11) (continue) to sing. One thing that (12) (inspire) them, however, is to write songs about love and harmony. These three friends (13) (travel, often) to small towns in their region to give concerts of their music. Now, however, they are thinking about their future life. They (14) (make, don't) a lot of money with their band. In addition, Tatiana (15) (plan) to get married to her boyfriend in the following summer. They (16) (want) to start a family someday, but for now, however, they both plan to start university in the fall.

Answers *show/hide*

1. know	9. play
2. play	10. is
3. is	11. sings
4. have	12. inspires
5. has	13. often travel
6. lays down	14. don't make
7. sings	15. plans
8. collaborate	16. want

4.3.3 Negative Form of Past Tense Verbs

The negative form of past tense verbs is quite simple. It is 'did not' + the base form of the verb. Or in abbreviated form 'didn't' + the base form of the verb. Remember that the base form of the verb is the most basic simple present tense of the verb, with no endings such as the 3rd-person singular 's'. This is true for both regular verbs (where you normally just add '-es') and for irregular verbs.

Table 1.19 Examples of Negative Form of Past Tense Verbs

Regular Verbs	Irregular Verbs
step → did not step OR didn't step	find → didn't find (not didn't ~~found~~)
talk → did not talk OR didn't talk	go → didn't go (not didn't ~~went~~)
call → did not call OR didn't call	get → didn't get (not didn't ~~got~~)

Exercises

1. **Write the following verbs in the negative form of these past tense verbs. If they are irregular, also change them into their irregular form. When you are finished, write them again, but this time in their contracted form.** **Negative Form:**

1. run:
2. sell:
3. jump:
4. eat:
5. draw:
6. call:
7. step:
8. speak:
9. take:
10. feel:
11. put:
12. lose:

Contracted Negative Form:

1. run:
2. sell:
3. jump:
4. eat:
5. draw:
6. call:
7. step:
8. speak:
9. take:
10. feel:

11. put:

12. lose:

Answers *show/hide*

Negative Form:

1. did not run

2. did not sell

3. did not jump

4. did not eat

5. did not draw

6. did not call

7. did not step

8. did not speak

9. did not take

10. did not feel

11. did not put

12. did not lose

Contracted Negative Form:

1. didn't run

2. didn't sell

3. didn't jump

4. didn't eat

5. didn't draw

6. didn't call

7. didn't step

8. didn't speak

9. didn't take

10. didn't feel

11. didn't put

12. didn't lose

2. **In the spaces below, write the correct form of the past tense verbs that are in parenthesis.** Alfredo (1)

(enjoy) sports of all kinds. He (2)

(hope) that one day he would become a famous athlete. In fact, when he

was in high school, he would do anything to get involved in sports. He especially loved skiing, but he didn't have skis because they were so expensive. One day, he read a book

about someone who (3)

(rob) a bank to get some money. They (4)

(walk) into a bank, pointed a gun at the teller, and (5)

(demand) money. Alfredo thought that it was a great idea, and he decided

that he could get money by robbing a bank. But he (6)

(need) to prepare

carefully. First, he (7)

(list) the things he would need: a mask to cover his

face, a gun to threaten the bank teller, a note to give the teller, and a bag to hold the money.

Then, he (8)

(need) to write down what he would say in the note. Alfredo

(9)

(plan) the bank robbery carefully. He (10)

(commit)

to doing it. But as the day came closer, he (11)

(start) to get scared. He

heard about someone who (12)

(rob) a bank, but everything went very

wrong. The bank robber (13)

(study) the bank carefully, so he would know

where to go. But, when he got to the bank and (14)

(recite) what he

wrote out and (15)

(studied) at home, it forgot what he wrote out. This

made him very nervous. Then, he (16)

(drop) the gun and (17)

(slip) on the floor. He hit his head, but when (18)
 (called) for help, they (19) (call) the police instead. When he started to
 play the bank robbery, he (20) dream of all the money he would get, he
 (21) (anticipate) something much easier. But, I guess it is impossible to
 plan for everything that can happen.

Answers *show/hide*

1. enjoyed	12. robbed
2. hoped	13. studied
3. robbed	14. recited
4. walked	15. studied
5. demanded	16. dropped
6. needed	17. slipped
7. listed	18. called
8. needed	19. called
9. planned	20. dreamed
10. committed	21. anticipated
11. started	

3. **Write the past tense of the verbs in parenthesis in the blanks before them.** **Story of**

Albert Einstein (past tense) Albert Einstein (1) (be) an amazing scientist.
 He was born in Ulm, Germany in 1879, and he (2) (live) in Germany for
 much of his life. Then, in 1895, Einstein (3) (move) to Switzerland, where
 he (4) (study) mathematics and physics. He (5) (return)
 to Germany in 1914 to work with in a university and an academy of science. Then, in 1933, he
 (6) (visit) the United States. While Einstein (7) (be)
 there, Hitler came into power in Germany, and because of this, Einstein (8)
 (move) permanently to the United States. Einstein is most famous for some his scientific
 work. He (9) (write) the most famous scientific equation in history,
 $E=MC^2$. Almost anyone can tell you this equation even if they don't understand it. People
 also know Einstein because he (10) (develop) two of the most famous
 scientific theories of all time, the Theory of Relativity and the Theory of Quantum Mechanics.
 Although Einstein was most famous for his science, He (11) (win) the
 Nobel Prize in Physics in 1921.

Answers *show/hide*

1. was	3. moved
2. lived	4. studied

- 5. returned
- 6. visited
- 7. was
- 8. moved

- 9. wrote
- 10. developed
- 11. won

4. **Write about the following things on a separate piece of paper:**

- Describe your high school years.
- List five things that were typical things that happened in your high school. What was life normally like in high school?
- What is true of high school students? What facts describe high school students? Define a high school student.
- What were some regular activities or events at your high school?

Answers will vary.

5.0 The Simple Future Tense

The simple tense gets even more complicated when we use it for the future. Linguists, those who study language in general, even argue about whether it is actually a verb tense at all. Some think that it's a form of a Modal, because, unlike the other verb tenses, the verb form doesn't actually change. We simply add 'will' or 'going to' base form of the verb. This is just like a modal. For example, to use the modal 'might', we simply added to the base form a the verb. For example, we could add 'might' to the base form of the verb 'drive' to make might 'might drive' in the sentence, "We might drive to the store this afternoon."

What's even more confusing is that when we were talking about a past event, we can talk about the future of the time of that event. We can also use the simple present to talk about the future and a continuous tense verb to talk about the future.

Although there are various forms of the simple future tense, including what could be considered a modal form and a continuous tense form, they will be covered in this section in order to put everything in one place and make it easier to remember.

5.1 How to Write the Simple Future Tense: Two Forms

The simple future tense has two different forms. The 'will' form of the verb actually has several different

purposes, and the 'BE going to' form has its own purpose. However, although the 'will' form of the verb has different purposes, they are all written in the same way.

Notice that the 'BE going to' form of the future is only used for things which are planned in advance or are intended for the future.

Table 1.20 'Will' and 'BE Going To' Verb Forms

'Will' Form		'BE Going To' Form	
'will' + base form of the verb		'BE' + 'going to' + base form of the verb The base form of the verb is used because 'to' is used to make the main verb into an infinitive.	
Singular	Plural	Singular	Plural
I will eat. You will eat. (He, she, it) will eat.	We will eat. You will eat. They will eat.	I am going to study. You are going to study. (He, she, it) is going to study.	We are going to study. You are going to study. They are going to study.
Purpose		Purpose	
Plans and Intended Actions: We use this form to tell what we are planning to do or intending to do for the future. However, for plans and intended actions, 'going to' is usually used. Example I will graduate next year. We will have a birthday party for Jason next month.		Plans and Intended Actions: We use this form to tell what we are planning to do or intending to do for the future. In this case, the plans are made ahead of time. - There are really two parts to this form. - The first part, 'BE + going', is actually a continuous tense verb—the planning is happening now. 'BE + Going' means the same as 'am planning'. 'To do' something. Infinitives are used for future actions (gerunds are used for present or past actions). - Together, the phrase means, "I am planning (now) to do something (in the future)".	

'Will' Form	'BE Going To' Form
'Will' is used for things that are decided at the moment of speaking about an action (a quick decision). Example Person A: Can I get some help lifting this box? Person B: Oh, I will do it.	

'Will' Form	'BE Going To' Form
Predictions: The 'will' form of the future is used to make predictions about the future (what we think or believe will happen in the future). The 'will' form is like a modal in that it expresses a high degree of confidence. Examples Tomorrow, it will rain. This virus will affect everyone's lives. Other modals can be used to express lesser degrees of confidence. Examples It could rain tomorrow. It should rain tomorrow.	

'Will' Form		'BE Going To' Form	
Promises: This form of the simple future is used to make promises. Examples I will be at the party tonight. I will wash the dishes this afternoon. I will pay you the money I owe you.			
To make the negative form of the simple future tense with 'will', we add 'not' between the helping verb 'will' and the <u>main verb</u>. Examples I will <u>come</u> to the party. I will not <u>come</u> to the party.		To make the negative form of the future tense with 'BE' + 'Going to', add 'not' between the helping verb 'BE' and '<u>going to</u>'. Examples I am not <u>going to</u> come to the party tonight. I have an exam tomorrow. She is not <u>going to</u> buy a new car. She will wait until she gets a better job.	
Writing the contracted form of the future verb. This is used only for speaking.		We can use a contraction if we are using a pronoun with the verb 'BE'. This can be used for either speaking or informal writing.	
Singular	Plural	Singular	Plural
I'll You'll He'll, she'll, it'll	We'll You'll They'll	I'm going to You're going to (He's, she's, it's) going to	We're going to You're going to They're going to

'Will' Form		'BE Going To' Form	
In negative sentences, we use the auxiliary verb "will" with the word "not" before the base form of the main verb.		In negative sentences, we insert 'not' between the verb 'BE' and 'going to'.	
Singular	Plural	Singular	Plural
I will not You will not (He, she, it) will not	We will not You will not They will not	I am not going to You are not going to (He, she, it) is not going to	We are not going to You are not going to They are not going to
To form questions, the subject at the helping verb 'will' are switched.		To form questions, the subject and the helping verb 'BE' are switched.	
Examples I <u>will</u> need a ticket. <u>Will</u> I need a ticket?Examples of Questions: • <u>Will</u> I need a ticket? • <u>Will</u> you come to my party? • <u>Will</u> (he, she, it) need water on this hike? • <u>Will</u> we stay in a hotel on the weekend? • <u>Will</u> they come with us in our car?		Examples I <u>am</u> going to ride in the car with you. <u>Am</u> I going to ride in the car with you?Examples of Questions: • <u>Are</u> you going to graduate in the spring? • <u>Is</u> Ahmed going to go on the bus? • <u>Are</u> we going to stay in a hotel? • <u>Are</u> they going to take the train?	

Exercise: Purpose of Future Tense Verbs

Decide what purpose the verb is for following situations. Write the following letters in the blank on the left.

- pl = Plans
- pr = Prediction

- prom = Promise
- qd = Quick Decision

1. The economy will do well in the next quarter.
2. We will have a good time at the school dance.
3. It will be sunny tomorrow.
4. We are going to go to the mall this afternoon.
5. Don't worry. We will finish the project by Thursday.
6. We are driving to the mall right now. Do you want to come with us?
-OK, I'll come with you.
7. I will graduate in the spring. I have all the credits that I need to graduate.
8. If you don't wash your hands, you will likely get the flu. It is going around right now.
9. I am going to play tennis on the weekend. Do you play tennis?
-Yes, I love tennis. Do you need a partner?
10. We will go hiking on Saturday. The weather forecast looks good.
11. I need someone to watch the dog while I go to the store. Can anyone do it for me?
-I will. I am staying here to study for the whole afternoon.

Answers *show/hide*

1. pr
2. pr
3. pr
4. pl
5. prom
6. qd
7. pl
8. pr
9. pl
10. pl
11. qd

5.2 Future in the Past

Sometimes, when we are using the past tense, we talk about predictions for the future or about planned or intended actions in the future. The same rules are used for the ‘future in the past’ as the rules that we use for the simple future.

- ‘Would’ is used like ‘will’—to promise something or to express intentions.
- Both ‘would’ and ‘was going to’ are used to make predictions for the future—what we expected to happen.
- ‘Was going to’ is used to talk about things that were planned ahead of time (rather than decided on at the moment of speaking).

Examples

Predictions

- I knew that she would graduate with excellent marks.
- I knew that I was going to get a good job when I graduated.
- From the dark clouds overhead, I knew that it was going to rain.

Promises or Intentions

- They would always go to a movie on Friday nights.

Plans for the Future

- I was going to buy a new car when I got a better job.

5.2.1 Differences between the Future Tense and the Future in the Past

The Simple Future is used to talk about actions or situations which we think will happen in the future or which we intend to do in the future.

The Future in the Past is used when we made plans or predictions for the future, but the plans were made in the past.

Example

Simple Future: I will finish my paper next Thursday.

Future in the Past: I planned to finish my paper by the next Thursday, but I couldn't finish it.

5.2.2 How to Write the 'Future in the Past'

Here, we use the helping verb 'would' or 'was/were going to' + the base form of the verb. Notice that the helping verb is in the past tense.

Examples

Last weekend it rained. We were going to camp out in the mountains, but our plans were ruined by the rain.

I was going to graduate last spring, but I got a very good job and had to reduce the number of classes I was going to take. So, I couldn't finish the requirements in time to graduate in the spring.

We knew that he wouldn't finish cleaning the dishes after dinner.

Manon thought that she would go camping with us, but she got sick and couldn't come.

5.2.3 Negative of 'Future in the Past'

To make the Negative of future in the past verb forms:

Start with helping verb 'would' + not + main verb.

- Use the same formation for I, you, he, she, it, we, you, they.

Example

We knew that we would not finish the project on time.

OR the verb BE 'was/were' + not + 'going to' + main verb.

- Use the appropriate verb 'BE' for each pronoun (i.e. I was not going to finish, you were not going to finish).

Example

We knew that we were not going to finish the project on time.

Exercises

1. **Choose whether the following situations are predictions, plans or intentions (or promises). Some questions may have more than one answer. Write your answers in the following manner:**

Example: pl, pr

- pr = predictions

- pl = plans
- i = intentions/promises

1. Jacob was going to travel to Beijing, but he got sick.
2. I knew that the power would go out when I saw the powerful wind and lightning.
3. Hamad was going to pay for the dinner at the restaurant, but he forgot his wallet.
4. They said that they would meet us at 7:00.
5. Nelly said that she was going to see her mother on the weekend.
6. WeiWei thought that she was going to be able to buy tickets for the concert, but they were sold out.

Answers *show/hide*

1. pl	4. i, pl
2. pr	5. pl
3. i	6. pr

2. Insert the correct 'Future in the Past' form of the verb in the blank before each verb. First identify whether the sentence is for:

- pr = predictions
- pl = plans
- i = intentions/promises

Then, write the correct form of the verb in the blank. In some cases, more than one answer is possible.

1. He said _____ (watch) a movie with us after he finished his work for the day.
2. He was told that he should work hard and have a positive attitude. These habits _____ (help) him for the rest of his life.
3. I knew that Jared _____ (come, not) to the dance.
4. They thought that the restaurant _____ (be) cheap, but it was expensive.
5. Maria said that she _____ (call) her mother in the morning.
6. He thought that _____ (win) the lottery for sure, but he forgot to buy the ticket.

7. When she practiced her violin for hours during high school because she
(apply) to study music at Julliard School of Music.
8. Everyone thought that they (get married, not).
9. My friend promised me that he (pay back) the money I lent him.
10. After he studied the performing arts at Berklee, he (go on) to become
a famous actor.

Answers *show/hide*

1. i would watch	6. pr would win
2. pr would help	7. pl was going to apply
3. pr would not come	8. pr would not get married
4. pr would be	9. i would pay back
5. i would call	10. pl was going to go on

5.2.4 Questions with 'Future in the Past'

To make a question in 'Future in the Past', switch the subject and the helping verb 'would' or 'was/were going to'.

Examples

She would be able to finish the project by Wednesday.

When would she be able to finish the project? I was going to finish the project on Wednesday.

When were you going to finish the project?

Exercise: Questions with 'Future in the Past'

Change the following sentences into a yes/no question.

1. He would be able to wash the dishes in the evening.
2. I was going to come to the party. However, I wanted to see my friends.
3. Ahmed was going to buy his friend a birthday present.
4. Julio would be willing to wash the dishes.
5. Lily was going to go hiking. This was because she loved the mountains.

Answers *show/hide*

1. Was he able to wash dishes in the evening?
2. Where are you going to come to the party?
3. Was Ahmed going to buy his friend a birthday present?
4. Was Julio willing to wash the dishes?
5. Was Lily going to go hiking?

5.2.5 Time Clauses with 'Future in the Past'

A **complex sentence** has two clauses – a independent main clause and a subordinate clause, which is dependent. An **independent clause** is complete grammatically, having both a subject and a verb. A **dependent clause** is also complete grammatically, but **the idea is not complete**. Another clause is needed to complete the idea. The idea in a dependent clause it's not complete because a connecting word, a subordinating conjunction, makes it necessary to complete an idea.

For example, if we use the subordinating conjunction 'after' in a clause such as 'after we eat dinner', the idea is not complete until you tell what will happen "after we eat dinner". You could complete the idea by saying, "After we eat dinner, we will watch a movie."

There are subordinating conjunctions of time cause-and-effect condition, contrast, and purpose.

In a [dependent clause of time], you cannot use the ‘future in the past’. For example, you cannot say, “After we will go to the bank . . . ” Instead, you must use the simple present tense in the [dependent time clause] and complete it with an independent clause using a future verb tense.

Example

[When we go to the bank], we will withdraw some money.

- Here, the [dependent clause of time], with the subordinate conjunction ‘when’, has a simple present tense verb – ‘go’. The independent clause that connects it, “we will withdraw some money”, has a future tense verb ‘will withdraw’.

Sometimes we use the present continuous tense in the time clause to express an action that will be happening in the future. A future tense verb is used in the independent clause.

Example

Next year, [while she is studying at university], she is also going to be working part time.

In a [dependent clause], the perfect tense is sometimes used in the time clause instead of the simple tense.

Example

[After we have finished dinner], we will watch a movie.

Exercises

1. **Identify the subordinate/dependent clause by putting /slashes around it/. Then, underline the main verb in this dependent clause. Notice that it is in the simple tense. Finally, double-underline the verb in the independent clause, which will be in the simple future tense.**

1. I will call you when I arrive at the airport.
2. After we return from vacation, we will need to get ready for the fall semester.
3. When the storm is over, we can go outside for a walk.
4. While he washes the dishes, he's going to listen to the news.
5. I will clean the apartment after I have washed the dishes.

Answers *show/hide*

1. I will call you /when I arrive at the airport/.
2. /After we return from vacation/, we will need to get ready for the fall semester.
3. /When the storm is over/, we will go outside for a walk.
4. /While he washes the dishes/, he is going to listen to the news.
5. I will clean the apartment /after I have washed the dishes/.

2. **Write the correct form of the verb in the clauses below. Use the either 'will' or 'going to' in the main/independent clause and the simple present tense in the**

dependent adverb clause of time.

1. When Ahmed _____ (graduate) with his from university, he _____ (have) a double major in biology and engineering.
2. I _____ (apply) to rent a bigger apartment after I _____ (start) my new business.
3. After Katrina _____ (reaches) her goal of climbing a 3,000-meter mountain, she _____ (try) to climb a higher 5,000-meter mountain peak.
4. I _____ (speak) more professionally when I _____ (finish) this communications class.
5. I _____ (study) for five hours for my final exam when I _____ (wake up).

Answers *show/hide*

1. graduates, will have
2. will apply, start
3. reaches, will try
4. will speak, finish
5. will study, wake up

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IV. CONTINUOUS TENSE: EXPANSION AND EXERCISES

In studying the Simple Tense, we have looked briefly at what the Continuous Tense is, comparing it to the Simple Tense in order to better understand the Simple Tense. We will now focus specifically on the Continuous Tense and get some practice in using it.

1.0 Introduction

Media



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://kpu.pressbooks.pub/academicgrammar/?p=437>

Video 1.3 [Part I Simple Verbs](#)

[Download video as PowerPoint \[PPTX\]](#)

1.1 How do We Use the Continuous Tense?

In the continuous tense, time is important. We use it for a limited action at a limited time. It is used only for this action at this time.

Example

Today, I am studying all day for my final exam. (that is filling my time for today)

The Continuous Tense is not usually used for multiple actions, although we can use it to list all of the things that are filling a **specific time** that we are talking about.

Example

This morning was very busy, I was cleaning my apartment, answering the phone, and watching my young child. (this could be happening all at the same time)

If the Simple Tense is about an action ‘walking freely’ around in a big area of time, the Continuous Tense is about an action being held in a ‘jail’ of time. There is always a ‘time jail’—time is mentioned, except in the present, where it is assumed that the action is happening now.

In addition, just like in real life, the time spent in jail can be measured. It could be very short, a point in time, or it could be longer, even a year or a decade.

With the continuous tense, two types of time restrictions are possible:



1. **The action is quite short**, and the time that is mentioned is very exact and it is centered around only a point in time. For example: at 4:00 a.m. I was eating breakfast. Here, the time is more of a time marker, and it is like an action that is attached to a pocket watch.



2. **For a longer period of time**, the action is also ‘sentenced’ to the jail cell for a period of time. A person in jail could have a sentence of one day in jail, or it could be years. In the same way, the action of the Continuous Tense has a period of time (a ‘jail sentence’) attached to it.

Example

I **was studying** for the test **all day** yesterday.

Remember also that the action is continuous for the stated time period. It doesn’t start and stop—there are no ‘vacations’. Of course, just like being in prison, you might be let out into the exercise yard for a short time. However, you spend most of your time in the jail cell. In the same way, there might be a very short break in the continuous action, but it doesn’t completely stop and then start again. There is progress in the action.

Example: Verb Tense in Context: My Busy Schedule

Note that not every verb is paired with a certain time. Sometimes, we assume that the action is happening at a time that was already mentioned before.

Last month was a very busy month for our business. It seems like people were calling all day every day. We **were always trying** to catch up on our work. Then, it seems like a disaster **was always happening**. Every day, something **was going** wrong. It seemed like people were getting sick, left and right. We **were always filling in** for someone who was sick.

This coming week will be very busy. On Monday, I **will be going** to class all day. On Tuesday, I **will be working** at my job and then coming home and cleaning my apartment. On Thursday, I have a research paper due, so I **will be working on** that for most of Wednesday. On Friday, I **am helping** my friend move to a new apartment. Luckily, I don't have anything that I must do on Saturday, so I will probably **be just taking** it easy and **maybe watching** TV. I don't know what I **will be doing** on Sunday, but I'm sure that something will come up.

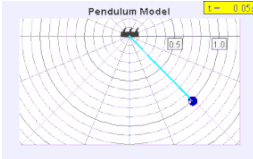
I have a busy day **today**. At 8 o'clock, I **will be checking** my email. Then from 9:30 to 10:30 a.m., I **will be meeting** with my boss. Then, for the rest of the morning, I **will be working on** a project for a customer. In the afternoon, I **am usually taking** a lot of phone calls **and trying** to keep up with my recordkeeping. I **am working** late tonight, but I **am leaving** for home at 7:30 p.m. (using the present continuous to talk about the future). It will be an exhausting [participle—not a verb] **day**, so I hope that I don't fall asleep while **I'm driving** home from work.

2.0 Compare: Simple and Continuous Verb Tenses

2.1 Time

Table 1.21 Time on Simple and Continuous Tense

Simple Tense	Continuous Tense
Time Freedom: Unlimited Time The action is free to ‘walk around’ in a big area of time, such as the past, present or future. It could be a smaller area, like ‘in the morning’, but the action is always smaller than the time space. It could be anywhere in that time space—it is free to walk around. 	Time Jail: Limited Time  The action is in a ‘time jail’. It must happen there, at that time. It could be just a point in time to mark when it happens. • In this case the action happens close to the time mentioned and it is limited. Examples I was eating breakfast at 7:00 a.m. • I likely started shortly before 7:00 and may or may not continue after that time. While I was eating breakfast (action), the phone rang (fact). • Here I can either continue to eat breakfast, or stop and answer the phone. It could be a larger time, like last year. Here the action takes up the whole time (one year). It happens mostly continuously during that time—it doesn’t start and stop and doesn’t repeat, although of course we all know that short breaks are necessary, like to eat or to sleep. Still, the action ‘fills up’ that time.

Simple Tense	Continuous Tense
Action has no clear time or clear start and stopping points Like a pendulum, there is no clear starting or ending time. Time just keeps going. The exact time is not clear. The action could go on forever. It is 'fuzzy time'. The time is not exact.   Examples I work at Cherry Computers as a computer engineer. It is a great job. I have a degree in computer science. It is my career, and I don't know if I will ever quit. Maria and Josie are very good friends. We don't know when they became friends or if the friendship will continue.	Action has clear time and time limits Like a sand clock—action starts, continues and then stops, but this is not repeated. Action is limited to a certain exact time—like a 'time jail'. The time has clear borders.    Examples I am working at Joe's burgers (now). I don't like flipping hamburgers. This is a temporary job. I plan to quit as soon as I find a better job. Maria and Jose are dating (it is not going well, so they could break up).
General Time  Action happens sometime within a very large period of time, such as past, present or future, OR a smaller period of time, like a year or 'this morning'—but we don't know exactly when it happens within that period of time. Time is not given or mentioned except when given as a fact (like a history fact). Facts have no time limits—they are always true.	Specific Time   Action happens at an exact time or it 'fills up' a period of time. Time of the Action is always given (in the simple present, the time is always now). Examples: 7:00, yesterday, last week, in 1979, etc.

Simple Tense	Continuous Tense
Time is often not even mentioned The time could be as small as ‘last year’ or ‘this morning’, but the action is only generally somewhere within that time.Note: If time is mentioned, it is actually a historic fact—facts had no time and are forever. The emphasis is on the fact and not the action. Example The Eiffel Tower was built in 1887. 	Time is mentioned: Three time possibilities  1. The action is happening at an exact point in time (i.e. 7:00 p.m.). It may start before the time and may or may not continue after—but the time it happens is limited, and is usually a somewhat short period of time. 2. In the Continuous Present Tense, time may not be mentioned, but we infer that it is happening now. 3. The action fills up all of the exact time. a. So, we use numbers and time words: 4:00, this morning, noon, 1973, September, one week ago. b. The action is mostly continuous through this time—it doesn’t start, stop and then possibly start again later.

2.2 Action

Table 1.22 Action on Simple and Continuous Tense

Simple Tense	Continuous Tense
The action may not be continuous Action could start and stop. It can repeat. It can happen randomly (at any unexpected time), or the action could repeat again and again at a certain time. But the time when this repetition started or when it will end is not clear. ← — — — — → Examples The moon goes around the earth. (when did it start doing this? When will it stop doing this? We don't know exactly!) I drink coffee every morning. (we don't know when this habit started or when it will end) 2.5 million people live in Vancouver. (we don't know exactly when it reached 2.5 million people, and they all moved individually, so we don't know exactly when they moved here)	The action is (mostly) continuous Action is (mostly) continuous. It doesn't start and stop. It can happen at a point in time (i.e. 7:00, now). In this case, the action starts shortly before the point in time and may continue shortly after it (this may be relative—close to 7:00 is very short, but close to 1979 could be longer). It can fill up a longer period of time—like coffee 'fills up' a cup. Examples At 6:00 a.m., I was getting ready to go to work. This afternoon, I was cleaning my apartment. In 2018, I was working at Cherry Computers. I am working! (in the present continuous tense, the time is implied—we all know that I mean now. At this moment, I am working.)



3.0 Using the Present Continuous Tense to Talk about the Future

At times, we use 'going to + simple present' to talk about future plans.

Example

Next month, we are going to go hiking in the Italian Alps.

However, the Present Continuous is sometimes used to talk about things that are planned for the future.

Example

We are leaving for Italy tonight.

4.0 How to Write Continuous Verb Forms

- The continuous verb tense form is made by adding the appropriate past, present, or future form of the verb BE.
- Past, Present, Future Verb 'BE' + '-ing' form of verb.
- [*See below for spelling of '-ing' forms.*](#)

Table 1.23 Continuous Verb Forms

Singular	Plural
Past: was, were walk(ing)	
I was walking You were walking (He, she, it) is walking	We were walking You (pl) were walking They were walking
Present: am, is, are walk(ing)	
I am walking You are walking (He, she, it) is walking	We are walking You (pl) are walking They are walking
Future: will be walk(ing)	
I will be walking You will be walking (He, she, it) will be walking	We will be walking You (pl.) will be walking They will be walking

4.1 Adding Adverbs

In the continuous tense, adverbs, including adverbs of frequency, are added between the helping verb ‘BE’ and the main verb.

Examples

They are already studying for the final exam. (adverb)

They are always finding a reason to travel to the Bahamas. (adverb of frequency)

Adverbs of frequency are not usually used in the continuous tense. Adverbs of frequency are usually a function of the simple tenses—used for showing how often a repeated action happens. In the continuous tense, we usually use only ‘always’ and ‘never’ to show that something is ‘too much’. There is usually some negative emotion associated with this.

Examples

She is always complaining. (it is too much and is annoying)

They are always partying and never studying. (they are likely to fail)

4.2 Spelling of Verbs When '-ed' and '-ing' are Added

Table 1.24 Spelling of verbs when '-ed' and '-ing' are added (i.e. past tense verbs, participles, continuous verbs, gerunds)

Verb	Base Form	-ing	-ed	Rule
a. Verbs that end in a vowel + consonant + e	hope recite dare	hoping reciting daring	hoped recited dared	Drop the -e and add -ing/-ed
b. Verbs that end in 'y'	enjoy pray buy	enjoying praying buying	enjoyed prayed bought	Verbs with vowel + y • Add -ing/-ed
	study fry rely	studying frying relying	studied fried relied	Verbs with vowel + consonant + y • Change the 'y' to 'i' and add -ing/-ed
c. Verbs that end in 'ie'	die lie tie	dying lying tying	died lied tied	Change 'ie' to 'y' and add -ing/-ed
d. Verbs that end in a vowel + consonant pattern (except -w , -x , or -y)	one-syllable verbs			
	rob beg drop	robbing begging dropping	robbed begged dropped	Double the consonant and add -ed/-ing
	two-syllable verbs			
	begin commit forget	beginning committing forgetting	began (irregular) committed forgot (irregular)	Double the consonant and add -ing/-ed
e. Verbs that end in a two consonant pattern	list start demand	listing starting demanding	listed started demanded	Add the -ing/-ed ending.

Exercises

1. **Write the following verbs with the ‘-ing’ form according to the chart above. Learning the ‘-ing’ form of the verb is very important because it is used for continuous tense verbs, gerunds, and active participles, all of which are very common in English.**

1. twist:
2. stare:
3. miss:
4. employ:
5. lie:
6. begin:
7. forget:
8. fight:
9. hope:
10. list:
11. sip:
12. send:
13. buy:
14. regret:
15. insist:
16. start:
17. mandate:
18. enjoy:
19. die:
20. excite:
21. drop:
22. carry:
23. win:
24. lend:
25. care:

26. tie:

Answers *show/hide*

1. twisting	14. regretting
2. staring	15. insisting
3. missing	16. starting
4. employing	17. mandating
5. lying	18. enjoying
6. beginning	19. dying
7. forgetting	20. exciting
8. fighting	21. dropping
9. hoping	22. carrying
10. listing	23. winning
11. sipping	24. lending
12. sending	25. caring
13. buying	26. tying

2. **Underline the simple and continuous tense verbs in the following paragraphs.**

Remember, there are past, present, and future tense verbs in the following paragraphs. In addition, there are words that look like simple and continuous verbs, but they are actually gerunds and infinitives, verbs used like nouns. So, pay careful attention to the verb form. *Gerunds* look like continuous tense verbs, but they are missing the verb 'BE'. (i.e. Jorge enjoys *walking*) *Infinitives* look like simple tense verbs, but they have 'to' added in front of the verb (I want *to walk* around the building). Furthermore, there are sometimes adverbs which are added to the verbs, often between the verb 'BE' and the main verb. So, be careful. This can be a challenge.

History of Technology for Listening to Music

Thomas Edison invented the phonograph in 1878. Before that, people could only listen to live music. If you wanted to hear music, someone needed to play or to sing for you. The only other way that you heard music was to play an instrument yourself, or to sing. People sang while they were doing their work or while they were sitting around their house in the evening. Of course, if there was a party, a group of musicians often performed music for the people at the party.

Then, the phonograph changed everything. People could listen to the phonograph while they were cleaning their house or maybe while they were doing some accounting at their kitchen table. Eventually, inventors produced smaller and smaller devices that could play

music. Finally, in 1979, Masur Ibuka invented the Walkman, a cassette tape player that was so small that you could carry it with while you were travelling or exercising.

Who knows what will happen next. The music industry is always looking for ways to expand their music audience and save money. Instead of paying a famous person to create music and sing on an album, the music industry can save money by creating their own music with a computer-generated voice. In addition, Artificial Intelligence means that ordinary people are now creating their own music. They are making their own music on a laptop and (are) substituting their own voice with the voice of a famous singer. Musicians will need to be creative if they want to make money in the future. But they themselves are using AI to create music, and they will still find a way to create a career in music. But maybe we will go back to the past and begin playing and singing ourselves—we will be hearing our own voices again.

Answers *show/hide*

Note: Infinitives and gerunds are noted following the verb with {gerunds} and {infinitives}.

Thomas Edison **invented** [simple] the phonograph in 1878. Before that, people could only **listen** [simple] to live music. If you **wanted** [simple] to hear {infinitive} music, someone **needed** [simple] to play {infinitive} or to sing {infinitive} for you. The only other way that you **heard** [simple] music **was** [simple] to play {infinitive} an instrument yourself, or to sing {infinitive}. People **sang** [simple] while they **were doing** [continuous] their work or while they **were sitting** [continuous] around their house in the evening. Of course, if there **was** [simple] a party, a group of musicians often **performed** [simple] music for the people at the party.

Then, the phonograph **changed** [simple] everything. People **could listen** [simple with modal 'could'] to the phonograph while they **were cleaning** [continuous] their house, or maybe while they **were doing** [continuous] some accounting {gerund} at their kitchen table.

Eventually, inventors **produced** [simple] smaller and smaller devices that **could play** [simple with modal 'could'] music. Finally, in 1979, Masur Ibuka **invented** [simple] the Walkman, a cassette tape player that **was** [simple] so small that you **could carry** [simple, with modal 'could'] it with you while you **were travelling** or **exercising** [continuous].

Who knows what **will happen** [simple] next. The music industry **is always looking** [continuous, with frequency adverb 'always'] for ways to expand {infinitive} their music audience and to save {infinitive} money. Instead of paying {gerund} a famous person to create {infinitive} music and sing {infinitive} on an album, the music industry **can save** [simple] money by creating {gerund} their own music with a computer-generated voice. In

addition, Artificial Intelligence **means** [simple] that ordinary people **are now creating** [continuous] their own music. They **are making** [continuous] their own music on a laptop and (are) **substituting** [continuous] their own voice with the voice of a famous singer. Musicians **will need** [simple] to be {infinitive} creative if they **want** [simple] to make {infinitive} money in the future. But they themselves **are using** AI to create music, and they **will still find** [simple] a way to create {infinitive} a career in music. But maybe we **will go** [simple] back to the past and **begin playing** and **singing** [continuous] ourselves—we **will be hearing** [continuous] our own voices again.

3. **This exercise has two parts:**

- **First, read each paragraph. Then, choose an appropriate time word or phrase from the list below, and write that time word or phrase in the [blanks in square brackets] below. These [blanks in square brackets] are for time words. After you are done, check your work. The time words are written in [exercise 4](#) below.**
- **If you can, also write in the correct form of the verb in the numbered blanks. If that is too difficult, you can first finish the time words and then go to [exercise 4](#) below, which has the time words written in, and complete writing in the continuous tense verbs.**

Time Words:

- between 1936 to 1942
- by the end of the war
- in the 1950's and early 60's
- by the time you read this
- between the late 60's and early 70's
- soon after that
- from 1998 to 2011
- many decades later
- in April
- 2001
- soon
- while

- while
- while
- now
- someday
- someday
- someday

- a. The history of space travel actually started with weapons of war. The first rocket was actually a German missile named the German V-2 rocket. [] German rocket scientists (1) (develop) and (2) (test) it. Although it was a missile, it could actually travel into space. Then, through the rest of the war, it (3) (terrorize) the rest of Europe. At first, it wasn't very accurate, but [], it was (4) (hit) its targets almost 100% of the time.
- b. Although the V-2 rocket could fly into space, at that time, it (5) (be, not) used for space exploration. The first nation to launch something into space was Russia. [], the Soviet Union (6) (send, already) satellites, dogs, and humans into space. The first satellite was the Russian Sputnik, a simple metal ball with four antennae pointing backwards. [] it (7) (orbit) the earth, it sent a simple 'beep' that could be picked up by people on the earth.
- c. [], the human race (8) (launch) rockets regularly into space. [], the Americans were busy. They (9) (send) astronauts to the moon. Then, the United States developed the space shuttle. [], many nations around the world (10) (cooperate) to build the international space station. They (11) (add, continuously) modules to the ISS []. In 1995, the first humans were sent to live on the ISS.
- d. [], astronauts from many different countries (12) (live) and (13) (work) on the ISS. They (14) (study) the space environment. The (15) (do) experiments and (16) work hard, but they (17) (have fun) while they (18) (live) there. [], the Canadian Astronaut Chris Hadfield traveled to the ISS. [] he (19) (live and work) there, he maintained an active social media presence. [] he was there, he had some plans. He (20) (record) a music album about space while he was in space.
- e. [], many nations and even individual visionaries (21) (try) to

reach the next goal in space. They know that [] people (22)
 (live) on the moon. [], they (23) (travel) to and (24)
 (live) on Mars. Maybe, [], there will be people who (25) (live
 and work, already) on Mars.

Answers *show/hide*

- a. Between 1936 to 1942
by the end of the war
- b. In the 1950's and early 60's
While
- c. Soon
Between the late 60's and early 70's
Soon after that
While
- d. Many decades later
In April 2001
While
While
- e. Now
someday
Someday
by the time you read this

4. **See instructions on [exercise 3](#).**

- a. The history of space travel actually started with weapons of war. The first rocket was actually a German missile named the German V-2 rocket. Between 1936 to 1942, German rocket scientists (develop) and (2) (test) it. Although it was a missile, it could actually travel into space. Then, through the rest of the war, it (3) (terrorize) the rest of Europe. At first, it wasn't very accurate, but by the end of the war, it was (4) (hit) its targets almost 100% of the time.
- b. Although the V-2 rocket could fly into space, at that time, it (5) (be,

not) used for space exploration. The first nation to launch something into space was Russia. In the 1950's and early 60's, the Soviet Union (6) (send, already) satellites, dogs, and humans into space. The first satellite was the Russian Sputnik, a simple metal ball with four antennae pointing backwards. While it (7) (orbit) the earth, it sent a simple 'beep' that could be picked up by people on the earth.

- c. Soon, the human race (8) (launch) rockets regularly into space. Between the late 60's and early 70's, the Americans were busy. They (9) (send) astronauts to the moon. Then, the United States developed the space shuttle. Soon after that, many nations around the world (10) (cooperate) to build the international space station. They (11) (add, continuously) modules to the ISS from 1998 to 2011. In 1995, the first humans were sent to live on the ISS.
- d. Many decades later, astronauts from many different countries (12) (live) and (13) (work) on the ISS. They (14) (study) the space environment. The (15) (do) experiments and (16) work hard, but they (17) (have fun) while they (18) (live) there. In April 2001, the Canadian Astronaut Chris Hadfield traveled to the ISS. While he (19) (live and work) there, he maintained an active social media presence. While he was there, he had some plans. He (20) (record) a music album about space while he was in space.
- e. Now, many nations and even individual visionaries (21) (try) to reach the next goal in space. They know that someday people (22) (live) on the moon. Someday, they (23) (travel) to and (24) (live) on Mars. Maybe, by the time you read this, there will be people who (25) (live and work, already) on Mars.

Answers *show/hide*

1. were developing	9. were sending
2. testing	10. were cooperating
3. was terrorizing	11. were continuously adding
4. was hitting	12. were living
5. was	13. working
6. was already sending	14. were studying
7. was orbiting	15. were doing
8. was launching	16. working hard

- 17. were having fun
- 18. were living
- 19. was living and working
- 20. recorded
- 21. are trying
- 22. will live
- OR**
- will be living

- 23. will travel
- OR**
- will be traveling
- 24. living
- OR**
- will be living
- 25. already living and working

4.3 Writing the Negative Form of Continuous Tense Verbs

To write the negative form of continuous tense verbs, simply insert '**not**' between the helping verb 'BE' and the main verb ('-ing' form).

Examples

She is washing her car.

She is **not** washing her car.

Adverbs go between the verb 'BE' and 'not + the main verb'.

Example

She is **clearly** not studying very hard.

Exercise

Write the negative form of the verb in parenthesis in the blank below.

1. Misaki (buy, not) a new car.
2. Jorge (study, not) in the library.
3. Tatiana and Zhara (work, not) on the weekend.
4. In court, the witness said that Amandeep (driving, absolutely, not) too fast on the highway.
5. Fumio (BE, not) careful when he broke his arm while skiing.
6. They (get, not) married until next year.
7. Malia (pay, not) attention when she made the mistake on her test.

Answers *show/hide*

1. is not buying
2. is not studying
3. are not working
4. was absolutely not driving
5. was not being careful
6. will not be getting OR are not going to get
7. was not paying

4.4 Making Questions with Continuous Tense Verbs

To make Yes/No questions with the continuous verb tense, start by switching the **subject** and the correct form of the verb **‘BE’** of a regular sentence (the answer to the question). This is followed by the ‘-ing’ form of the main verb.

Example

John is shopping at the mall.

Is **John** shopping at the mall?

To make information questions with continuous verb. First, start with the *question word*, such as why, where, when, what, how, where, etc. Then, repeat the same process as is used for information questions (question word + subject).

Example

John is shopping at the mall.

Where is **John** shopping at the mall?

Exercises

1. Change the following answers into yes/no questions.

1. We are going to John and Maria's graduations.

?

2. We will be studying for the test on Saturday. ?
3. They will be going to the party on the weekend. ?
4. He was eating at a restaurant every day. ?
5. I am not going to the mall today. ?

Answers *show/hide*

1. Are we going to John and Maria's graduations?
 2. Will we be studying for the test on Saturday?
 3. Will they be going to the party on the weekend?
 4. Was he eating at a restaurant every day?
 5. Are you not going to the mall today?
2. **Change the following answers into information questions. First, write the correct continuous form of the verb in the blank to the left of the verb. Be sure to use the correct form of the past, present or future form of the verb BE. Then, change the sentence into an information question using the appropriate question word.**
1. Tonight's dinner party (happen) on 72nd street in New York.
Question: ?
 2. Everyone (arrive) to the dinner party at 6:30 p.m. tonight.
Question: ?
 3. Ajulo and Marta (plan) to come for dinner because they were sick.
Question: ?
 4. Hanh (bring) a great vegetarian dish for dinner.
Question: ?
 5. After the dinner, everyone (sitting) around and (watch) a movie.
Question: ?
 6. Everyone (go) home at midnight.
Question: ?

7. Tomorrow, everyone (feel) tired.

Question:

?

Answers *show/hide*

1. will be happening

Question: Where is tonight's dinner party happening?

2. will be arriving

Question: When will everyone be arriving?

3. are planning

Question: Why aren't Ajulo and Marta coming to dinner?

4. is bringing

Question: What is Hahn bringing for dinner?

5. will be sitting **OR** is going to be sitting
watching

Question: What will everyone be doing after the dinner?

6. is going

Question: When will everyone be going home?

7. will be feeling

Question: How will everyone be feeling tomorrow?

5.0 Past Continuous and Future Continuous

The Past Continuous and Future Continuous Tenses are almost exactly the same as the Present Continuous Tense. They use the same concepts of time, with the action happening for a limited vs. an unlimited time and having clear time borders (the action starts, continues, and stops). The action happens at a specific time (not a time in general), and time is always mentioned or can be implied from the context of the communication.

They are written in basically the same way as the Present Continuous Tense: Past Form = Past Verb BE + '-ing' verb, Future Verb 'BE' + 'be' + '-ing' form verb.

Example

I will be working tomorrow.

6.0 Writing Past, Present and Future Forms of the Continuous Tense

See [table 1.23](#) to see a summary of how to write Continuous Tense forms.

Exercise: Writing the Past and Future Continuous Forms of the Continuous Verbs

In the boxes below, write the Past and Future Continuous forms of the Continuous Verbs. Remember and/or review the spelling rules for writing ‘-ing’ forms of verbs, which were given at the beginning of this chapter. They are for a limited time (not ongoing), have clear time borders (action starts, continues, and stops), happen at a specific time (not general time), and time is always mentioned or can be implied. They also are written in the same form—‘BE’ + ‘-ing’ form verb (using the past and future forms of the verb ‘BE’.

Past Forms of Continuous Tense Verbs (was/were -ing)

Past Continuous

1. resist:
2. glare:
3. kiss:
4. apply:

5. tie:
6. resign:
7. regret:
8. light:
9. cope:
10. twist:
11. flip:
12. bend:
13. tell:

Future Continuous

1. beget:
2. enlist:
3. harm:
4. recreate:
5. employ:
6. reply:
7. recite:
8. mop:
9. marry:
10. win:
11. send:
12. compare:
13. try:

Answers *show/hide*

Past Continuous

1. was resisting
2. was blaring
3. was kissing
4. was applying
5. was tying
6. was resigning
7. was regretting

8. was lighting
9. was coping
10. was twisting
11. was flipping
12. was bending
13. was telling

Future Continuous

1. will be begetting
2. will be enlisting
3. will be harming
4. will be recreating
5. will be employing
6. will be replying
7. will be reciting

8. will be mopping
9. will be marrying
10. will be winning
11. will be sending
12. will be comparing
13. will be trying

6.1 Making Questions Using the Continuous Verb Tense

Making questions with the continuous verb tenses follows the pattern of the simple tense, except that instead of using 'do' as a helping verb for questions, the verb 'BE' is used instead.

Examples

Present

- **Yes/No Questions**

- Mei **writes** code for computer games.
- **Does** Mei **write** code for computer games? (simple tense)
- **Is** Mei **writing** code for computer games? (continuous tense)

- **Information Questions**

- Mei **works** from 7 a.m. to 7 p.m. every day.
- When **does** Mei **work**? (simple tense)
- When **is** Mei **working**? (continuous tense)

Past

- **Yes/No Questions**

- Mei **wrote** code for computer games.
- **Did** Mei **write** code for computer games? (simple tense)
- **Was** Mei **writing** code for computer games? (continuous tense)

- **Information Questions**

- Mei **works** from 7 a.m. to 7 p.m. every day.
- When **did** Mei **work**? (simple tense)
- When **was** Mei **working**? (continuous tense)

Future

- **Yes/No Questions**

- Mei **will** code for computer games.
- **Will** Mei **write** code for computer games? (simple tense)
- **Will** Mei **be writing** code for computer games? (continuous tense)

- **Information Questions**

- Mei **works** from 7 a.m. to 7 p.m. every day.
- When **will** Mei **work**? (simple tense)
- When **will** Mei **be working**? (continuous tense)

Exercise

Change the following sentences into questions using the continuous tense. The sentences are in the simple tense.

Example:

This dog runs in the park. (where)

Where is this dog running?

Present

1. Mei works at 6:00 p.m. (what time)
2. John cleans his room every day. (how often)
3. Maxim calls us from work. (from where)
4. Lourdes fix her car. (why)

Past

1. I cleaned my apartment yesterday. (what, do)
2. I cleaned my apartment yesterday. (when)

Answers *show/hide*

Present

1. What time is Mei working?
2. How often is John cleaning his room?
3. From where is Maxim calling us from?
4. Why is Lourdes fixing her car?

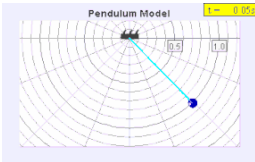
Past

1. What were you doing yesterday?
2. When were you cleaning your apartment?

7.0 Comparing Continuous and Simple Tense Verbs

Use the abbreviated chart below to remind yourself of the main differences between the Simple and Continuous Verb Tenses. Then, do the exercises below the chart, which ask you to choose either the simple or continuous verb tenses. If you forget the details of the differences between these two tenses or don't fully understand them, review [table 1.21 for the more complete chart](#).

Table 1.25 Time on Simple and Continuous Tense Abbreviated

Simple Tense	Continuous Tense
General Time  Action happens sometime within a very large period of time, such as past, present or future OR a smaller period of time, like a year or ‘this morning’—but we don’t know exactly when it happens inside of that period of time. Time is not given or mentioned except when given as a fact (like a history fact). Facts have no time limits—they are always true.	Specific Time   Action happens at an exact time or it ‘fills up’ a period of time. Time of the Action is always given (in the simple present the time is always now).
Action has no clear time or clear start and stopping points Like a pendulum. There is no clear starting or ending time. Time just keeps going. Exact time is not clear. Action could go on forever. It is ‘fuzzy time’. Time is not exact.  	Action has clear time and time limits Like a sand clock—action starts, continues and then stops, but this is not repeated. Action is limited to a certain exact time—like a ‘time jail’. The time has clear borders.   
Time is often not even mentioned The time could be as small as ‘last year’ or ‘this morning’, but the action is only generally somewhere within that time. If time is mentioned, it is actually a historic fact—facts had no time and are forever. The emphasis is on the fact and not the action.	Time is mentioned: Three time possibilities The action is happening at an exact point in time (i.e. 7:00 p.m.). It may start before the time and may or may not continue after—but the time it happens in is limited and is usually a somewhat short period of time. So, we use numbers and time words. 4:00, this morning, noon, 1973, September, one week ago. In the Continuous Present, time may not be measured, but we know it is happening now. The action fills up all of the exact time. Action is mostly continuous through this time—it doesn’t start, stop and then possibly start again later.

Exercises

1. **Fill in the blanks below with the correct simple past and past continuous tense of the verb in (parenthesis).** **Earthquake!** (1) (work) at the office yesterday, when suddenly, the earth (2) (begin) to shake. It (3) (be) an earthquake, and it (4) (be) severe. Everyone instantly (5) (panic) and some people (6) (start) to yell, "Get down!" Everyone (7) (scramble) to climb under their desks, and they (8) (cover) their heads. Many books began to fall, and soon everything (9) (fall) off of the shelves. Computers (10) (slide) all over the tops of the desks, and some (11) (fall, even) onto the floor. The shaking seemed to last forever, but finally it (12) (stop). Everyone (13) (be) in a state of shock, but they (14) (start) to climb from under their desks. The boss (15) (start) to go around and he (16) (ask) if anyone was hurt. Luckily, everyone was okay, but it (17) (take) about 30 minutes for people to start cleaning [gerund]. But soon, everyone (18) (clean up, busily), but they (19) (talk, constantly) about what had just happened.

Answers *show/hide*

1. was working	11. were even falling
2. began	12. stopped
3. was	13. was
4. was	14. started
5. panicked	15. started
6. started	16. was asking
7. was scrambling	17. took
8. were covering	18. was busily cleaning up
9. was falling	19. were constantly talking
10. were sliding	

2. **Fill in the blanks below with the correct simple future and future continuous tense of the verb in (parenthesis).** **My Dream Job of the Future** I can just imagine working [gerund] at my dream job in the future. I (1) (sit) at a huge desk, with a

powerful graphics-capable computer sitting on it. I (2) (work) as an advertising specialist [gerund in compound noun] in a massive advertising agency [gerund in compound noun]. But first, I (3) (quit) my job working [active participle] as a Barista at StarStruck Coffee. It was a great job, and it helped to pay for my university degree, but it was just a stepping stone [gerund in compound noun] to my future career. All day, I (4) (field) calls from advertising executives from brand name companies such as 'Know Jeans', 'Lectra Motors' and 'Peer Card-Ins' clothing. I (5) (make) appointments with marketing representatives and (6) (work) with them to create impressive and attention getting videos and online ads. The company I (7) (work) for (8) (pay) me massive amounts of money, and I (9) (spend) it on luxury items like expensive cars and luxurious condos in prime locations around the world. For now, I am currently working at my summer job to help pay those bills while I am attending a local college, but someday, I (10) (get) my real job—working [present participle] in advertising.

Answers *show/hide*

1. will be sitting	6. working
2. will be working	7. will work
3. will quit	8. will be paying
4. will be 'fielding'	9. will be spending
5. will be making	10. will get

3. **Decide whether the verbs in (parenthesis) should be in the Simple Tense or the Continuous Tense. Then write the correct form of that verb in the blank to the left of the verb.**

Jouji and his sister, Junko, (1) (be) twins, but they are very different from each other. Jouji (2) (have) a quiet personality, while Junko is friendly and sometimes loud. While they (3) (grow up) they did many things together and made up many stories about their stuffed animal toys. Sometimes they made videos about their funny stories. But now, they (4) (be) older and they are finished high school. They both moved from Tokyo last year and now they (5) (study, both) in North America. Junko (6) (study) filmmaking at the Praett Institute in Brooklyn, New York, and Jouji (7) (study) dentistry at the University of Montreal. Their aunt, Kumiko, (8) (live) in Vancouver, Canada, so last year Jouji and Junko (9) (study) English in Vancouver so that they could approve their

English test score. Last year was difficult for Junko because New York (10)
 (be) very different from Tokyo, and when she (11) (take) the train to
 Brooklyn, she sometimes (12) (feel) a little afraid. Sometimes the train (13)
 (come) late, which (14) (happen, never) in Tokyo. But
 this year, Junko (15) (enjoy, really) her studies in filmmaking.

While [time, not contrast] some of her instructors (16) (teach) at the
 Praett Institute, they (17) (work, also) on movies, so students often help
 their instructors while they are making movies. But this week, Junko (18)
 (plan) her own short movie. Every day, she (19) (have) a lot of work to do.
 She (20) (do, must) a lot of reading, and she (21)
 (watch, must) at least part of a movie every day to learn the techniques (how to) of film-
 making. When she (22) (have) time, Junko (23) (go) to
 Starlucky's to have coffee with Yuan, her friend from Beijing. They (24)
 (laugh, always) and (25) (encourage) each other in their studies.

Jouji (26) (be) a quiet person, and he (27) (study) a lot.
 He (28) (get, always) very high grades in his classes. Last year, he was
 studying biology and chemistry. This semester, he (29) (take) physiology
 [the study of the human body] and basic dentistry methods. He (30)
 (spend) a lot of time in the library, but when he (31) (have) free time,
 he (32) (enjoy) going to downtown Montreal.

About half of the people in Montreal (33) (speak) French and the other
 half (34) (speak) English. Jouji (35) (feel, often) like
 he (36) (live) in two countries at the same time. These days, he (37)
 (meet) with a friend who (38) (teach) him a bit of
 French. This year, Jouji (39) (live) in an apartment with a friend and
 they (40) (shop) for food every week. Sometimes the person who is at
 the check-out counter (41) (speak, not) any English, so Jouji tries to use his
 limited French. He (42) (practice) French whenever he (43)
 (need) a break from studying physiology, so Jouji (44)
 (learn, slowly) French.

Every week Jouji and Junko (45) (talk) to their mother and father by Skype.
 Living away from home is sometimes difficult, but they (46) (try) not to
 feel homesick while they (47) (study) in North America. But any time that
 they are homesick, there are a lot of Japanese restaurants in both Montreal and Brooklyn to

help them feel a little more comfortable. Also, every semester, they (48)
 (fly) to see each other. One semester, Jouji (49) (go) to
 Brooklyn, NY, and the next semester, Junko (50) (go) to Montreal. They
 enjoy their time and they are able to see many new and interesting places.

Answers *show/hide*

1. are	15. is really enjoying	35. often feels
2. has	16. are teaching	36. is living
3. were growing up	17. are also working	37. is meeting
4. are	18. is planning	38. is teaching
5. are both studying	19. has	39. is living
6. is studying	20. must do	40. are shopping
7. is studying	21. must watch	41. does not speak
8. lives	22. has	42. practices
9. studied	23. goes	43. needs
OR	24. always laugh	44. is slowly learning
were studying	25. encourage	45. talk
10. was	26. is	46. try
OR	27. studies	OR
is	28. always gets	are trying
11. takes	29. is taking	47. are studying
12. felt	30. is spending	48. fly
13. came	31. has	49. goes
14. never happens	32. enjoys	50. goes
OR	33. speak	
never happened	34. speak	

4. **Use the appropriate past, present or future forms of the following continuous or simple forms of the verbs. First decide if the verbs should be past, present or future. Then decide whether the verbs should be simple or continuous and write the past, present or future forms of these verbs.** Mei's New Job

Last year, Mei (1)
 (get) job as a software engineer for a video game production company,
 after she (2) (study) software engineering at a University that was well-
 known for its software engineering program. This job (3) (be) Mei's dream
 job. Every day, she (4) (be) able to work on video games. It is a very
 creative job.
 Last week, she (5) (propose) a new game to her supervisor. Her
 supervisor loved it and on Monday, her supervisor (6) (tell) her that she
 could start working on it. So, Mei is very happy, and all this week she (7)

(work, busily) on her new project. On Monday, she immediately (8) (start) to work on the design of the video game. All day on Tuesday, she (9) (work) on a schedule for completing the project. Then yesterday, she spent the whole day dreaming about the characters for her video game.

This project (10) (demand) a lot of time and energy from Mei. For the next six months, she (11) (work) 24/7 on this project [24 hours a day, 7 days a week]. When it is finished, other programmers on her team (12) (need) to check to make sure everything is working correctly. They (13) (check) and (14) (recheck) every little part of the game. Then, they (15) (recruit) professional game players to test the game. The professional players (16) (play) the game again and again and then they (17) (make) suggestions for improvement. While this (18) (happen), May (19) (worry, always) that something in the game will not work. But that is just part of this job. It can be stressful, but it is also fun and creative.

Answers *show/hide*

1. got	12. need
2. studied	13. check
3. was	14. recheck
4. is	15. recruit
5. proposed	16. play
6. told	17. make
7. is busily working	18. is happening
8. started	19. is always worrying
9. worked	OR
10. demands	always worries
11. is working	

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CHAPTER 2: TIME TRAVEL

Perfect and Perfect Continuous Tenses: Bringing the Past into the Present



Figure 2.1 Crane

Media



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://kpu.pressbooks.pub/academicgrammar/?p=27#oembed-1>

Video 2.1 [Perfect Tense: When and How to Use the Perfect Tense](#) by [Randal Thiessen](#)

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I. INTRODUCTION AND OVERVIEW

The **Perfect Tense and the Perfect Continuous Tense** are about connecting something earlier with something later. This relationship is expressed in two ways—Time and Cause/Effect.

1. Time



The perfect tense is used to talk about how long something happens. Or it can tell when a current action began. It can include everything in between. Here, the Perfect Tense connects a ‘prior’ (before) action the starting time of an action to a later marker of time or action.

2. Cause-Effect



The Perfect Tense also connects an earlier action, series of actions or an ongoing action to a later effect in a cause-effect relationship.

The English language has many ways to express a cause-and-effect relationship. At the beginning of the chapter on verb tenses, we looked at how the philosopher Aristotle was always dividing things up. He was interested in time and split time in two different kinds of time. However, he was also interested in cause-effect. He wanted to find the ‘first cause’ or the ultimate cause of many things in our universe. So, just like he split time into different types of time, he also split cause-effect into different kinds of cause-and-effect. This, it is no surprise that the English language has many ways to express the cause-and-effect relationship.

In English, you can, first, express the cause-effect relationship through **adverb clauses**. Then, **conditional sentences** are really about splitting the cause/effect relationship into different kinds of cause and effect. Finally, you can express cause-and-effect through using the **perfect tense**.

Exercise

Choose whether the sentences with the perfect tense are used for *time* or for *cause and effect*. Put 't' for time and 'ce' for cause/effect. For some questions both answers may be correct.

1. Mary **has owned** this car for three years. I like it.
2. They **have owned** this car for 15 years. Maybe it is time for a new one.
3. She **had hiked** this trail many times in her life, but she still got lost.
4. They **have called** ten times since this morning.
5. They **have called** ten times since this morning. I wish they would stop calling me.
6. By tonight, I **will have finished** my research paper.
7. I **have worked** on my research paper for three weeks.
8. I **have worked** on his research paper for three hours. I need a break.

Answers *show/hide*

1. t
2. ce
3. ce
4. t
5. ce
6. t
7. t
8. t, ce

1.0 The Perfect and Perfect Continuous Tenses Compared

There are some things that are **the same** about the Perfect Tense and the Perfect Continuous Tense. They can **both** be used to express a time relationship.

The main **difference** between the ordinary Perfect Tense and the Perfect Continuous Tense is that, with the perfect continuous tense, there is the expectation at the action will continue past the current time that the action is reported. This will be explained later in greater detail.

The other difference is that while the Perfect Tense can express a 'cause-effect' connection, the Perfect Continuous Tense is not usually used for a Cause/Effect relationship.

2.0 How to Write the Perfect Tense

2.1 Use of Participles

Participles are used to form Perfect Tense verbs. However, it is important to realize that **not every** participle you see is a **Perfect Tense Verb**. Participles actually have many functions. **Only one** of them is for the **Perfect Tense**:

- They can be used in **perfect tense verbs**.

Example

I have eaten the cake.

- They can be used as used to form the **adjective form** of the verb.

Example

The eaten cake was good.

- They can be used to form the **passive tense** of verbs.

Example

The cake has been eaten.

The participle form of the verb can be either regular or irregular.

- For the regular form of the verb, simply add ‘-ed’, just like the simple past tense.
- The irregular participle form of the verb is complicated. There are a few patterns that it follows, but there are many variations of each verb.

Examples

Past, present, and future of the irregular form of the Perfect Tense:

- I have eaten (past)
- I had eaten (present)
- I will have eaten (future)

2.2 Form

The Perfect Tense is formed by starting with the past, present or future form of the helping or auxiliary verb ‘Have/Has’. Add the participle form of the verb.

Examples

Have/Has + Participle Verb

- had + worked (regular past)
- had + eaten (irregular past)
- have/has + worked (regular present)
- have/has + eaten (irregular present)
- will have + worked (regular future)
- will have + eaten (irregular future)

2.3 Contractions

Contractions can be formed with the Perfect Tense; however, contractions are not possible in some of them. They are used for speaking or for informal written communication.

Table 2.1 Perfect Tense Contractions

Singular	Plural
Present	
I have eaten → I've eaten You have eaten → You've eaten He has eaten → He's eaten She has eaten → She's eaten It has eaten → It's eaten	We have eaten → We've eaten You have eaten → You've eaten They have eaten → They'd eaten
Past (not used in writing)	
I had eaten → I'd eaten You had eaten → You'd eaten He had eaten → He'd eaten She had eaten → She'd eaten It had eaten → It'd eaten	We had eaten → We'd eaten You had eaten → You'd eaten They had eaten → They'd eaten
Future (less commonly used in writing)	
I will have eaten → I'll have eaten You will have eaten → You'll have eaten He will have eaten → He'll have eaten She will have eaten → She'll have eaten It will have eaten → It'll have eaten	We will have eaten → We'll have eaten You will have eaten → You'll have eaten They will have eaten → They'll have eaten

Exercises

- Write the Perfect Tense in the Present of the following verbs. Some are regular verbs, and some are irregular verbs.**

- go:
- sleep:
- walk:
- call:
- appear:
- have:

7. tell:
8. write:
9. contact:
10. analyze:

Answers *show/hide*

1. have gone
2. have slept
3. have walked
4. have called
5. have appeared
6. have had
7. have told
8. have written
9. have contacted
10. have analyzed

2. **Now write the Perfect Tense Verbs in the Past.**

1. go:
2. sleep:
3. walk:
4. call:
5. appear:
6. have:
7. tell:
8. write:
9. contact:
10. analyze:

Answers *show/hide*

1. had gone
2. had slept
3. had walked
4. had called
5. had appeared

6. had had
7. had told
8. had written
9. had contacted
10. had analyzed

3. **Write these verbs in the Future Perfect Tense.**

1. go:
2. sleep:
3. walk:
4. call:
5. appear:

6. have:
7. tell:
8. write:
9. contact:
10. analyze:

Answers *show/hide*

1. will have gone
2. will have slept
3. will have walked
4. will have called
5. will have appeared

6. will have had

7. will have told
8. will have written
9. will have contacted
10. will have analyzed

II. USING THE PERFECT TENSE FOR TIME

1.0 Introduction

1.1 Making Connections

The Perfect Tense **connects** an earlier time, action or situation with a later time, action or situation. In the **Present** Perfect Tense, the later time is 'now'.

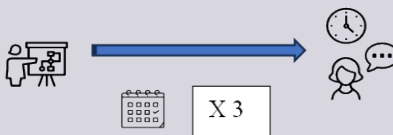
Examples

Beginning Time or Action

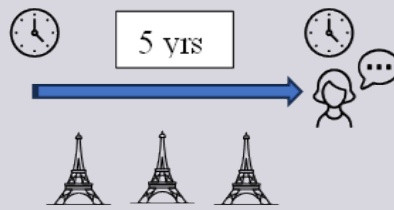
- I have played guitar since 2012 (earlier time).
- I have played guitar since I began lessons two years ago (earlier action).
- I have driven this car since my old one began to have problems (earlier situation).

Ending Time, Action or Situation

- She really plays guitar well (later situation). She has studied it for five years.
- She had studied chemistry for three years and graduated in 2009 (later time).
- He is under a lot of stress. He has had both health problems and financial problems (later situation).



I have worked on this project for three months.



I have been to Paris three times over the last five years.

1.2 Past, Present and Future

Actions in the Perfect Tense can happen in the past, present or future.

Examples

I **had eaten** some bad food when I got sick.

I **have eaten** some bad food. Now I am sick.

I **will have** finished my flight by 10:00 p.m. tomorrow.

1.3 Everything in Between

The Perfect Tense can include everything that happened in between the two points of time or action.

- This could be a continuous action, a series of actions, or a changing situation over time.

Examples



I have lived in Cairo since 2015/for 10 years.



I have moved 3 times over the last 5 years.



I have lost three kilograms of weight since July.

1.4 How Long?

The Perfect Tense is used to identify **how long** an action has taken place **OR** to identify the **starting point** of an action that is reported later.



- We use ‘since’ to talk about when the action started.
- We use ‘for’ to talk about how long the action has been happening.
- In some cases, the action may have occurred **forever** into the past—or at least until the time that we were born. In this case, we use the time words ‘always’ or ‘never’.

Examples

I have lived in Chicago since 1995.

I have lived in San Francisco for 10 years.

The moon has always revolved around the earth. (starting point is—forever?)

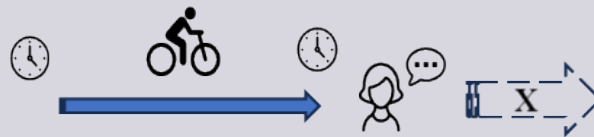
I have climbed three mountains. (the starting point is implied—from the time that I was born)

1.5 Action Stops

The action does not continue beyond the later time, action or situation, or we are not reporting on that. The time is limited. The Perfect Continuous Tense is used for action that continues past the time it is reported.

Example

I have ridden my bike for 3 hours. (I may continue, but at the time of speaking, three hours of bicycle riding have been completed)



2.0 Past, Present and Future Perfect Tenses

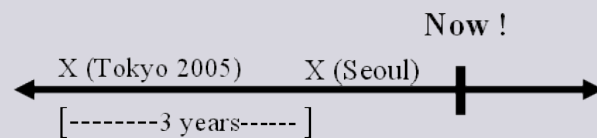
2.1 Past

The action started in the past and continues until a later time, which is indicated. We are only talking about the time which started in the past until another end point in the past.

Examples

I *had lived* in Tokyo for three years (total time) before I moved to Seoul.

I *had lived* in Tokyo since 2005.



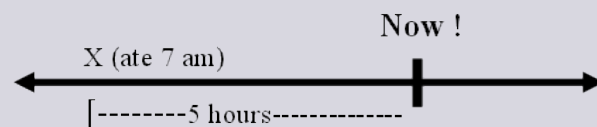
2.2 Present

The action started in the past and continues until the present, even if the present is not mentioned. In this case, it is implied.

Examples

I *have not eaten* since 7:00 a.m. (until now).

I *have not eaten* for 5 hours (until now).



2.3 Future

The action started at a point prior to the end point and continues until the stated end point. The action may have started in the past or the present. It may start in the future; however, we are only talking about the time which started before the future end point, which is given.

Example

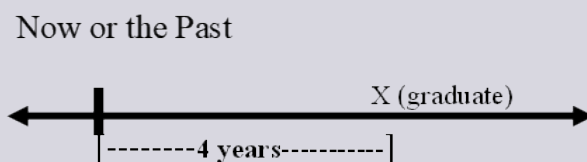
I will have graduated three years from now.

- Here, the end point is three years from now. The action may have started in the past or the present.

We may also use the future Perfect Tense to talk about total time from the starting point, which could be the present or the past, until a time which is stated.

Example

By next May, I will have studied for 4 years.



Exercises

1. **Underline all of the past, present and future perfect verbs in the following paragraphs.**

Elif had just finished her internship at the Biotechnicorp Lab in Surrey, UK. She had learned many new things. She had scanned the chromosomes of fifty people, looking for signs of a genetic disorder which causes a blood disorder. She had also worked with a couple of well-known researchers who had discovered a new way to treat a certain kind of cancer.

Overall, it has been a good experience for her. She has enjoyed working on with a team of brilliant and dedicated scientists who are working to treat troubling diseases. She has felt pride in her work and has found that this is truly at career that she can dedicate herself to.

Elif imagines herself in her career ten years from now. She wonders if she will have discovered something which could help treat cancer or maybe cure some other disease. She thinks about all the people for whom she will have improved their quality of life. She also thinks of all the wonderful people whom she will have worked with.

Answers *show/hide*

Elif **had just finished** her internship at the Biotechnicorp Lab in Surrey, UK. She **had learned** many new things. She **had scanned** the chromosomes of fifty people, looking for signs of a genetic disorder which causes a blood disorder. She **had also worked** with a couple of well-known researchers who **had discovered** a new way to treat a certain kind of cancer.

Overall, it **has been** a good experience for her. She **has enjoyed** working on with a team of brilliant and dedicated scientists who are working to treat troubling diseases. She **has felt** pride in her work and **has found** that this is truly at career that she can dedicate herself to.

Elif imagines herself in her career ten years from now. She wonders if she **will have discovered** something which could help treat cancer or maybe cure some other disease.

She thinks about all the people for whom she **will have improved** their quality of life. She also thinks of all the wonderful people whom she **will have worked** with.

2. **Put the correct form of the Perfect Tense in the blank before the verb. Use past, present and future perfect forms.**

Past Perfect

When Melanie moved out of her parent's home and into her own apartment, she (1)
 (live) with them as an adult for eight years. She was happy to move
 out on her own, and she was excited about living with Lisa, who (2)
 (be) her friend since before they (3) (meet) in university. Before this,
 Lisa (4) (work) at her father's company as a marketer for 5 years, and
 she (5) (increase) sales by 35% in one year. But this was soon about
 to change.

Present Perfect

He (6) (decide) to finally go ice skating. It seems a bit scary because
 he (7) (have, never) good balance. Although all of his friends can
 skate, he (8) (avoid, always) it. Whenever they (9)
 (ask) him to go skating with them. He (10)
 (say, always) that he is too busy to go.

Future Perfect

Looking into the future, unless the human population (11) (change)
 their consumption patterns, there will be terrible effects of climate change. By the later part
 of this century, the global temperature (12) (rise) by up to 2°. At that
 time, we (13) (experience) natural disasters, and increase in extreme
 weather, and global food insecurity. Climate change will (14) (cause)
 conflict over water and food resources. This even (15) (result) in some
 wars.

Answers *show/hide*

1. had lived	9. have asked
2. had been	10. has always said
3. had met	11. will have changed
4. had worked	12. will have risen
5. had increased	13. will have experienced
6. has decided	14. will have caused
7. has never had	15. will have resulted
8. has always avoided	

3.0 Using Time Words and Phrases with the Perfect Tense

When writing about how long an action has been happening, we often use adverbs or preposition phrases to talk about when the action occurs. **Preposition phrases** often act as adverbs of time.

- *since* . . . June, his graduation, Tuesday
- *by* . . . the end of the week, ten o'clock, noon
- *in* the past . . . few days/hours/minutes, etc. (preposition phrase)
- *over* the . . . past week, few days, year (preposition phrase)
- *for* . . . one week, two years, five hours (preposition phrase)

Examples

He has been to San Paolo five times since he started his new job.

He has been traveling to San Paolo constantly since he started his new job.

He has been to San Paolo five times in the past five years.

He has been traveling to San Paolo over the past five years.

He has been sick three times over the last two years.

He has been getting sick constantly over the last two years.

He had finished all of his work by noon.

A number of other time words or adverbs are commonly used with the Perfect Tenses. They add detail to the time or cause/effect relationship. This will be covered in a later section.

- so far (to that point—more commonly used in the past or future), lately (usually used with the Perfect Continuous Tense, never, always)
- lately
- never, always
- just, yet

3.1 Using the Perfect Tense for Length of Time from the Start of the Action until Time of Reporting

- When talking about **total time**, use **‘for’**.
- When talking about **when the action started**, use **‘since’**.
- In the present tense, we assume the end time of the action is NOW. In the past and future Perfect Tenses, the end point often needs to be stated, so we sometimes use ‘by’ to indicate the completion of a certain action at a certain time after it began. Here, the starting time of the action is often stated or known to both the communicator and the person receiving the message.

Examples

I have worked here **for** three years.

I have been working here **since** July.

I had read 3 chapters by the end of the week.

I started answering my email about an hour ago, and I will have finished them by 10:00 p.m.

Exercises

1. **Write 'for' (for total time), 'since' (for starting time), or 'by' (for until this time) in the blank.**

Present

1. He has worked at the clinic five years.
2. She has lived in that house 1982.
3. Jon has not cleaned his room three weeks.
4. Lily has worked on this project Tuesday of last week.
5. They have been to ten different counties the time that they got married.

Answers *show/hide*

1. for	4. since
2. since	5. since
3. for	

Past

1. She had already finished reading five chapters this last Wednesday.
2. They had not eaten five hours when their flight finally arrived.

3. Pablo had not slept _____ two days, before his job interview. So, he was tired.
4. Mahmud had seen his family _____ four years when he finally returned to his country.
5. He had not eaten _____ the night before.

Answers *show/hide*

1. by	4. for
2. for	5. since
3. for	

Future

1. He will have driven _____ ten hours by the time he arrives in Seattle.
2. I will have completed answering all of my email _____ 10 o'clock tonight.
3. She will have worked _____ thirty years when she retires next year.
4. By next year, they will have been friends _____ ten years.

*Note: In the future, *since* is not used because no matter how long the action lasts, the starting point is the same.

Answers *show/hide*

1. for	3. for
2. by	4. for

2. **Using the Past Perfect Tense, write about three things you did in the past (that you are no longer doing). Be sure to identify when you stopped doing them. For how long did you do them?**

Example: When I finally finished my project last week (when I stopped doing it), I had worked on it for two weeks.

- 1.
- 2.

3.

Answers will vary.

3. **Using the Present Perfect Tense, write about three things that you have completed recently or have just completed. For how long have you done them to this point in the present?**

Example: I have worked on my resume for four days.

1.

2.

3.

Answers will vary.

4. **Using the Future Perfect Tense, write about three things that you will complete in the future. Maybe you have already started them, but they will be complete in the future. How much time, work or effort do you think it will take you to complete them?**

Example: By this time next year, I will have owned my car for four years and will have driven it for about 150,000 kilometers.

1.

2.

3.

Answers will vary.

4.0 Other Adverbs Used with the Perfect Tense

Besides using ‘for’, ‘since’ and ‘by’ to indicate how long something has been happening, or when an action

started, there are other time words which we use with the perfect tense to add details to the specific action being talking about:

Table 2.2 Adverbs Used with Perfect Tense

Perfect Tense	Perfect Continuous Tense
So far: from the past until now. It is known or possible that this could change.	
So far, I have not had an accident. So far, I have finished two projects.	So far, I have not been working very hard. Past Tense: Use 'to that point' To that point (i.e. Last July), she had been driving carefully.
Lately = close to the later time or close to now.	
Lately, I have not been feeling well. Lately, I have not had any good luck.	Lately, I have not been getting much done. Lately, I have not been getting any offers of employment.
Ever/Never/Always: forever in the past or from the start of something or someone. In the case of people, it means from the time that they were born until now or until a time that is later.	
'Never' and 'always' are adverbs of frequency. They go between the 'helping verb' and the main verb.	
I have never attended a symphony concert. The building had never been fixed up. The moon has always gone around the earth.	Never and always are not used with the Perfect Continuous Tense. ~~I have never been working at a hospital.~~
'Ever' is used only to ask questions. It is sometimes used instead of 'always'.	
Have you ever been to Berlin? (during your whole life) He is ever (always) the comedian.	<i>Note:</i> The use of the perfect continuous tense with 'ever' is fairly rare. It is used in the same way the continuous tense is used together with the simple tense to explain that something happened while another action was happening (example: I was eating dinner when the phone rang). Have you ever been eating dinner, when you get one of those 'robo' calls trying to sell you something?
Just: immediately before now or before another time that is indicated. It goes between the 'helping verb' and the main verb.	
She had just gotten home when it began to rain. I have just eaten dinner. I shouldn't go swimming.	'Just' is not usually used with the Perfect Continuous Tense.

Yet: something has not happened at the time indicated. There may have been an expectation that it should have happened already. It is expected to happen.

It is an **adverb** and goes after the *main verb*. If there is an object of the verb, **yet** goes after the object.

They *haven't arrived* **yet**. I wonder why they are late.
She *hasn't finished* her project **yet**.

Yet is not usually used with the Perfect Continuous Tense.

Exercises

1. **Write the appropriate time word in the blanks below. The verb may be in the past, present, or future.**

1. Has she arrived _____ ? She was supposed to be here at 3 o'clock.
2. I have _____ finished my research paper and now I'm going to hand it in.
3. Have you _____ gone skydiving?
4. No, I have _____ even been in an airplane. I'm afraid of heights.
5. I haven't finished it _____. Can you give me another two hours?
6. Emily had _____ left home when it began to rain. Luckily, she could easily go back and get her umbrella.
7. _____, the project has gone well. We should be finished it within a few days.

Answers *show/hide*

1. yet	never
2. just	4. yet
3. ever	5. just
OR	6. So far

2. **Match the verb from the list below each with the sentences that it goes with it in the blanks below (the best context). Then, write the correct form of the verb in the blank of the sentence with the matching context.**

Past: see, live, work, finish

1. He _____ for five years as a bookkeeper when he finally got a job as an accountant.
2. They _____ watching TV when their friend showed up.
3. Carlos _____ 40 movies by the time he was 10 years old.
4. John _____ in London for 20 years when he finally moved back to the country where he was born.

Answers *show/hide*

1. had worked	3. had seen
2. had finished	4. had lived

Present: own, practice, eat, study

1. Julia _____ sashimi. She is afraid to try it.
2. Jackson _____ three cars since he was in high school.
3. They are graduating the spring. On average, they _____ music at the academy over ten years.
4. I started practicing serving tennis balls at 3:00 p.m., so I _____ for two hours.

Answers *show/hide*

1. has never eaten	3. have studied
2. has owned	4. have practiced

Future: fix, complete, travel

1. When Mustafa finally finishes fixing his car, he _____ the motor, the transmission and the front bumper.
2. When Julia graduates, she _____ the requirements for a major in science and a minor in both math and engineering.
3. Jakub _____ to five different countries after he comes back from his last trip to Morocco.

Answers *show/hide*

1. will have fixed
2. will have completed
3. will have travelled

3. **In this exercise, examine how the Perfect Tense is used for the past, present and future. Reading this should help your brain to connect the abstract ideas of the perfect tense with how you could use it in real life.**

After reading the article, discuss the two connecting points which are used for the perfect tense. When did an action or actions begin and when did they end?

Remember that, for the perfect tense, connects two points, a time or action in the past with the time of speaking which comes after that. In the present perfect, the end point in time is assumed to be the present.

Playing the Double Bass! Jane Little—An Inspiration

I play the double bass. You know, the violin that is big as a person and has a very 'deep' voice. It's called the double bass because it plays the same notes as the cello, only an octave lower. So, it 'doubles' the cello.

I started to play the double base in high school because my father **had given** [past perfect] it to me as a gift. I played it for a while but then got busy with other things in life, and I quit. Then, I started playing it again as an adult. Here is my story.

Past

When I *finally quit playing* [this is the later time marker] the double bass, I **had played** the double bass *for about 5 years*. I **had started** to play the bass *in high school*. Then, I went to

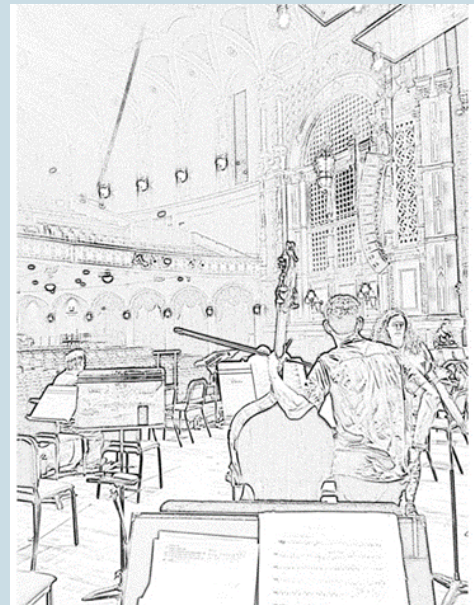


Figure 2.2 Bass player

college, and I continued to play the bass. Even though I **had never played** in an orchestra before [from the time I was born], and I was no longer a youth, I joined the local youth orchestra. By the time I **had graduated** from college, I **had played** in the youth orchestra for three years [total time].

Soon, however, I got busy with my chosen career, and I quit playing the bass. Then, one day, I remembered my days of playing the bass, and I thought, “I should start playing again.” So, I found a local community orchestra and started to play with them.

Present (with some past)

Today, I am still playing with this community orchestra. At this point in time, I **have played** with the orchestra for about five years now. Since starting to play the bass again, it **has always been** challenging. I **have taken** lessons and **have learned** many new things. I **have played** with some very good musicians and **(have) made** many new friends. By the end of the last season, I had played eight of Beethoven’s major symphonies and other works.

I don’t know how long I will continue to play the double bass. It is a difficult instrument to play, and it is hard on the body. By the time I am old, I don’t know how long I **will have played** for. My body **will have been** beaten up by the bass. I **will have probably developed** back problems and neck problems. However, what gives me hope is that I do know of one woman, Jane Little, who started playing the double bass with the Atlantic Symphony Orchestra in 1945 at the age of 16. She actually died while playing a concert with the orchestra at the age of 87. When she died, she **had played** with the orchestra for 71 years. They said that she literally died doing what she loved. I hope that someday I **will have played** for as long as she did.

Questions for writing practice:

Past

1. How long had the writer been playing the double bass when he/she quit (after playing in a professional orchestra)?
2. The youth Orchestra which the writer played for in the past asked the writer to play the double bass with them even though the writer had not done something yet. What had the writer not done?

3. For how long have the writer not played the bass when he began to play it again?

Present

1. For how long has the rider been playing the bass after starting to play again?
2. Since starting to play the bass again, what has the writer's experience been like?
What are some things that the write has experienced or done?

Future

1. What will have happened to the writer's body by the time he/she gets old?
2. For how long had Jane Little been playing double bass with the Atlantic Symphony when she died?

Answers will vary.

4. **Using the Past Perfect Tense, write about three things you did in the past (that you are no longer doing). Be sure to identify when you stopped doing them? For how long did you do them?**

Example: When I finally finished my project last week (when I stopped doing it), I had worked on it for two weeks.

- 1.
- 2.
- 3.

Answers will vary.

5. **Using the Present Perfect Tense write about three things that you have completed recently or have just completed. For how long have you done them to this point in the present?**

Example: I have worked on my resume for four days.

- 1.
- 2.
- 3.

Answers will vary.

6. **Using the Future Perfect Tense, write about three things that you will complete in the future. Maybe you have already started them, but they will be complete in the future. How much time, work or effort do you think it will take you to complete them?**

Example: By this time next year, I will have owned my car for four years and will have driven it for about 150,000 kilometers.

- 1.
- 2.
- 3.

Answers will vary.

Media Attributions

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III. THE PERFECT CONTINUOUS TENSE

1.0 How to Write the Perfect Continuous Verb Tenses

The perfect Continuous Tense is formed by:

1. Start with the past, present or future form of the helping or auxiliary verb.
2. Add 'have/has'.
3. Add 'been'.
4. End with the '-ing' form of the verb (the participle form of the verb is not used to write the Perfect Continuous Tense. Instead, use the '-ing' form of the verb).

Examples

Past: I had been working.

- you, he, she, it, we, they forms are the same.

Present:

- I have been working
- You have been working
- He, she, it **has** been working
- We have been working
- You have been working
- They have been working

Future: I will have been working.

- You, he, she, it, we, they forms are the same.

1.1 Contractions

Contractions can be formed with the Perfect Continuous Tense; however, contractions are not possible in some cases. They are used for speaking or for informal written communication.

Table 2.3 Contraction Examples

Singular	Plural
Present	
I have been eating → I've been eating You have been eating → You've been eating He has been eating → He's been eating She has been eating → She's been eating It has been eating → It's been eating	We have been eating → We've been eating You have been eating → You've been eating They have been eating → They'd been eating
Past (not used in writing)	
I had been eating → I'd been eating You had been eating → You'd been eating He had been eating → He'd been eating She had been eating → She'd been eating It had been eating → It'd been eating	We had been eating → We'd been eating You had been eating → You'd been eating They had been eating → They'd been eating
Future (less commonly used in writing)	
I will have eaten → I'll have eaten You will have eaten → You'll have eaten He will have eaten → He'll have eaten She will have eaten → She'll have eaten It will have eaten → It'll have eaten	We will have eaten → We'll have eaten You will have eaten → You'll have eaten They will have eaten → They'll have eaten

1.2 Comparison on How to Write the Perfect and Perfect Continuous Tenses

Table 2.4 Perfect vs Perfect Continuous Tenses

Perfect Tense	Perfect Continuous Tense
The Perfect Tense is formed by starting with the past, present or future form of the helping or auxiliary verb 'Have/Has'. End with the participle form of the verb.	The Perfect Continuous Tense is formed by starting with the past, present or future form of the helping or auxiliary verb 'Have/Has'. • Add 'been' • End with the '-ing' form of the verb.
Have/Has + Participle Verb • <i>Past</i> ◦ had worked (regular) ◦ had eaten (irregular) • <i>Present</i> ◦ have/has worked (regular) ◦ have/has eaten (irregular) • <i>Future</i> ◦ will have worked (regular) ◦ will have eaten (irregular)	Have/Has + 'been' + '-ing' Verb • <i>Past</i>: had been + '-ing' • <i>Present</i>: have/has been + '-ing' • <i>Future</i>: will have been + '-ing'

1.2.1 Participles

Participles are used to form Perfect Tense verbs. However, it is important to realize that not every participle you see is a Perfect Tense Verb. Participles actually have many functions. Only one of them is for the form of the Perfect Tense:

- They can be used in **perfect tense verbs**.

Example

I have eaten the cake.

- They can be used as used to form the **adjective form** of the verb.

Example

The eaten cake was good.

- They can be used to form the **passive tense** of verbs.

Example

The cake has been eaten.

Table 2.5 Participles in Perfect and Perfect Continuous Tenses

Perfect Tense	Perfect Continuous Tense
The participle form of the verb can be either regular or irregular. - For the regular form of the verb, simply add ‘-ed’, just like the simple past tense. - The irregular participle form of the verb is very complicated. There are a few patterns that it follows, but there are many variations of each verb.	The participle form of the verb is not used to write the Perfect Continuous Tense; instead, use the ‘-ing’ form of the verb.
Examples	
Past, Present, and Future of the Irregular Form of the Perfect Tense Past: I have eaten. Present: I had eaten. Future: I will have eaten.	Past: I had been working. - you, he, she, it, we, they forms are the same. Present: - I have been working. - You have been working. - he, she, it has been working. - we have been working. - you have been working. - they have been working. Future: I will have been working. - you, he, she, it, we, they forms are the same.

Study Tip: Slow Practice

Practice slowly. Your mind remembers the content and not the speed. Your mind does not remember speed, it is the content that you need to know so well, that speed comes naturally. If you practice at a pace where you feel out of control, your body remembers the tension, so you are practicing having a tense body. Then when you do it, you will do it with tension because you include ‘tenseness’ with content. So, you need to ‘unlearn’ tenseness.

Focus on which parts of your body become tense when you learn. Try to relax these parts. One

way to do this is to purposely tense up the muscles which become tense when you are learning. Then, try to slowly relax these muscles. Your mind will remember these muscles and remember which ones to relax.

It is easy to do things in 'cramming' panic mode. If you start early, you HAVE time—don't act as if you are in a hurry. If you are in control of slow speed, you will naturally be in control.

Exercises

1. **Write the Present Perfect Continuous forms of the following verbs:**

1. drive:
2. worry:
3. focus on:
4. start:
5. fly:

6. look:
7. feel:
8. drop:
9. build:
10. tear:

Answers *show/hide*

1. have been driving
2. have been worrying
3. have been focusing
4. have been starting
5. have been flying

6. have been looking
7. have been feeling
8. have been dropping
9. have been building
10. have been tearing

2. **Now write the Perfect Tense Verbs in the Past:**

1. drive:
2. worry:
3. focus on:
4. start:
5. fly:
6. look:
7. feel:
8. drop:
9. build:
10. tear:

Answers *show/hide*

1. had been driving
2. had been worrying
3. had been focussing
4. had been starting
5. had been flying
6. had been looking
7. had been feeling
8. had been dropping
9. had been building
10. had been tearing

3. Write these verbs in the Future Perfect Tenses:

1. drive:
2. worry:
3. focus on:
4. start:
5. fly:

6. look:
7. feel:
8. drop:
9. build:
10. tear:

Answers *show/hide*

1. will have been driving
2. will have been worrying
3. will have been focussing
4. will have been starting
5. will have been flying

6. will have been looking
7. will have been feeling
8. will have been dropping
9. will have been building
10. will have been tearing

4. Underline the verbs in the Perfect Tense and double underline the verbs in the Perfect Continuous Tense. Note: There are some regular Perfect Tense Verbs.



Mitsuka had left to his university class early in the morning. There had been a typhoon the day before, and it had rained heavily all night. But by the morning, the rain had stopped and Mitsuka left home and took the bus to the subway train station to go to his classes. But it took an unusually long time to get to the train station. The traffic was terrible. Then, when the bus crossed the bridge right before the train station, he saw that the water in the river had risen unusually high. Luckily, the dykes on each side of the river had stopped the water from flowing into the area around it.

But when Mitsuka got to the station, he found out that the rain had flooded the subway and the trains were not running. But rather than taking the bus, which had taken one hour to reach the train station from his home, he decided to walk instead. He crossed the bridge and started to walk along the road to his home. He had been walking along the road, but he had not been looking at the river behind him.

Then, he looked back and noticed that water had started to come over the sides of the dykes. It had been starting to flow across the road in front of him. A man had been trying to cross the water on his motorcycle, but the fast flowing water swept his motorcycle away from him. Then Mitsuka decided that he had to get out of the area as fast as possible. He had been walking across the road, but he quickly decided to go towards a big hill to the west of him. Finally, he got there, and he was happy to be safe.

Answers *show/hide*

Mitsuka **had left** to his university class early in the morning. There **had been** a typhoon the day before, and it **had rained** heavily all night. But by the morning, the rain **had stopped** and Mitsuka left home and took the bus to the subway train station to go to his classes. But it took an unusually long time to get to the train station. The traffic was terrible. Then, when the bus crossed the bridge right before the train station, he saw that the water in the river **had risen** unusually high. Luckily, the dykes on each side of the river **had stopped** the water from flowing into the area around it.

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He **had been walking** across the road, but he quickly decided to go towards a big hill to the west of him. Finally, he got there, and he was happy to be safe.

IV. USING THE PERFECT CONTINUOUS TENSE FOR TIME

1.0 Comparison with the Regular Perfect Tense

1.1 Similarities

Both the Perfect and Perfect Continuous Tenses are used to talk about how long something happens. Or it can tell when a current action began. The Perfect Tense connects the starting time of an action to a later time of the action.

1.2 Differences

With the ordinary **Perfect Tense**, the time of the action stops at the time of speaking, or we are speaking only of the time when the action started until the time of speaking.

Examples

I have eaten my vegetables.

I have arrived at the airport.

1.3 Expect Action to Continue

With the **Perfect Continuous Tense**, there is the **expectation** that the action will continue past the current time of the action. Just like the ordinary continuous tense, the action can happen around a point in time. In this case, however, although there is usually an expectation that the action will continue, it might not continue.

Examples

I **had been living** in Baja, Mexico, for three years when I moved into my new apartment (but I continued to live in Baja).

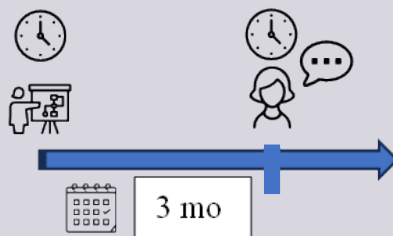
I **have been studying** for three hours (but I am not finished yet).

By next year, I **will have been working** at the factory for five years. I plan to continue working there.

2.0 The Perfect Continuous Tenses Connects Two Points of Time, Actions or Situations

1. Like with the Perfect Tense, in the Perfect Continuous Tense the action happens at a **starting point** and an **ending point** or it can happen **between** a starting point and a later time. **However**, the action is usually expected to continue past the time of speaking or later time that is indicated.

Examples



I have been working on this project for three months (it is not finished yet).



I have been going to San Francisco regularly in the past year. That is where our head office is.
I go there almost every month.

2. The Perfect Continuous Tense is used to identify **how long** an action has taken place. It is also used to identify the **starting point** of an action that ends or is reported later. However, the action is expected to continue.



- We use 'since' to talk about when the action started.
- We use 'for' to talk about how long the action has been happening.
- In some cases, the action may have occurred **forever** into the past—or at least until the time that we were born. In this case, we use the time words 'always' or 'never'.

Examples

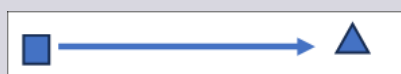
I have been living in Chicago since 1995. (I have no plans to move)

At this point, I have been living in San Francisco for only three months. (it is implied that this will increase with time)

The moon has been going around the earth forever. (we don't expect it to quit)

3. Like the Perfect Tense, the Perfect Continuous Tense can include everything that happened in between the two points of time or action.
 - This could be a single continuous action, a series of repeated actions, or a changing situation over time.

Examples



I have been living in Cairo since 2015/for 10 years. (I expect to continue living there)



I have been changing jobs almost every year because I want to keep advancing in my career.



I have been losing weight because I am exercising.

3.0 Non-Action Verbs

Like with the Continuous Tense, we don't use the Perfect Progressive for verbs that are non-action (used to describe something) because action in the continuous tense is for a limited time.

Non-action verbs are used for descriptions of something or a situation, things that are relatively permanent.

4.0 Adverbs of Frequency

Adverbs of frequency are not used with the Continuous or the Perfect Continuous because the action is mostly continuous for the stated time.

However, sometimes 'always' and 'never' are used with the Continuous Tense or the Perfect Continuous Tense to express that something is excessive. This is often associated with negative emotions. Still, the Perfect

Continuous Tense is **rarely** used with even 'always' or 'never'. When used, it is used to show that this annoying continuous behavior is somewhat unusual for the person and is not expected to continue.

Examples

She is always complaining.

She has always been complaining. (temporary)

He is never studying.

He has never been studying. (temporary)

V. ACTION AND TIME IN THE PERFECT CONTINUOUS TENSES: PAST, PRESENT AND FUTURE

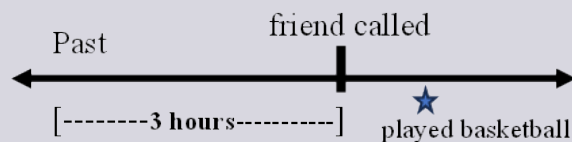
1.0 Past

We may also use the Perfect Continuous Tense in the Past. However, unlike the Past Perfect Tense, which basically functions in the same way in the Present and Future Perfect, the Past Perfect Continuous Tense is different from the Present and Future Perfect Continuous Tenses.

When we use the Past Perfect Continuous tense, it usually implies that the action stopped in the past (just like the Simple Past Tense). In this case, the use of the Past Perfect Continuous Tense usually implies that the action was expected to continue past an end point, but it did not, opposite to expectations.

Example

I had been studying for 3 hours when my friend called. He wanted to play basketball, and I decided to join him.



2.0 Present

The action started in the past and continues until the present, even if the present is not mentioned. In this case, it is implied; however, in the Perfect Continuous Tense, the action is expected to continue past 'now'.

Examples

I have been studying since 7:00 a.m. (until now—expected to continue)

I have not been studying for 3 hours. (until now—expected to continue for a while)

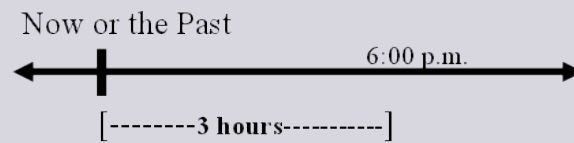


3.0 Future

The action started at a point prior to the end point and continues until the stated end point. The action may have started in the past or the present. It may start in the future. However, we are only talking about the time that started before the future end point, which is given. In the Future Perfect Progressive Tense, however, the action is expected to continue after the later time that is noted.

Example

By 6:00 p.m., I will have been studying for three hours.



4.0 Perfect Continuous Tense

We may also use the future Perfect Tense to talk about the total time from the starting point, which could be the present or the past, until a time that is stated.

Example

By next May, I will have studied for 4 years.

- Here, the end point is three years from now. The action may have started in the past or the present.

The perfect continuous tenses are used in the same way as the perfect tense, except that there is the expectation that the action will continue after the time of speaking or writing.

Exercise: Total Time and Starting Time until a Later Time

Choose the word from the following list that matches the context of the sentences below. Then, make sure you use the proper form of the verb to write the Present, Past

and Future Perfect Continuous Tenses in the following sentences.**Present Word List:** work, travel, edit, live, clean (not)

1. He _____ at the clinic for five years, and he will probably continue to work there for at least two more years.
2. She _____ in that house since 1982 (she is not planning to move).
3. Jon _____ his room lately. It is so messy. I wonder when he will clean it.
4. Lily _____ her writing since Tuesday of last week, but she should be done soon.

Answers *show/hide*

1. has been working
2. has been living
3. has not been cleaning
4. has been editing

Past Word List: travel, eat (not), read, call (not), sleep

1. She _____ constantly for three weeks, and her vision was getting blurry.
2. They _____ on their flight from Austria when the Steward finally brought them a meal.
3. Pablo _____ for days because he was nervous about his job interview. So, he was tired when he did the interview.
4. Mahmud was working in a different city, but he _____ his family lately because his work is so busy.
5. They _____ all over the world before they got married. Then they had two children, and they were too busy to travel.

Answers *show/hide*

1. had been reading
2. had not been eating
3. had not been sleeping

4. had not been calling
5. had been traveling

Future Word List: work drive, spend, send

1. He _____ for ten hours by the time he arrives in Seattle.
2. Because Pablo keeps sending me so many voice messages, I _____ so much time answering them that I don't have time to do my work.
3. She _____ for thirty years by the time she retires next year.
4. By next year, they _____ letters to each other as friends for ten years.

Answers *show/hide*

1. will have been driving
2. will have been spending
3. will have been working
4. will have been writing

VI. PERFECT CONTINUOUS TENSE: IN-DEPTH COMPARISON WITH OTHER TENSES

The Perfect Continuous Tense shares features of both the Continuous Tense and the Perfect Tense.

The perfect continuous tense contains the words **perfect** and **continuous**. So, we should expect that it will share features with both the continuous tense and the perfect tense.

- However, this is not in all aspects of both.
- Notice the following areas in which the continuous tense and the perfect continuous tense share certain features.

1.0 Length of Time

Like the Perfect Tense, the Perfect Continuous Tense **focuses on** when the action started or how much time has passed since the action started up until the time of speaking or writing. So, we are talking about a length of time. **However**, in the Perfect Continuous Tense, the action is **expected to continue** (thus adding more time).

Examples

I have been working since 8:00 this morning. (starting time)

I have been working for three hours. (total time)

The time words '**since**' and '**for**' are often used with the Perfect Continuous Tense.

Examples

Perfect Tense:



I have worked since 8:00 this morning. (starting time)

I have worked for three hours. (total time)

Perfect Continuous Tense:

- Expected to continue



I have been working since 8:00 this morning. (starting time)

I have been working for three hours. (total time)

2.0 Continuous vs. Repeated Action

Table 2.6 Action in Continuous and Present Continuous Tenses

Continuous Tense	Perfect Continuous Tense
Like the Continuous Tense, the action of the Continuous Perfect Tense is continuous . In contrast to the Simple Tense, the action is not repeated . There may be small breaks in the action, but it is not repeated action.	The action of the Perfect Continuous Tense is <u>usually continuous</u> through the time period from the start of the action until the time of speaking. However , unlike the regular Continuous Tense, the action of the Perfect Continuous Tense may be a repeated action . This is because the length of time of an action in the Perfect Continuous Tense can be long and allow for things such as a habit.
Examples	
I am watching a movie this evening. I am practicing the violin. (The action may be repeated, but the intended meaning is that it has been a regular practice routine)	I have been working on my Presentation on Marketing. (continuous) I have been drinking a lot of coffee lately. (repeated action) Occasionally, my band has been playing at parties.

3.0 Time Limits

Table 2.7 Time Limits on Continuous and Perfect Continuous Tenses

Perfect Tense	Perfect Continuous Tense
There is little difference between the Continuous Tense and the Perfect Continuous Tense. The time limits of action at a 'point in time' are implied and the action is thought to start shortly before the 'point in time' and to end shortly after the 'point in time'.	With the Perfect Continuous tense, in contrast to the regular Continuous Tense, there may be a slight chance of the action continuing for longer than if the regular Continuous Tense were used. The time limits of action at a 'point in time' are implied and the action is thought to start shortly before the 'point in time' and to end shortly after the 'point in time'.
Examples	

4.0 Two Ways of Expressing Time and Action: Point in Time vs Period of Time

Like the **ordinary** Continuous Tense, the time of the action in the Perfect *Continuous* Tense is limited. There are two ways of expressing time and action, though there are differences:

- Happens at a **point-in-time**
- ‘Fills up’ a period of time

4.1 Point in Time

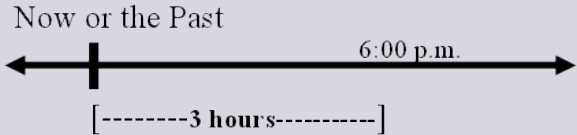
Like the continuous tense, an action is happening at and is centered around a **point in time**—like 6:00 p.m.; however, the time is also limited. The time is used as a Time Marker, and the action is obviously longer than a ‘point in time’.

- So, the action started shortly sometime before that point in time and may continue after that point in time, but it is limited—it will not for a comparatively long period of time.

There are some important differences in the how the Continuous Tense and the Perfect Continuous Tenses are used in the Past, Present and Future, and especially in the past tenses.

Table 2.8 Present, Past, and Future in Continuous and Perfect Continuous Tenses

Continuous Tense	Perfect Continuous Tense
Present	
When used with a time word or the inferred point-in-time of ‘Now’ in the Present, the Continuous Tense does not have a clear starting point and ending point in time. The action usually started at a relatively short time before the present and may or may not continue for a relatively short time after the present. Example I am studying. (now) Here, the action started at some unknown time shortly before ‘now’.	Like the Perfect Tense, the Perfect Continuous Tense has a starting point and an ending point. - The action started in the past and continues until the present, even if the present is implied. - However, in the Perfect Continuous Tense, the action is expected to continue past ‘now’. Examples <i>I have been studying since 7:00 a.m..</i> (until now—expected to continue) <i>I have not been studying for 3 hours.</i> (until now—expected to continue for awhile)  The action happens continuously through the stated time. That doesn’t mean that there are not small breaks in the action. - For example, saying, “I am working this morning” means that I am working all morning, but I could take small breaks to answer the phone or have a cup of coffee, etc. - Still, ‘working’ is filling up my morning. However, there will not be definite breaks where I start to do something else.
Future	

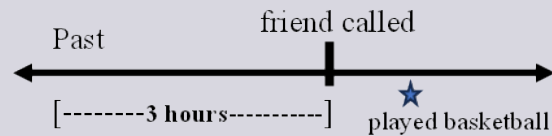
When used with a time word in the future, a ‘point-in-time’, the action of the Future Continuous verb starts shortly before the future time that is mentioned and may or may not continue after that time.	The action started at a point prior to the end point and continues until the stated end point. The action may have started in the past or the present. It may start in the future. However, we are only talking about the time which started before the future end point, which is given. In the Future Perfect Progressive Tense, however, the action is expected to continue after the later time which is noted. Example By 6:00 p.m., I will have been studying for three hours. • Here, the end point is three hours from now. The action may have started in the past or the present. We may also use the future Perfect Tense to talk about total time from the starting point, which could be the present or the past, until a time which is stated. Example By next May, I will have studied for 4 years.  The diagram shows a horizontal timeline. On the left, a vertical tick mark is labeled 'Now or the Past'. On the right, another vertical tick mark is labeled '6:00 p.m.'. A double-headed arrow connects these two marks. Below the arrow, a bracket spans the distance between the two marks and is labeled '3 hours'.
Past	

When used with a time word in the past, a ‘point-in-time’, the action of the Past Continuous verb starts shortly before the past time that is mentioned and may or may not continue after that time.

We may also use the Perfect Continuous Tense in the Past; however, when we use the past tense, it may **imply** that the action **stopped** in the past. In this case, the use of the Past Perfect Continuous Tense may imply that the action was expected to continue past an end point, but it did not, contrary to expectation.

Example

I had been studying for 3 hours when my friend called. He wanted to play basketball, and I decided to join him.



4.2 Fills Up a Period of Time

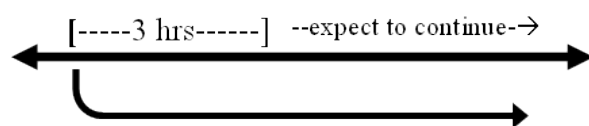
The action of the **regular** Continuous Tense can happen at a point-in-time, or the action can ‘fill up’ a certain time.

Examples

At 8 o'clock, I was washing my dishes. (point-in-time)

I was fixing my car all day yesterday. (action ‘fills up’ a period of time)

Like the Continuous Tense, the action of the Perfect Continuous Tense can also **fill up** a larger period of time for total time until now (or another point in time). I have been studying at the university for 3 years. Three years are complete, but it is not finished yet—it is expected to continue, but for a limited time.



A comparison with the regular Continuous Tense shows that:

- The stated time is a longer period of time. The starting time and ending time are not mentioned but can usually be implied.
- The action in both the regular Continuous Tense and the Perfect Continuous Tense is **expected to continue** past the time of speaking.

Examples

I have been studying for 3 hours (but I expect to continue studying).

I have been working at the library (I expect to continue for some time, but it is not likely a permanent job).

Table 2.9 Period of Time in Continuous and Perfect Continuous Tenses

Continuous	Perfect Continuous
In the Continuous Tense, action can ‘fill up’ a longer period of time. • However, the starting point of the longer period of time is not stated, though it may be implied—it is assumed to have started relatively close to the stated time of the action—this is because time is ‘limited’ with the continuous tense. • The time of an action that fills up a certain time is limited to the larger period of time; however, the starting and ending points of that time are implied.	In the Perfect Tense, action can ‘fill up’ a longer period of time. • Since the perfect tense usually connects an action to its starting point or an earlier action, the starting point of the extended period of time is sometimes stated. • However, although the action is limited by a starting time, it is likely to continue after the time that the action is talked about or stated.
Examples	
I was studying all day on Tuesday.	I have been studying all day. I have been studying since 8:00 a.m.

Exercises

1. **In this exercise, examine how the Perfect Tense and the Perfect Continuous Tense are used in the past, present and future. Reading this should help your brain to connect the abstract ideas of the perfect tense with how you could use it in real life. First, underline the verbs in the *Perfect Tense* and put the verbs in the *Perfect Continuous Tense* /between slashes/.**

After reading the article, discuss the two connecting points which are used for the perfect tense. When did an action or actions begin and when did they end?

Remember that the perfect tense connects two points, a time or action in the past with the time of speaking which comes after that. In the present perfect, the end point in time is assumed to be the present.

The world has been changing rapidly because of technology. It seems like the pace of change keeps increasing and increasing. It has been increasing exponentially. For example, from the time that personal computers were first invented until now, computers have been getting faster and faster and they have been getting more and more powerful.

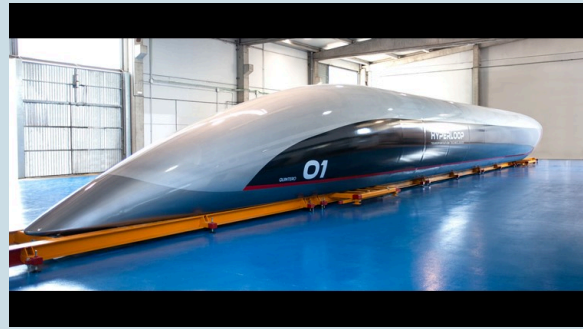


Figure 2.3 Future train

In the past, machines started to do the work of humans, but more and more, robots have been doing the work that people have done before. But, to this point, this has been physical work. Now, professional jobs that require thinking and creativity are also being eliminated, and they are being done by machines—computers.

Transportation has also been changing. Since the time that gasoline cars have driven down our roads, they have become more and more sophisticated. They have become more and more complex. But they are being replaced by other types of transportation. Trains have also been changing to the point where now they have been travelling on magnets or in tubes at speeds at which only airplanes could fly in the past.

All of this has made people afraid of the New World. They will soon be in a place where their jobs will have disappeared.

Answers *show/hide*

The world **/has been changing/** rapidly because of technology. It seems like the pace of change keeps increasing and increasing. It **/has been increasing/** exponentially. For example, from the time that personal computers were first invented until now, computers **/have been getting/** faster and faster and they have been getting more and more powerful.

In the past, machines started to do the work of humans, but more and more, robots **/have been doing/** the work that people **have done** before. But, to this point, this **has been** physical work. Now, professional jobs that require thinking and creativity **/are also being eliminated/**, and they **/are being done/** by machines—computers.

Transportation **/has also been changing/**. Since the time that gasoline cars have driven down our roads, they have become more and more sophisticated. They have become more and more complex. But they are being replaced by other types of transportation. Trains **/have also been changing/** to the point where now they have been travelling on magnets or in tubes at speeds at which only airplanes could fly in the past.

All of this **has made** people afraid of the New World. They will soon be in a place where their jobs will have disappeared.

2. **Using the Perfect Continuous Tense, write three sentences on the following topics:**

- a. **What are three things that have been happening in the world recently that are likely to continue for a while (but with time limits—not forever)?**

- 1.
- 2.
- 3.

- b. **What are three things that you have been doing recently? Use the Perfect Continuous Tense to write your sentences.**

- 1.
- 2.
- 3.

Answers will vary.

3. **Choose the Perfect Tense or the Perfect Continuous Tense in the paragraph below. Then, write the correct verb form in the blanks in front of the verb that is in parenthesis. The tenses could be in the Past, Present, or Future.**

Sakarno (1) (have) a hard time lately, and he doesn't know when it will

end. Everything (2) (go) wrong. First, he (3) (have) a number of problems with his car. His engine (4) (make) funny noises, and he (5) (have) problems with his brakes. His air conditioning (6) (quit), and it is very hot outside. His radio (7) (have, also) working, and he loves to listen to music. Before the radio broke, he (8) (listen) to slow soothing music, because it helped him to relax. But now, he doesn't have a way to calm down after work, so this (9) (be) difficult for him. His stress level (10) (rise), so he can't get to sleep at night. He (11) (be) tired at work for the last week. He (12) (do, not) a good job either, so his boss (13) (be, not) happy with him. He (14) (get along, never) well with his boss, and now it's even worse. He (15) (think) a lot about quitting lately. He imagines that someday he (16) (have) enough, and he's worried that he will suddenly just quit. But then, he remembers that he (17) (have) trouble paying his bills, too, so if he quit, it would be another disaster.

Answers *show/hide*

1. has been having	10. has risen
2. has been going	11. has been
3. has had	12. has not been doing
4. has been making	13. has not been
5. has had	14. has never gotten along
6. has quit	15. has thought
7. has also stopped	16. will have had
8. had been listening	17. has been having
9. has been	

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VII. CAUSE-EFFECT

1.0 Cause/Effect Relationship

Besides connecting two points of time or action, the Perfect Tense is also used to talk about a cause/effect relationship. Something that happened earlier has a later effect. There are three possible situations for a cause or causes that have a later effect:

1. The action started and ended in the past but has an effect on something in the present.

Example

I have lost my wallet. I don't have money to pay the restaurant.

2. The initial action happened repeatedly in the past (prior to the time of reporting) and has an effect at a later time.

Example

I have cut back on eating dessert, and I have lost weight.

The initial action happened repeatedly or incrementally (developed through time) at a prior time until the time of reporting. The effect is likely incremental, but it could happen as a result of the cumulative initial actions.

Example

The population of Mexico City has increased greatly. It is difficult to find an available apartment.

1.1 Compare the Simple Past with the Perfect Tense

Comparing the Simple Tense with the Perfect Tense will help us understand the cause-and-effect in the perfect tense. When we use the Simple Past, there is no cause-and-effect relationship with a present. Below is a **comparative example**:

Example

Simple Past:

I had an accident in 2005. My car was severely damaged, but it has been fixed. I also broke my leg, and it took three months to heal, but it is fine now. I can play sports again, and I am enjoying hiking again.

Perfect Tense:

I have had an accident. I think that I have broken my leg, and I need to be taken to the hospital. My car has also been damaged, and I need a tow truck to bring it to an autobody repair garage. Also, my family has not been called about this. Does someone have a phone that I could use to call them?

Exercises

1. **Choose whether the following Perfect Tense verbs have a Single Cause (write 's' in the blank), a Single Repeating Cause (write 'sr') or a Cumulative Cause (write 'c').**

1. I have broken my phone, and I missed an important call.
2. Joji had been late so many times that his boss is considering dismissing him.
3. Why has she not called yet? I am beginning to be worried.
4. The world has emitted so much carbon that the climate is changing rapidly.
5. Climate change is happening exponentially because snow cover has decreased by 30% in the North. Snow reflects heat and slows climate change.
6. I had forgotten about my assignment that was due, so it was late. The instructor reduced my grade by 15%.
7. Every month, I have put \$100 in my savings account. By the end of the year, I had enough money to buy a new cell phone.

Answers *show/hide*

1. s	5. c
2. sr	6. s
3. s, c	7. sr
4. c	

2. **Match the possible effects of the initial action in the Perfect Tense.**

Cause
(1) Yasmin has not eaten breakfast.
(2) An increase in administrative costs has impacted the net profit of many companies.
(3) Conflict at work has had negative effects on everyone.
(4) Stock prices for technology have increased over the last five years.
(5) Her friends have planned a birthday party for her.
(6) Inflation has risen by 15%.
(7) Chiara is going to work but has forgotten her wallet.

Effect
(a) Revenue was up by 23% this year, defying expectations.
(b) She is very hungry.
(c) They are busy getting everything ready.
(d) People are having trouble affording food.
(e) She doesn't have money for the bus fare.
(f) Sick leave has increased by 10%.
(g) Many companies are struggling.

Answers *show/hide*

1. b	5. c
2. a	6. d
3. f	7. e
4. g	

3. **After you have matched the causes and effects above, make sentences by combining the clauses for both cause and effect. Use connecting words to create subordinating clauses of cause and effect. Be careful to use the correct conjunction, which can either be a conjunction for 'cause' and a conjunction for 'effect'. They can be either coordinating conjunctions or subordinating conjunctions. You could also leave them as independent clauses using adverbs, transitions or conjunctive adverbs (examples: so, therefore, as a result, however,**

although).

Examples:

- I have been working hard on creating this accounting app, **so** I should finish this week. (coordinating conjunction)
- **Because** I have been working hard on creating this accounting app, I should finish this week. (subordinating conjunction)
- I have had some trouble with creating this accounting app. **However**, I should finish this week. (conjunctive adverb)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Possible Answers (Answers Will Vary) *show/hide*

1. Yasmin has not eaten breakfast, so she is very hungry.
2. An increase in administrative costs has impacted the net profit of many companies. As a result, many companies are struggling.
3. Conflict at work has had negative effects on everyone, so sick leave has increased by 10%.
4. Because stock prices for technology have increased over the last five years, revenue was up by 23% this year, defying expectations.
5. Her friends have planned a birthday party for her, so they are busy getting everything ready.
6. Because inflation has risen by 15%, people are having trouble affording food.
7. Chiara is going to work but has forgotten her wallet, so she doesn't have money for the bus fare.

2.0 Perfect Tenses for Cause and Effect

Table 2.10 Perfect Tenses for Cause and Effect

Perfect Tense	Perfect Continuous Tense
The Perfect Tense connects a past action or several (series of) actions to a later effect. In the Present Perfect, the later effect is true (now). There are three ways that this can happen. 1. Something has developed a little at a time, which leads to a later effect or current situation. Examples The population of Mexico City has increased over the last ten years. He has grown rapidly in the last year. 2. One action has happened repeatedly (again and again) over time, or several actions over a period of time have happened between two points in time, leading to a later effect. Examples She has contributed in many ways to this project, leading to its success. He has acquired a number of classic cars, resulting in an impressive collection. I have packed my bags, bought my plane ticket and arrived at the airport. My vacation is finally here. 3. One action in the past has a later effect.	The Perfect Tense connects a past action or several (series of) actions to a later effect. In the Perfect Continuous Tense, however, there is an expectation that the cause will continue to happen. If there is an effect, it is an ongoing or cumulative effect that is still in progress There are only two ways that the cause can happen. #1 below is not possible. 1. One action in the past has a later effect that is still in progress—this would not be how the Perfect Progressive Tense is used. Since the action happened in the past, it is not on-going. 2. Something has developed a little at a time (incrementally) in the past, which leads to a later or current situation that is still in progress. Examples The population of Mexico City has been increasing over the last ten years (and is expected to continue increasing). He has been growing rapidly in the last year (and is expected to continue growing). 3. One action or several actions over a period of time have happened repeatedly (again and again) between two points in time, leading to a later effect that could be cumulative. Examples She has been contributing in many ways to this project, leading to its success (this is

Perfect Tense	Perfect Continuous Tense
Examples He has had an accident, and now he can no longer work. He has graduated with a degree in Medicine. Now he is working at the City Hospital.	expected to continue happening). He has been acquiring a number of classic cars, resulting in an impressive collection (this is expected to continue happening). In reality, there is little difference between #2 and #3 above.

Exercise

Match the clauses on the left with the effects on the right.

Example: 100 – z

(100) I have been studying a lot lately.

(z) I think that I can get an 'A' average this year.

Cause
(1) She has been learning to play the guitar
(2) Jasmin has been getting sick a lot lately
(3) Our company has been increasing sales
(4) My sister has been looking for a new job
(5) We have been traveling for 10 hours
(6) My mother has been calling me every day
(7) I have been running 3 miles every day.

Effect
(a) revenue is up by 15%.
(b) I hope to do three miles in thirty minutes soon.
(c) if this keeps up, it will drive me crazy.
(d) she hopes to be a singer-songwriter.
(e) we should be in Barcelona soon.
(f) she is missing a lot of work.
(g) she should be able to get something soon. There is a big need for accountants now.

Answers *show/hide*

1. d
2. f
3. a
4. g
5. e
6. c
7. b

CHAPTER 3: BUILDING SENTENCES - ADVERB CLAUSES



Figure 3.1 Wood Frame House

Figure 3.2 Delivery Truck

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I. INTRODUCTION: REVIEW OF SENTENCE STRUCTURE

Language is about building meaning and then communicating it to other people in a way that allows the ideas in your head to somehow be transported, without damage, to another person. Every language has a different way of doing this. They all have words and phrases and some sort of grammatical structure, but the way that they do that can be very different from one language to the next. In this chapter, we will learn about how people create meaning using the English language.

There are different aspects about our world and about our lives that we somehow mix and bake together to create a ‘thought cake’. If you have ever baked a cake, you know that there are many ingredients that are mixed together, and you have to do things in a certain order; otherwise, it ends in disaster. However, there are also different kinds of cakes, and while some ingredients are necessary for any cake, some cakes use some ingredients that others don’t.

In English, there are certain things you need in the ‘sentence cake’. English is sort of like a layer cake. You have one layer, which could be a cake on its own, but you can also add other layers to it. They all have the same basic ingredients, but some can use different flavors, like chocolate or vanilla.

Our world is basically the same no matter which country you live in or which language you use, so some parts of language are the same for any language. Languages are built on the things around us—the things we own or use, the things that we do, and how we do certain things. These are all parts of language throughout the world; however, there are differences in how people communicate these things. Most languages talk about something in a sentence, and they usually talk about an action. There are other things that sentences include. There are different approaches to what you can include in sentences. Some things that you don’t need in a sentence in another language are absolutely necessary in English.

1.0 Language and Culture: High-Context vs. Low-Context (Explicit) Languages

Some languages, such as Japanese, developed in very stable environments. Japan is an island and, as a result, it did not have as much interaction with other cultures and languages as countries such as England did. During its development, England was constantly being attacked and taken over by other countries, each of which added elements of their own language’s vocabulary and grammar to the mix that makes up English.

In Japan, it is easier to predict what others may be thinking or what they are going to say—this is the

context of what is being communicated. Japanese is known as a high-context language. Many aspects of communication can be assumed and don't have to be said out loud. In England, on the other hand, with so many cultures and languages in the mix, you can't predict nearly as much. In English, everything must be explicitly stated directly, completely, and clearly. It is known as a low-context language.

In some languages, for example, you don't always need to say who or what is the source of an action. In English, you usually would say, "This room is cold—or it's cold in here". In Japan, however, you might just say, “寒い—Samui—cold.” If you are both in the room, you can assume that both of you feel the cold and that you are talking about the room.

In English, almost everything must be explicit—very direct and clear. All the parts of the sentence must be included, and a lot of detail is often given. To convey complex meanings, academic English uses complex sentence structures that allow the speaker to include a lot of detail and to form complex ideas.

Noam Chomsky, a language expert, once said that language is culture and culture is language. You cannot separate the two. So, to communicate in English, it is important to start to think in an 'English way' by using English sentence structure.

Study Tip: Don't translate. Instead, think directly in English. Start with the English sentence structure and build your ideas using it as the framework

Back in the late 1970s, the country of Canada switched from an Imperial system of measurement, which was used in England and in the United States, to the metric system of measurement. At first, everyone had to carry their calculators around to 'translate' pounds to kilograms, miles to kilometers, inches to centimeters, etc. It was tedious and took a lot of time. But after a while, people got tired of this and just went directly to the metric system. They knew that if it was 35° Celsius—that was very hot. You didn't need to 'do the math'. The same is true in learning a language. Go directly to the language and don't translate from your own language.

2.0 The Parts of a Sentence

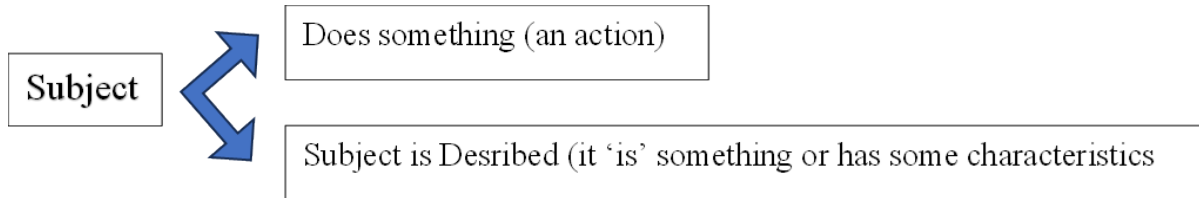
Some things are needed in all sentences in English, while other things are optional.

In English, you must identify what you're talking about. This could be an object, a person, a place, a time, or even an idea. We call all of these things a noun. We can see, taste or touch most of the things we talk about,

but there are things that you cannot see—like ideas. These are known as being abstract. The noun that is the topic of what we are talking about is called the ‘Subject’.

A noun can have different jobs in a sentence. It can be the source of an action—what starts an action. It can also receive an action or be used to perform an action. It can be a place where an action happens or a time when an action happens. When a noun or noun phrase is the source of an action or is being described, then it is the subject of the sentence.

From the subject, the sentence can go in two directions. The subject can either do something or the subject is described—it *is* something. The action word that we use is called the ‘verb’.

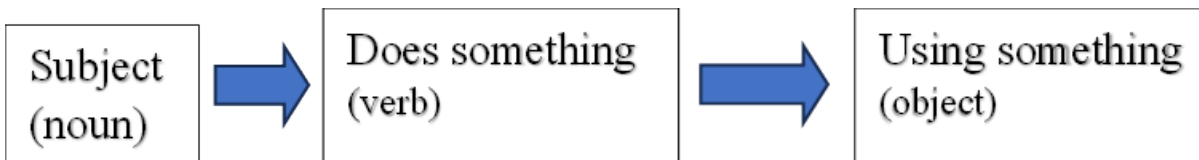


Examples

The subject does something: The horse runs.

The subject is described: The horse is beautiful.

If the subject does something, it could just do the action, but it might use something when it does the action. Or something might be the object of the action—it might ‘receive’ the action.

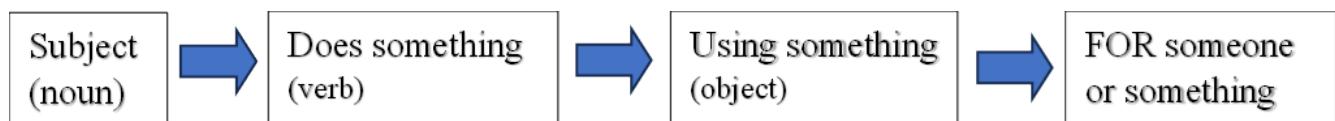


Example

Lawrence drinks water.

- Here, we are talking about Lawrence—he is the **subject** of what we are talking about. Then, Lawrence does something—he drinks. The word ‘drinks’ is called the **verb**. There is also something that is the **object** of Lawrence’s action—it is water. Water ‘receives’ the action. When something that ‘receives’ the action or when something is used when the action is done, it is called the **object** of the verb. To find the object of the verb in a sentence, remember that the object always comes after the verb. Then, ask a question about the verb. For example, if Lawrence drinks, we can ask, “What does he drink?” The answer is ‘water’, so water must be the object of the action (the verb).

There is also another possible thing that is involved in the sentence. Something or someone can give something or do something for another person, animal, or thing.



Example

Lawrence gives water to Susan.

- Here, Lawrence does the action. Water is used in the action—it is the object of the action. Finally, someone receives the object that is used in the action. Susan receives the water from Lawrence. Something or someone that receives something that is given in this way is called the ‘indirect object’.

There is another possible kind of sentence that talks about action. It is a command or an instruction (how to do something). Here, the person doing the action is always ‘you’—one or more people. So, here, you are the subject. You are not doing the action yet, but you are commanded or instructed to do the action.

Examples

(You)! Stand up!

- You could use something to do the action, or you could do the action for another person.

You! Drink this water!

You! Give this water to Susan!

When someone gives a command, however, they don’t say ‘You’—that would be sort of rude. Instead, everyone will know that the person who is giving the command is talking to you. They know that you are the subject, and you know that you are the subject. Everyone understands that **you** are supposed to do the action.

So, here, the subject is understood and not given. The sentence simply starts with the verb.

Example

Stand up!

3.0 Sentences that Describe the Subject (Someone, Something, a Place, an Animal, or an Idea)

An English sentence can also have a verb that means ‘existence’. This verb is not an action. No one or no object is doing something. Instead, it just ‘IS’ something. In this sentence, we are **describing** something. The verb

that we use is called the verb ‘BE’. ‘Existence’ means that something **is** rather than **is not**. When you exist, you might not be doing anything—you simply **are**.

The verb could also be something that is very similar to the verb ‘BE’—it is called a ‘Linking Verb’ because it links or connects a describing word to the subject of the sentence.

Examples

Francisca is tired. (verb ‘BE’—‘is’)

Francisca seems tired. (linking verb—‘seems’. ‘Seems’ means ‘in my opinion, from what I see, Francisca is tired’)

In many countries, houses are made from wood boards. These boards are joined together using nails to make the ‘frame’ of a house. It is the basic shape of a house. Of course, the house would not be complete without covering the frame with something and without other things such as windows, doors, and plumbing.

When building a house, the frame creates the basic shape and function of the house. In English, the basic **frame** of a sentence creates the basic meaning of the sentence, and it is made up of subjects, verbs, objects, and indirect objects; however, to this, we add words that make the sentence more useful, descriptive, or accurate. These words include adverbs, adjectives, and articles.



Figure 3.3 Frame house

First, let’s start with the basic frame of the sentence. There are only five sentence frames in English, and every sentence is made up of one of these. The basic frame is normally called a ‘clause’, and different clauses can be connected to create a larger and more complex sentence.

The **five sentence patterns** in English are as follows:

4.0 Five Sentence Patterns

4.1 Subject-Verb

Someone/something does something—an abstract noun can also do something.



John



skates (every day)

Examples

Subjects are in **bold**, and verbs are underlined.

- **Birds** fly.
- **Organization** helps.
- **People** live.

- We can add adjectives, adverbs, and preposition phrases to make our clause more descriptive, accurate or interesting.

Examples

Birds fly **in the sky**. (preposition phrase used as an adverb)

Careful organization **clearly** helps. (adjective and adverb)

People live **here**. (adverb)

- Sometimes there is more than one subject or verb.

Examples

Birds **fly, walk** and sometimes **swim**. (3 verbs)

Careful **organization** and clear **goals** help. (2 nouns)

People **live** and **work** here. (2 verbs)

4.2 Subject–Verb–Object

Someone/something does something with another something or to another something.



John



hits



the baseball

Examples

Subjects are in **bold**, verbs are underlined, and objects are *italicized*.

- **Good parents** support *their children*.
- **Squirrels** eat *nuts*.
- **Competition** can create *conflict*.
- **Over-consumption** is depleting (using up) *the earth's resources*.

- Again, we can add adjectives, adverbs, and preposition phrases to make our clause more descriptive, accurate or interesting.

Examples

Subjects are in **bold**, verbs are underlined, and objects are *italicized*.

- **Good parents** support *their /young/ children*. (adjective)

- /Busy/ **squirrels** eat /fallen/ *nuts* from the ground. (adjective and preposition phrase)
- **Competition** can create *conflict*.
- **Over-consumption** is depleting (using up) *the earth's resources*.

- Here also, there is sometimes more than one subject, verb or object.

Examples

Subjects are in **bold**, verbs are underlined, and objects are *italicized*.

- **Good parents** support and encourage *their children*. (2 verbs)
- **Squirrels** eat *nuts* and *seeds*. (2 objects)
- **Competition** and **lack of resources** can create *conflict*. (2 subjects)
- **Over-consumption** is depleting (using up) *the earth's water* and *other resources*. (2 objects)

4.3 Subject-Verb-Indirect Object-Object

Someone/Something does something with something for someone/something. There are two ways to write this pattern.

The first way is **Subject** + Verb + Indirect Object + *Object*.



Abdul



The second way is **Subject** + Verb + *Object* + 'to' + *Indirect Object*.



Examples

Kindness brings us happiness.

Kindness brings happiness to us.

Exercise gives our bodies energy.

Exercise gives energy to our bodies.

Resumes give an employer information about a potential worker.

Resumes give information about a potential worker to an employer.

Logic gives us an advantage when we argue.

Logic gives an advantage to us when we argue.

4.4 Implied Subject-Verb-Indirect Object-Direct Object

This pattern is used to give commands or instructions. Any of the other three sentence patterns that have a subject and a verb may be used. In other words, it could be a sentence with no object of the verb, or it may have an object of the verb and even an indirect object. It is useful to think of this pattern as having a ‘ghost subject’—it is there, but we don’t see or hear it. It is an implied subject. That is, everyone knows that the person speaking is talking to YOU. It is YOU who is supposed to do the action.



/You/



Study!

Examples

/You-class/ Read *Chapter 3* by tomorrow. (**Ghost Subject**–~~Verb~~–Object)

/You/ First, turn on *the coffee machine*. (**Ghost Subject**–~~Verb~~–Object)

/You/ Give *Anna this letter*. (**Ghost Subject**–~~Verb~~–*Indirect Object*–Object)

OR

/You/ Give *this letter* to *Anna*. (**Ghost Subject**–~~Verb~~–Object–to *Indirect Object*)

/You/ Take *this medicine* twice a day. (**Ghost Subject**–~~Verb~~–Object)

4.5 Subject-Linking Verb-Modifier

This type of sentence is used to describe, define or identify the subject of the sentence. The subject of the sentence is a linking verb, which is a non-action verb. It links or connects the subject to a word that tells us more about the subject. The modifier follows the subject and is the word or phrase that describes, defines or identifies the subject of the sentence.

The modifier can be a noun or noun phrase, an adjective (including participles) or adjective phrase, or a certain kind of adverb. Adverbs have many functions, but we do not use any that tell us more about an action, such as an adverb of manner, which tells **how** something is done. Really, the only adverb that follows a linking verb is an adverb of place, such as ‘here’ or a preposition phrase that acts as an adverb of place, such as ‘at the hospital’.

Examples

She is a **great doctor**. → Subject + Linking Verb + **Modifier (noun/noun phrase)**

She is **extremely intelligent**. → Subject + Linking Verb + **Modifier (adjective phrase = adverb + adjective)**

She is **here**. She is **at the hospital**. → Subject + Linking Verb + **Modifier (adverb of place, preposition phrase acting as adverb of place)**

5.0 Adding to the Sentence Frame

The frame of a house is the basic shape of the house and the rooms that are used in different ways by the people who live there. The house usually has a kitchen, bathroom, bedroom and a living room. In addition, we usually add things to the house to make it more useful and beautiful. In the same way, when we ‘build’ a sentence, we add things to make it more accurate, descriptive, and functional. The things we add are adverbs, adjectives, preposition phrases, modals, and a few others.

Examples

Subject-Verb

The athlete runs. (basic structure)

- The athlete runs **diligently**. (add adverb)
- The athlete runs diligently **in the morning**. (add preposition phrase—acting as adverb of time)
- The **disciplined** athlete runs diligently in the morning. (add adjectives)
- Many other possibilities

Subject-Verb-Object

The student studies engineering. (basic structure)

- The student studies engineering **diligently**. (add adverb)
- The student studies engineering diligently **at the university**. (add preposition

phrase—acting as adverb of time)

- The **motivated** student studies engineering diligently at the **well-known** university. (add adjectives or participles, which are verbs acting as adjectives)

Subject-Verb-Indirect Object-Object

The supervisor gives *feedback* **to the employees**. (basic structure—two possibilities)

The supervisor gives **the employees** *feedback*. (basic structure—two possibilities)

[Note: The **indirect object** is the person or thing that receives the thing that is received. Here, ask, “What is the supervisor giving?” It is feedback! So, feedback is the object.]

- The supervisor **always** gives the employees feedback. (add adverb of frequency)
- The **careful** supervisor always gives the employees **helpful** feedback. (add adjective)

Subject-Linking Verb-Modifier [the modifier can be a noun, adjective, adverb of place or preposition phrase acting as an adverb of place or time]

Mr. Leung is a dentist. (basic structure)

Mr. Leung is intelligent. (basic structure)

- Mr. Leung is not **here**. (adverb of place—basic sentence structure)
- Mr. Leung is **at the hospital**. (preposition phrase acting as adverb of place—basic sentence structure)
- My surgery is **at 9:00**. (preposition phrase acting as adverb of time—basic sentence structure)
- **Kind** Mr. Leung is a **good** dentist. (add adjective)
- Kind Mr. Leung is a good dentist **for children**. (add preposition phrase acting like an adjective)
- Kind Mr. Leung is **clearly** a good dentist for children. (add adverb that modifies an adjective)

Note: Only adverbs of time or place can be used with this sentence pattern.

6.0 Introduction to Combining Clauses into Compound and Complex Sentences with Adverb Clauses)

All five of the sentence patterns that we have looked at can make up a **clause**. A **single clause** can be a **sentence**, but we can also combine **two or more clauses** to make a longer sentence. There are two ways of doing this. We can join an independent clause with another independent clause to make a ‘Compound Sentence’, or we can also join a dependent clause with an independent clause to make a ‘Complex Sentence’.

An **independent clause** must have a subject or implied subject (for commands or instructions) and a verb. It may also have an object and an indirect object. A clause used to describe, define or identify the subject of the sentence must have a subject, a linking verb, and a modifier. The idea of the independent clause is also complete, so an independent clause can be a single-clause sentence.

A **dependent clause** must also have a subject or implied subject (for commands or instructions) and a verb. It may also have an object and an indirect object. It could also be a ‘Subject + Linking Verb + Modifier’ sentence used to describe, define, or identify the subject of the sentence. It must be complete grammatically. However, the idea in the dependent clause is not complete, or it is part of the idea of the main clause. It could be an adverb clause, an adjective clause, or a noun clause. However, it must always be attached to another clause—an independent clause—in order to complete the idea.

A good way to think of independent and dependent clauses is to describe them as an adult or a child. Adults can take care of themselves—they can live **independently**. Although they may be connected in a relationship to another adult in some way, such as a friend or partner, they don’t usually need another person to live—they can live separately.

A ‘**dependent clause**’ is like a child. A child needs to be connected to an adult in order to live. In the same way, an adverb, adjective, or noun clause must always be connected to an independent clause.

6.1 Connecting Clauses

Independent clauses and **dependent clauses** are connected in **different ways**.

6.1.1 Compound Sentences

When two connected clauses are both independent, the longer sentence is called a ‘**Compound Sentence**’.

In a **compound sentence**, two **Independent Clauses** are connected by **Coordinating Conjunctions**. The Coordinating Conjunctions are For, And, Nor, But, Or, Yet, So. These Coordinating Conjunctions always come between two independent clauses, and a comma always comes before them.

The **conjunction** creates a **certain kind of relationship** between the two clauses:

For: A cause of something or the reason for it

And: Adds an idea

Nor: Not 'this' and not 'that'

But: An opposite idea

Or: A choice between 'this' or 'that'

Yet: Expresses an opposite idea, but one that is perhaps not expected

So: An effect of something

Study Tip

A good way to remember which of the conjunctions are Coordinating Conjunctions is to think of the acronym FANBOYS.

F = for

A = and

N = nor

B = but

O = or

Y = yet

S = so

Examples: Joining Independent Clauses with Coordinating Conjunctions

Two Separate Sentences:

- Jordan is rich (independent clause). He owns an old car (independent clause).

Two Connected Independent Clauses Joined by a Conjunction:

- Jordan is rich, but he owns an old car.

6.1.2 Complex Sentences: Adverb Clauses

There are three kinds of complex sentences that join a dependent clause with an independent clause: Adverb Clauses, Adjective Clauses, and Noun Clauses. In this chapter, we will focus on Adverb Clauses.

An adverb clause acts as an **adverb** to the main clause. For example, in the sentence, “We will watch a movie after we eat dinner”, the dependent clause tells **WHEN** we will watch a movie. It is no different than saying, “We will watch a movie at 7:00 p.m.”

A complex sentence joins a dependent clause with an independent clause. Adverb clauses are dependent clauses—the idea of the adverb clause is not complete if it is not connected to an independent clause. For example, if we say, “After we eat dinner”, it will leave someone wondering what the rest of the information is . . . “What will happen after we eat dinner?”

Dependent Adverb Clauses are joined in a **different way** than when two independent clauses are joined into a **Compound Sentence**. In a compound sentence, the Coordinating Conjunctions (FANBOYS), come between the two clauses. However, in an adverb clause the Subordinating Conjunction must always stay with the dependent clause. If the dependent clause is moved (i.e. the adverb clause comes first in the sentence or comes second in the sentence), the Subordinating Conjunction must come with it.

Examples

He brought an umbrella, **because** it was raining.

- Here, we can move the dependent clause to the beginning of the sentence, but the subordinating conjunction ‘because’ must stay connected to the same clause. When the adverb clause comes first in the sentence, we add a comma after the adverb clause.

Because it was raining, he brought an umbrella.

He always felt happy when he rode his bicycle.

When he rode his bicycle, he always felt happy.

We can leave at 6:00 if she comes on time.

If she comes on time, we can leave at 6:00.

I like to take a nap when I am tired.

When I am tired, I like to take a nap.

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II. BUILDING COMPOUND AND COMPLEX SENTENCES

1.0 Compound Sentences: Joining Two Independent Clauses

In a **compound sentence**, one **independent clause** is always connected to another **independent clause**. They are connected by '**Subordinating Conjunctions**'. In the workplace or in the military, a subordinate is a person who is under someone or lower in rank than someone—a boss or supervisor.

So, subordinate clauses are clauses that have a '**lesser**' role or meaning in a sentence. When a conjunction is added to a clause, the idea of that clause is **no longer complete**.

Example

We were watching a movie. (independent clause)

While we were watching a movie. ('while' is added, and now the idea is no longer complete. If we say this, someone else would ask, "What? What were you doing while you were watching a movie?")

Remember, a 'child' clause must always have an 'adult' clause with it. In the example above, **the meaning of the dependent clause is not complete**. The main clause, the independent clause, completes the meaning of the dependent clause. We can add an independent clause to complete the idea.

Example

While we were watching a movie. (dependent clause)

ADD another **independent clause** to complete the idea:

- While we were watching a movie, **we were eating pizza.**

1.1 Coordinating Conjunctions Join Independent Clauses

The coordinating conjunctions are as follows:

For: Means ‘because’. It is not commonly used any more, as it is seen as outdated and formal.

Example

He was not happy, for he did not get his desired job.

And: Means ‘an additional thing’—one more thing.

Example

She was happy, and she felt lighthearted.

Nor: The same as ‘or’, except it is a negative. You cannot have this AND you cannot have that. This is not true, and that is not true. Here, you add two negative ideas together.

Example

He is not rich, nor is he famous.

But: A contrasting idea.

Example

She is rich, but she drives an old car.

Or: There is a choice between two things, but you can only choose one and not both.

Example

You can have the orange, or you can have the apple.

Yet: A contrasting idea, but one that is unexpected.

Example

She is rich, yet she drives an old car.

So: Rather than expressing the cause of something as ‘for’ does, it indicates the result of something.

Example

It was raining, so he took his umbrella with him.

Note: ‘So’ can also be a subordinating conjunction, but it means ‘so that’ or ‘for the purpose of’.

Note: When you use ‘nor’, you must use the auxiliary verb ‘do/does’ with the verb in the second clause. In addition, you must reverse the order of the subject and the auxiliary verb (for an action verb)—just as you would do for a question. If the sentence uses the verb BE or a linking verb, the order of the subject and the verb are simply reversed.

Examples

She is not a singer, nor is she a dancer.

She does not sing, nor does she dance.

1.2 Paired Conjunctions

Besides the solo conjunctions, there are also **paired conjunctions**, which are used in each of the independent clauses. Instead of using two independent parallel clauses to express an idea, a paired conjunction emphasizes that the two ideas are connected in some way. Each clause gets one of the Conjunctions.

Note: It is more common to use paired conjunctions to join **words** rather than to **join clauses**. Using paired conjunctions often comes across as being too formal, and it can also be confusing.

Either/Or: One thing is possible, or either thing is possible, but both are not possible.

Example

Either he is greedy, **or** he really needs money badly.

Neither/Nor: The is the same as ‘either/or’, but it is in the negative. One thing is not true or possible, and the other thing is not true or possible.

Example

He is **neither** rich, **nor** is he famous.

Both/And: Emphasizes that both things are true or are possible. With ‘both/and’, an easier or less clumsy way to express this would be to join just the two parallel words with a single conjunction.

Example

She is **both** kind **and** generous.

Not only/But also: Like both/and, but it emphasizes that we might not expect to include the second option.

Example

Not only is she kind, **but** she **also** donates a lot of money to charity.

Note: with ‘but also’, the normal pattern of use is: but + subject of the sentence.

Exercises

1. In the paragraphs below, underline the coordinating conjunctions that join independent clauses. Double underline the coordinating conjunctions that join only words or phrases.

A Short Biography of Nikola Tesla

Nikola Tesla did more to advance our understanding of electricity than any other person in the history of humanity. He had an incredible understanding of physics and engineering and had studied physics and engineering, yet he never finished a degree in these subjects.

Telsa was born in Croatia to his parents, Milutin and Duka, in 1856. His father was a priest in the Eastern Orthodox Church, and his mother's father was also a priest of the same Eastern Orthodox Church. When he was a child, he studied German, math, and religion. He developed an interest in electricity by watching one of his professors conduct experiments in class.



Figure 3.4 Lightning strike

He was highly creative and built an electric motor that worked with alternating current, and he also drew up plans for a 'flying machine'. He eventually moved to New York, and he began working for Thomas Edison, who invented the first practical light bulb. However, the methods that Edison and Tesla used were very different, so Telsa and Edison eventually went their separate ways. Edison used 'direct current' in his electrical systems, but Edison used 'alternating current'.

Edison also discovered X-rays, and he later used radio waves to build a wireless broadcasting tower. He worked on other projects, including turbines, a remote-control boat and man-made lightening.

Answers *show/hide*

Nikola Tesla did more to advance our understanding of electricity than any other person in the history of humanity. He had an incredible understanding of physics **and** engineering **and** had studied physics **and** engineering, **yet** he never finished a degree in these subjects.

Telsa was born in Croatia to his parents, Milutin **and** Duka, in 1856. His father was a priest in the Eastern Orthodox Church, **and** his mother's father was also a priest of the same Eastern Orthodox Church. When he was a child, he studied German, math **and** religion. He developed an interest in electricity by watching one of his professors conduct experiments in class.

He was very creative **and** built an electric motor that worked with alternating current, **and** he also drew up plans for a 'flying machine'. He eventually moved to New York, **and** he began working for Thomas Edison, who invented the first practical light bulb. However, the methods that Edison **and** Tesla used were very different, **so** Tesla **and** Edison eventually went their separate ways. Edison used 'direct current' in his electrical systems, **but** Edison used 'alternating current'.

Edison also discovered X-rays, **and** he later used radio waves to build a wireless broadcasting tower. He worked on other projects, including turbines, a remote-control boat **and** man-made lightning.

2. **Decide on the relationship of the ideas in the two clauses below, then add the correct coordinating conjunction in the blank in each sentence. Tesla hoped to send pictures over radio waves, but a financial crash and other misfortunes at the time prevented him from completing this.**

Use: For, And, Nor, But, Or, Yet, So

1. Mateo missed three days of class, _____ he was sick.
2. Jan was frustrated by his boss's lack of support, _____ he confronted him during a meeting.
3. Nanami was usually very busy, _____ she always found time to help her friends.
4. Sofie did not always come on time, _____ did she show an interest in the work.
5. Alessi was very good at math, _____ she was also good at physics.
6. Filip couldn't sleep, _____ he was worried about his exam the next day.
7. Filip didn't like vegetables very much, _____ he ate them for his health.
8. Emre was very good at writing, _____ he always tried to avoid it.
9. Rama could choose a career in management, _____ he could go in the direction of training workers.
10. Jakub was not afraid, _____ was he unwilling to try new things.
11. Juan and Rosa worked hard at their dance lessons, _____ they were soon winning dance competitions in their region.
12. Thomasa played the guitar, _____ he also played drums.
13. Fatma was expected to win the tennis tournament, _____ she somehow came in last.

Answers *show/hide*

1. for	8. yet
2. so	9. or
3. but	10. nor
4. nor	11. so
5. and	12. and
6. for	13. yet
7. but	

3. **When you use the Coordinating Conjunctions ‘but’ and ‘yet’, they both show that the clauses that they join are opposite or different from each other. However, ‘yet’ has an additional meaning in that the clause that is opposite to the first was not expected to be the result.**

Example: She was rich, yet she drove a cheap, old car.

- Usually, when someone is rich, we expect them to drive an expensive car, but here the second clause shows that it is opposite to that expectation—she drives a cheap, old car.

Fill in the blanks with either ‘but’ or ‘yet’.

- Jakub was very good at soccer, _____ his parents pressured him to focus on his studies.
- Alessi found university to be very difficult, _____ she always got good grades.
- Rama thought that he was taking the highway to Seattle, _____ he was actually on the wrong road.
- William was a very good driver, _____ he seemed to get into accidents frequently.
- Sofie wanted to have Chinese food for dinner, _____ she decided on Vietnamese food instead.
- Isabella loves to sing, _____ she also plays guitar.
- Mateo is a very friendly person, _____ people don’t seem to like him.

Answers *show/hide*

1. yet	5. but
2. yet	6. but
3. but	7. yet
4. yet	

4. **Join the following clauses with one of the Coordinating Conjunctions. The clauses may not be in the correct order, so be sure to put the clauses in the correct order first. With some sentences, there may be two possible answers. Be sure to capitalize the first word at the beginning of the sentence and add a period at the end. Also, add a comma after the first clause in the sentence.**

1. Juana was usually at work by 6:00 a.m.
she got a lot of work done before others showed up.
2. He was usually not well-liked
he was quite arrogant.
3. He was a little late.
Luis had problems on the freeway this morning
4. he never combed his hair
Sebastion was always well-dressed
5. His new car was very elegant and fancy
it didn't get very good gas mileage.
6. before the meeting she had to quickly print it out again
her report got soaked in the rain on the way to work
7. I also like to go to the festivities of other cultures.
I enjoy eating at different ethnic restaurants
8. the cities of Tokyo and New York both have huge populations
the city of Tokyo has far less violent crime.
9. should you listen to someone's private conversation.
you should not walk between two people who are talking in Japan
10. he might have lost his wallet (it)
his wallet (it) could have gotten stolen.

Answers show/hide

1. Juana was usually at work by 6:00 a.m., so she got a lot of work done before others showed up.
2. He was usually not well liked, for he was quite arrogant.
OR
He was quite arrogant, so he was usually not well-liked.
3. Luis had problems on the freeway this morning, so he was a little late.
4. Sebastian was always well dressed, yet he never combed his hair.
5. His new car was very elegant and fancy, but it didn't get very good gas mileage.
6. Her report got soaked in the rain on the way to work, so before the meeting she had to quickly print it out again.
7. I enjoy eating at different ethnic restaurants, and I also like to go to the festivities of other cultures.
8. The cities of Tokyo and New York both have huge populations, yet the city of Tokyo has far less violent crime.
9. You should not walk between two people who are talking in Japan, nor should you listen to someone's private conversation.
10. He might have lost his wallet, or it could have gotten stolen.

5. Complete the sentences using each of the Coordinating Conjunctions.

1. She was very poor in university,	(so)
2. Ahmed didn't speak English when he moved to England	
	(and)
3. Jared looked for a job for two months,	(but)
4. Jason had never left his own country	(nor)
5. Akira had never been to Korea	(but)

Write your own complete sentences using the Coordinating Conjunctions that follow.

6. _____

- (yet)
7. _____
- (so)
8. _____
- (but)
9. _____
- (or)
10. _____
- (for)

Answers will vary.

2.0 Complex Sentences: Joining an Independent Clause to a Dependent Clause

A complex sentence joins an independent clause to a dependent clause. Although both clauses are grammatically complete, the idea of the dependent clause is not complete. Joining an independent clause to a dependent clause completes the idea.

Examples

‘After we eat dinner’ is a dependant clause. Although it has a subject ‘we’ and a verb ‘eat’, the idea is not complete. The person who is listening to this or reading it will be left with a question, “Well, what will happen after we eat dinner?” You could complete the idea by adding an independent clause such as, “we will watch a movie.”

Subordinating conjunctions (used with dependent clauses) connect clauses in a different way than **coordinating clauses**. Rather than going **between the two clauses**, they are always **connected to the**

dependent clause. If the dependent clause moves, the subordinating conjunction moves with it— they are part of a ‘**family**’ that must stay together.

- If the **dependent clause** comes first in the sentence, the **subordinating conjunction** will be at the beginning of the sentence.
- A comma must come between the two clauses.

Examples

While we are watching a movie, we will eat pizza.

On the other hand:

- If the **independent** clause comes first in the sentence, the **subordinating conjunction** will be between the two clauses because the conjunction stays with the dependent clause, which now comes after the dependent clause.
- Here, a comma must come between the two clauses.

Examples

We will eat pizza **while** we are watching a movie.

2.1 Common Subordinating Clauses and their Meanings

Subordinating conjunctions join two clauses into a certain kind of relationship of thought: a time relationship,

a cause/effect relationship, a contrasting relationship, or a conditional relationship (something must happen, a condition, for something else to happen).

The following are subordinating conjunction categories; some common subordinating conjunctions for each one, their meanings and an example of each are given. The **dependent clause** with the subordinating clause is the **adverb clause**.

2.1.1 Time

- a. **Before:** Something in the dependent clause happens, **but the main clause happens first.**

Example

Before we watch a movie, **we will eat dinner.**

- b. **After:** Something in the dependent clause happens first. The main clause happens second.

Example

After we ate dinner, we washed the dishes.

- c. **When:** The action in the dependent adverb clause happens first. The action in the main independent clause happens immediately after that.

Example

When the sun set, it got cold.

- d. **While/As:** The action in both the adverb clause and the main clause happens at the same time.

Examples

While she was cleaning her apartment, she listened to her favorite band.

As she was cleaning her apartment, she listened to her favorite band.

- e. **Since:** The action of the adverb clause comes first. The action of the main clause happens after that.

Example

Since she graduated, she has gotten five job offers.

- f. **Until:** The action in main clause will continue **while waiting for the action of the adverb clause.**

Example

Until she gets a job, she will need to be careful with her money.

Exercises

1. **Choose the correct Subordinating Conjunction of time from the list to go in the blanks below.**

(while, before, after, when, until, since)

1. People have been travelling on jet planes _____ the first jet airliner was put into service in 1949.
2. _____ the first supersonic jet liner, the Concord, was invented, it would take around nine hours to fly from New York to London. With the Concord, people could make the trip in around 3 hours.
3. Passengers must listen to a safety presentation _____ an airliner takes off.
4. _____ a jet takes off, the landing gear is pulled up into the fuselage.
5. _____ they are on a long journey on an airplane, airline companies often serve meals to the passengers.
6. _____ an airplane hits severe air turbulence, some passengers get sick.

Answers *show/hide*

1. since	4. after
2. until	5. while
3. before	6. when

2. **Join the two clauses and add the indicated subordinating conjunction of time to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed.**

1. Most people start a new business. They need to borrow money for start-up costs. (when)
2. Someone applies for a business loan at a bank. They need to develop a sound business plan. (before)
3. They are waiting to hear if their business loan has been approved. Most potential entrepreneurs are waiting anxiously to see if their dream will be realized. (while)
4. There is much to be done before a business can open. Their business loan has been approved. (after)
5. The time that a business plan is developed. Until the time that the business opens can be many years. (since)
6. You actually open your business. You can't possibly know everything that will be needed. (until)

Answers *show/hide*

1. **When** most people start a new business, they need to borrow money for start-up costs.
2. **Before** someone applies for a business loan at a bank, they need to develop a sound business plan.
3. **While** they are waiting to hear if their business loan has been approved, most potential entrepreneurs are waiting anxiously to see if their dream will be realized.
4. There is much to be done before a business can open **after** their business loan has been approved.
5. **Since** the time that a business plan is developed, until the time that the business opens can be many years.
6. **Until** you actually open your business, you can't possibly know everything that will be needed.

3. **Finish the sentences with either an independent clause or a dependent clause of time. When writing dependent clauses of time, you must use the subordinating conjunction of time in the brackets. Note that some dependent clauses of time already have a subordinating conjunction of time.**

1. Since the first wheel was invented, _____.
2. _____ the earthquake happened. (after)
3. _____ until she finished the movie.
4. When Karna opened her gift, _____.
5. _____, she slowly started to relax. (while)
6. _____, you must call your mother. (before)

Answers will vary.

2.1.2 Cause/Effect

- a. **Because:** The action of the adverb clause causes the action in the main clause.

Example

Because she was sick, she couldn't go to the concert.

- b. **Since:** The action of the adverb clause causes the action in the main clause.

Example

Since she was sick, she couldn't go to the concert.

- c. **Now that:** The action of the **adverb clause** causes the action in the main clause.

Example

Now that she has a new car, her repair bills have decreased.

- d. **As:** The action of the **adverb clause** causes the action in the main clause.

Example

As he was sick, he didn't go to work.

- e. **In order that:** The action of the **main clause** is done to make the action in the adverb clause happen or be possible. Has the same meaning as 'in order to'.

Example

In order that he could take a longer vacation, **Simad took his vacation just after the national holiday.**

- f. **So that:** The action of the main clause is done to make the action in the adverb clause happen or be possible.

Example

Jan took extra money with him on his vacation so (that) he could buy a few small gifts for his friends.

Exercises

1. **Choose the correct Subordinating Conjunction of cause/effect from the list to go in the blanks below.**

(now that, as, since, because, in order that, so, so that)

1. _____ she had arrived in Paris, Emre was excited to see the famous Louvre Museum.
2. _____ the lake was frozen over, Jan and his friends decided to go skating.

3. _____ Fatima could travel to Bulgaria, she had to change trains five times.
4. Riko bought a rail pass when she arrived in Italy _____ she could travel to most of the famous places.
5. _____ it was so hot and humid in India, Adam had to buy a few new cooler shirts when he arrived.
6. Maria was overwhelmed when she moved to San Paolo, _____ she actually came from a small town.

Answers *show/hide*

1. now that	4. so
2. because	5. as
3. so that	6. since

2. **Join the two clauses and add the indicated subordinating conjunction of cause/effect to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed. There is a blank in front of each clause so that you do not need to write out the entire sentence. In the correct blank, simply add the correct subordinating conjunction and a comma, if necessary. Capitalize the first letter of the sentence if there is no conjunction at the beginning of the sentence.**

1. _____ in university in the US, some professors want students to call them by their first names _____ they believe that their authority should not be used to intimidate students. (since)
2. _____ in Japan, university may not be seen as the most important thing for your career _____ companies or organizations often train their employees extensively. (because)
3. _____ students can graduate with a Bachelor's degree within four years _____ many of them are taking summer courses. (so that)
4. _____ there is more of an emphasis on practical knowledge in American universities _____ students are often given assignments that are applied to the world outside of the university. (now that)
5. _____ theoretical knowledge is regarded as important in European and Mexican

universities students may do more reading in classical literature than in other universities. (as)

6. many companies want their employees to be able to do research
 many students are required to be involved in research together with her professors in university. (because)

Answers *show/hide*

1. In university in the US, some professors want students to call them by their first names since they believe that their authority should not be used to intimidate students.
2. In Japan, university may not be seen as the most important thing for your career because companies or organizations often train their employees extensively.
3. So that students can graduate with a bachelor's degree within four years, many of them are taking summer courses.
4. Now that there is more of an emphasis on practical knowledge in American universities, students are often given assignments that are applied to the world outside of the university.
5. As theoretical knowledge is regarded as important in European and Mexican universities, students may do more reading in classical literature than in other universities.
6. Because many companies want their employees to be able to do research, many students are required to be involved in research together with her professors in university.

3. **Finish the cause/effect sentences with either an independent clause or a dependent clause.**

1. Because he had been travelling for two weeks, .
2. He couldn't find an apartment close to his school, so .
3. As the bank was not opened on the weekend, .
4. Now that Diego had recovered from his virus, .
5. Since the requirements to become an accountant had changed while Juana was in

- university,
6. Merve (she) bought three tickets to the concert so that

Answers will vary.

2.1.3 Opposition

- a. **Though:** The situation that is or that happens in the main clause is different from what we expected to happen as a result of the action of the adverb clause.

Example

Though she spent hours cooking the holiday dinner, **it did not turn out well.**

This is sometimes used when there may be some similarity between the ideas of the two clauses or the two things being compared, but the part that is different is highlighted.

Example

Though Jaime is usually very organized, he sometimes forgets to do some tasks.

- b. **Although:** (same as above)

Examples

Although his car was old, **it never broke down.**

Although his car was ugly, it was reliable. (not everything was bad)

c. **Even though:** (same as above)

Example

Even though he had a very good salary, **he always seemed to run out of money at the end of the month.**

Even though he was always on time, **he sometimes came unprepared** (not always).

d. **Whereas:** The thing being discussed in the adverb clause completely contrasts with or is completely different than the main clause.

Example

Whereas Kumi was very organized, her sister was very messy.

e. **While:** (same as above).

Example

While Europe has a lot of older classic buildings, most American cities are quite new and may be plain in comparison.

Exercises

1. **Choose a Subordinating Conjunction of opposition from the list to go in the blanks below. There could be more than one possible answer for some of them.**

(although, though, even though, whereas, while)

1. _____ some people are skeptical of the idea that your brain works at night, research shows that it often works to solve problems while you are sleeping.
2. The energy in your muscles is derived from adenosine triphosphate (ATP). _____ your brain runs on glucose.
3. _____ ATP is long-lasting energy, glucose gets used up quite quickly.
4. _____ many people work very hard, they are sometimes inefficient and don't get much done.
5. _____ long hours of studying can help you, short bursts of intense study may be more effective.

Answers *show/hide*

1. even though	while
OR	2. whereas
though	OR
OR	while

3. whereas

OR

while

4. even though

OR

although

OR

though

5. though

OR

although

OR

though

2. **Join the two clauses and add the indicated subordinating conjunction of cause/effect to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed. There is a blank in front of each clause so that you do not need to write out the entire sentence. In the correct blank (the one that takes the conjunction), simply add the correct subordinating conjunction and a comma, if necessary. Capitalize the first letter of the sentence if there is no conjunction at the beginning of the sentence.**

1. autocratic leaders can make an organization respond very quickly to markets there is a potential for serious mistakes to be made without the input of their employees. (while)
2. an organization with a leader who follows the 'Servant Leadership' model may have difficulty in moving everyone in the same direction when needed they often have high employee satisfaction and good will. (even though)
3. autocratic leaders usually do not take the ideas of their employees seriously in a democratic leadership style, employees' ideas are encouraged, leading to many innovative ideas. (whereas)
4. a transformational leader can inspire their employees with a sense of purpose employees may become too dependent on their leader for motivation. (though)
5. in an organization with a Laissez-Faire style leader, employees may feel that management expectations are not clear the employees in an organization with a transactional style leader knows exactly what is required of them. (while)
6. an organization with a democratic leadership style may lack the speed needed to operate in a highly competitive business environment when they do move forward, their strategy is usually effective. (although)

Answers may vary.

3. Finish the cause/effect sentences with either an independent clause or a dependent clause.

1. Although he was completely exhausted at the end of the semester
2. Even though his favorite football team won
3. While Marianna was quite outgoing and friendly
4. Though Raul had spent so much money on making his apartment luxurious
5. Make your own sentence:
.
6. Make your own sentence:

Answers will vary.

2.1.4 Condition: A Cause/Effect Relationship

Conditionals are a form of cause and effect, except that they sort of work in reverse. We start with the effect and then define what sort of cause will cause that effect. Also, instead of only one cause being considered, there is a chance that the cause will or will not happen. The action that needs to happen for an effect to happen is called the ‘condition’ for the effect being considered.

- a. **If:** It is not known which cause will happen (unless it is something in our power to do), so we don’t know what the effect will be until the cause happens.

Example

If it rains, I will bring my umbrella. (If it doesn't rain, I will not bring my umbrella)

- b. **Unless:** This is the negative of 'if'. Here, there is doubt that the cause will happen. The effect will not likely change at this point in time.

Example

Unless she comes soon (she is late), I will need to leave.

- c. **Even if:** Here, it doesn't matter which cause happens, the effect will be the same.

Example

I'm so mad. Even if she comes in one minute (she is late), I will leave without her.

- d. **Whether or not:** Again, it doesn't matter which cause happens, the effect will be the same.

Example

Whether or not these shoes are cheap or expensive, I still won't buy them.

- e. **Only if:** Here it is **emphasized** that only **ONE** possible action will have the expected effect.

Example

Only if I win the lottery can I buy a new car. I have no money.

- f. **In case (that):** Here, there is the possibility of a cause happening or not happening. Here, an alternate outcome is given if the first possible cause does not happen.

Example

In case I can't reach Emily by phone, can you try to call her after I leave?

Exercises

1. **Choose a Subordinating Conjunction of condition from the list to go in the blanks below. There could be more than one possible answer for some of them.**

(if, unless, even if, whether or not, only if, in case (that))

1. we will be able to keep global warming under 2^o Celsius may depend on whether certain climate 'tipping points' can be avoided.
2. There is a danger that the Atlantic Meridional ocean current could shut down we are able to keep global warming under 2^o Celcius.
3. We will see more and more crop failures throughout the world we move more quickly to address climate change.
4. there is a continuing drought in many countries, food prices will become unaffordable for many, even for countries with a strong economy.
5. Many people will become malnourished (even in developed countries) food security is not given more attention.
6. food security is addressed will the possibility of world conflict be kept to a minimum.

Answers *show/hide*

1. whether or not	4. in case (that)
2. even if	5. if
3. unless	6. only if

2. **Join the two clauses and add the indicated subordinating conjunction of condition to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed. There is a blank in front of each clause so that you do not need to write out the entire sentence. In the correct blank, simply add the correct subordinating conjunction and a comma, if necessary. Capitalize the first letter of the sentence if there is no conjunction at the beginning of the**

sentence.

1. climate change is addressed as an emergency will depend on international leadership instead of political games. (whether or not)
2. we will be able to avoid severe shortages of food and other goods countries work together. (only if)
3. we are addressing climate change more urgently and immediately countries will still need to spend more and more on natural disasters such as floods over the next decades. (even if)
4. countries will need to prepare to deal with persistent price inflation we keep seeing natural disasters continue to happen. (in case)
5. we may be able to avoid the worst impacts of climate change the trend of increasing development of clean energy continues at the current rate. (if)
6. people are willing to adopt new clean energy solutions it doesn't matter what is available. (unless)

Answers *show/hide*

1. **Whether or not** climate change is addressed as an emergency will depend on international leadership instead of political games.
 2. We will be able to avoid severe shortages of food and other goods **only if** countries work together.
 3. **Even if** we are addressing climate change more urgently and immediately, countries will still need to spend more and more on natural disasters such as floods over the next decades.
 4. Countries will need to prepare to deal with persistent price inflation **in case** we keep seeing natural disasters continue to happen.
 5. We may be able to avoid the worst impacts of climate change **if** the trend of increasing development of clean energy continues at the current rate.
 6. **Unless** people are willing to adopt new clean energy solutions, it doesn't matter what is available.
3. **Finish the cause/effect sentences with either an independent clause or a dependent clause.**

1. If I could afford an electric vehicle
2. Even if I wanted to buy an electric vehicle
3. Unless I live close to public transportation
4. Whether or not my country invests in clean energy
5. Only if I can afford an electric vehicle
6. In case I can't take public transportation to work

Answers will vary.

Exercises

1. **Identify elements of compound and complex sentences and add appropriate punctuation (commas).**

First, underline the conjunction, either Coordinating or Subordinating, in each sentence.

Then, in the **blank** on the left, identify whether the sentence is a compound sentence (c) or a complex sentence (cx).

Next, if it is a **complex sentence**, put the **dependent clause /between slashes/**. The dependent clause has a subordinating conjunction as part of the clause rather than being physically independent of either clause, as is the case with Coordinating Conjunctions.

Finally, if the dependent clause in a complex sentence comes first in the sentence, add a

comma after the dependent clause. If the sentence is a compound sentence, be sure to add a **comma** after the first independent clause but before the Coordinating Conjunction.

Examples:

- cx /After the private company Space X was able to re-use its first rockets by landing them safely back on earth/, it was able to send a rocket to the International Space Station.
 - c Space X was able to re-use its first rockets by landing them safely back on earth, and it was also able to send a rocket to the International Space Station.
1. The Russians were the first to send a rocket into space in 1957 but the Americans were the first to land astronauts on the moon.
 2. While the Americans were the first to send a dog into space the Russians sent the first person into space.
 3. After the Americans launched the space shuttle, Columbia, into space in 1981 the Russians followed with their own shuttle, the Buran, in 1988.
 4. The first module of the International Space Station was sent to space by the Russians and the United States sent the second module shortly after.
 5. The space station was delivered as separate parts (modules) so they had to be assembled in space using astronauts and a robotic arm, the 'Canadarm2'.
 6. China sent its first human into space in 1988 and it landed its first probe on the moon in 2013.
 7. China's landed its first probe to the moon in 2013 before they landed a lunar rover (vehicle) on the far side of the moon in 2019.
 8. Apollo 11 was successful in landing the first people on the moon yet just two missions later, Apollo 13 had to return without landing on the moon.
 9. Because of the failure of an oxygen tank on Apollo 13 it had to return to earth without landing on the moon.
 10. Mamoru Mohri was the first male Japanese astronaut in space and Mukai Chiaki was the first female Japanese astronaut.
 11. When the first Canadian, Marc Garneau, went to space his two children just thought he was going to Disney World.
 12. India's first lunar rover explored the South Pole of the moon after China's first lunar rover explored the far side of the moon.

13. While the first rover to land on Mars was the American 'Sojourner' no human has yet landed on Mars.
14. If the private company, Space X, is able to land people and build a colony on the moon in a joint program with NASA it hopes to send people to Mars someday.

Answers *show/hide*

1. c The Russians were the first to send a rocket into space in 1957, but the Americans were the first to land astronauts on the moon.
2. cx /While the Americans were the first to send a dog into space/, the Russians sent the first person into space.
3. cx /After the Americans launched the space shuttle, Columbia, into space in 1981/, the Russians followed with their own shuttle, the Buran in 1988.
4. c The first module of the International Space Station was sent to space by the Russians, and the United States sent the second module shortly after.
5. c The space station was delivered as separate parts, so they had to be assembled in space using astronauts and a robotic arm, the 'Canadarm2'.
6. c China sent its first human into space in 1988, and it landed its first probe on the moon in 2013.
7. cx China's landed its first probe to the moon in 2013 /before they landed a lunar rover on the far side of the moon in 2019/.
8. c Apollo 11 was successful in landing the first people on the moon, yet just two missions later, Apollo 13 had to return without landing on the moon.
9. cx /Because of the failure of an oxygen tank on Apollo 13/, it had to return to earth without landing on the moon.
10. c Mamoru Mohri was the first male Japanese astronaut in space, and Mukai Chiaki was the first female Japanese astronaut.
11. cx /When the first Canadian, Marc Garneau, went to space/, his twin children just thought that he was going to Disney World.
12. cx India's first lunar rover explored the South Pole of the moon /after China's first lunar rover explored the far side of the moon/.
13. cx /While the first rover to land on Mars was the American 'Sojourner'/, no human has yet landed on Mars.
14. cx /If the private company, Space X, is able to land people and build a colony on the moon in a joint program with NASA/, it hopes to send people to Mars someday.

2. **Join two clauses with the Subordinating Conjunction that follows the two clauses. Add commas and appropriate conjunctions in the correct place to sentences with two clauses. First, write them with the independent clause first in the sentence, and then write them with the dependent clause first in the sentence.**

Example:

A. **We will watch a movie. We will eat dinner. (after)**

- We will watch a movie after we eat dinner.
- After we eat dinner, we will watch a movie.

1. Yolanta is careful with her money. Her husband is not. (while)
2. A violent earthquake caused a tsunami in Japan. The Fukushima nuclear plant was damaged. (because)
3. I take notes in class. I always check them and complete them. (after)
4. You travel to a new city and don't know where you are. You can use GPS to find your location. (if)
5. Canada increased its immigration targets in July 2022. Its population increased by over one million people by the next year. (when)
6. Bruce bought a new car. He wouldn't need to keep paying repair bills. (so that)
7. It didn't rain all summer last year. Many trees began to die. (so)

Answers *show/hide*

1. **While** Yolanta is careful with her money, her husband is not.
Her husband is not careful with money **while** Yolanta is.
2. **Because** a violent earthquake caused a tsunami in Japan, the Fukushima nuclear plant was damaged.
The Fukushima nuclear plant was damaged **because** a violent earthquake caused a tsunami in Japan.
3. **After** I take notes in class, I always check them and complete them.
I always check my them and complete them **after** I take notes in class.
4. **If** you travel to a new city and don't know where you are, you can use GPS to find

your location.

You can use GPS to find your location, **if** you travel to a new city and don't know where you are.

5. **When** Canada increased its immigration targets in July 2022, its population increased by over one million people by the next year.

Canada's population increased by over one million people in the next year **when** it increased its immigration targets in July 2022.

6. Bruce bought a new car **so (that)** he wouldn't need to keep paying repair bills.

So (that) he wouldn't need to keep paying repair bills, Bruce bought a new car.

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CHAPTER 4: CONDITIONALS - I WONDER ... WHAT IF?

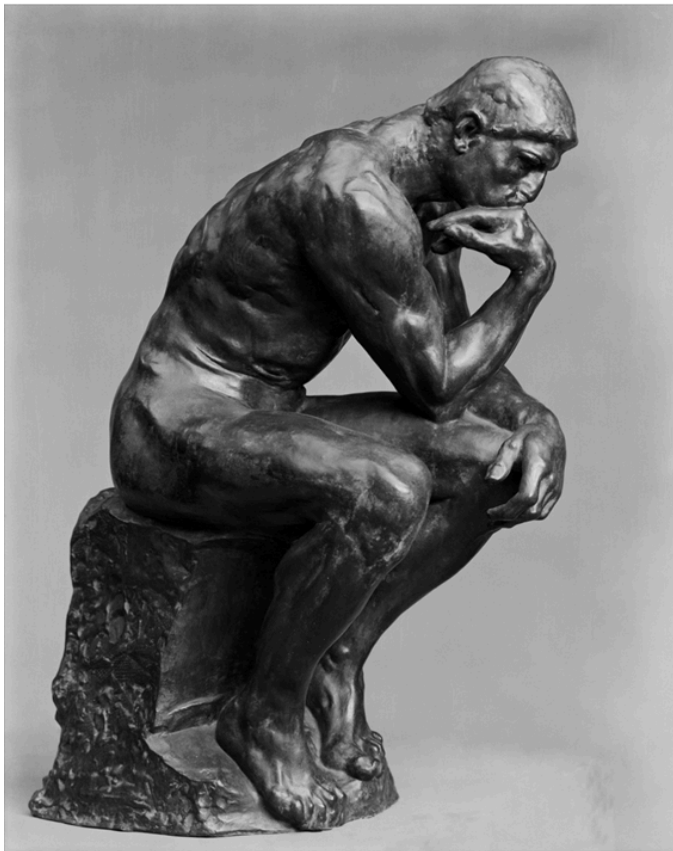


Figure 4.1 'Thinker'

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I. CONDITIONALS: INTRODUCTION TO 'WHAT IF?'

1.0 Causes, Effects, and Control

The statue above is called *The Thinker*. We could imagine that the man in the statue might be wondering, “What if . . . ?” In our lives, we have sometimes wondered, “What would happen if . . . ?” We also think about what we have control over and what we do not have control over.

The early Greek philosopher Aristotle had a big influence on Western Culture and Language. When we studied Verb Tenses, we saw some similarities between his ideas of **Time** and the Simple and Continuous English verb tenses.

Aristotle was also focused on the idea of **Cause and Effect**. He wondered about the ultimate First Cause of everything. What started everything? He also liked to divide things up into logical categories, so it is not surprising that, in Western Culture, **cause and effect** has developed into four categories in the English language. Conditionals are really about cause and effect, but the categories also acknowledge that we cannot always control everything, so the effect, and our choices for the future depend on which cause happens.

As human beings, we often wonder, “What if . . .” What would happen if we did this? Or that? Sometimes we even dream about things that are not really possible. We use Conditionals to talk about different possibilities that arise when something happens or doesn’t happen. They also consider what we have control over or maybe what is possible or not possible.

All of these questions are asked in four categories of ‘What if?’ situations in English Conditionals.

1. What is predictable? What do we have control over? In one of the categories of conditionals, we choose situations where there is only one cause, and the cause always has a predictable effect. We use this category to talk about facts. Whenever we choose to do something, we know what the result will be.
On the other hand, whenever a certain thing happens, we can predict the result.
2. What is not predictable? Here, we don’t know yet if the cause will happen, either because we have not decided which cause we will choose to do, or because we don’t have control over something that could happen but which also might not happen. So, we don’t know the effect because the effect depends on a cause, and we don’t know if the cause will happen.
3. What is not possible? Here, a desired cause or a cause that we are thinking about is not possible. So, the effect is also not possible. Sometimes we use this category to talk about our dreams or wishes.
4. What is too late to change? In this category, we look at a result that is desired or expected. However, in

this category, we have to admit that the effect will not happen because the cause has already happened—in the past. We cannot change the past.

In the Conditionals, we start with the effect, and then we look back at the cause. It asks the question, “When we look at an effect, what needs to happen first to make that possible—what is the condition?” For example, if we want to win \$1,000,000 in a lottery, what needs to happen first? I need to buy a lottery ticket! The ticket is a condition for winning the lottery.

Conditionals are also divided up according to what we have control over and also by what is possible and what is not possible.

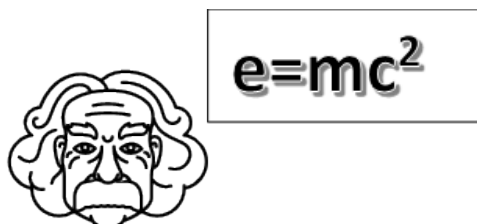
The four types of Conditions in the English Conditionals can be divided up into two categories—situations that are **possible** and situations that are **not possible**.

1.1 Situations That Are Possible

These **possible** situations are divided into two types. They are called the 0 Conditional and the 1st Conditional. However, there is not much difference in how they are constructed.

1.1.1 The 0 Conditional

We have control over the Cause, and the Effect is **predictable**.



The 0 Conditional is used for **facts**. It is like a science experiment. The cause happens whenever we chose to make it happen, or it happens commonly—so we know that it will happen at some point. However, we focus only on what happens **when** this happens. We don’t look at the possibility that it might not happen. So, it is like—whenever this happens, the result is . . .

Example

When (if) it rains, I bring my umbrella.

In fact, we could use the adverb **'when'** or **'whenever'** instead of 'if' in the clause which expresses the cause. The effect is also very **predictable**.

It is usually for activities **in general** and not a specific situation. It could be for things that repeat over time, for things that are always true or are generally true (**facts**), or for things which we can choose to do the **cause-action**. Because of this, we use the **Simple Present Tense** for both the cause and the effect.

Examples

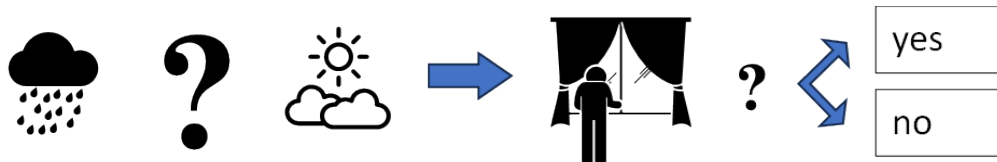
When/if I drink coffee in the evening, I can't sleep at night. (I have control over the cause)

When/if the temperatures is 0° Celsius or 32° Fahrenheit, water freezes.

The effect is usually clear and not nuanced because the 0 Conditional is for situations that are very predictable.

1.1.2 The 1st Conditional

Here, we cannot control the cause, but the effect can sometimes be controlled after the cause happens.



In this situation the effect will only happen **if** the cause happens. The cause might happen **or** it may not

happen. There could be two or more possible things that could happen, but only one will result in the effect. We are interested in the effect, but for the effect to happen, there is a **condition**—the cause must happen first.

Examples

If it rains, I will bring my umbrella.

- Here, it is possible that it could rain, or it might not rain, but I will **only** bring my umbrella if it rains. We also have a choice about whether to bring an umbrella in this situation. Still, the cause 'rain' is possible. What the result will be is sometimes under our control.

If it rains, the game will be cancelled.

If it rains, I might stay home.

- This is usually used for causes that are **not predictable** and may or may not happen. The effect depends on whether or not the cause happens. In this case, because we **don't currently know** if the cause will happen, the effect must happen **in the future**, so we use the future tense for the effect.

1.2 Situations That Are Not Possible

Here again, there are two types.

1.2.1 The 2nd Conditional

The cause is not possible, so the effect is not possible.

In this situation, we are imagining what effect or result is possible if a particular cause would happen. However, the cause it is not possible or very unlikely to happen—so the result also will not happen.

Example

If I were a bird (cause), I would fly to a beautiful beach (effect/result).

- Here, I am not a bird, so I cannot fly to the beach. This is only a dream or is only in my imagination.

1.2.2 The 3rd Conditional

The **desired cause is not possible** because the **cause has already happened**, and you cannot change the past.

In this situation, we are imaging what effect or result would be possible if the **past** cause happened or did not happen. But the effect is **not possible** because the cause already happened, and we cannot change the past.

In this case, we are really imagining that we could change the past because we wanted or we wonder about a different possible result.

Example

If I had studied for the test (I didn't), I would have probably passed the test (I didn't).

2.0 Format: How to Write Conditionals: Independent and Dependent Clauses

The 0th, 1st, 2nd, 3rd Conditionals use the subordinating conjunction 'if' in a dependant adverb clause.

Example

If it rains, I will bring an umbrella **OR** I will bring an umbrella if it rains.

In the **0 Conditional**, it is possible to use '**when**' or '**whenever**' instead of 'if' because this suggests that the causal action can be repeated with predictable results, which is typical of the actions or situations of the 0 Conditional.

Examples

When the temperature reaches down to 0° Celsius, water freezes.

Whenever it rains, I bring my umbrella.

- This is different than '**if**' it rains, because we are expressing a **general** predictable situation. Here, "**if it rains**" expresses a cause which, in a **specific** situation, we don't know if the cause will happen or not.

2.1 Special Considerations with Conditional Sentences

2.1.1 Verb Usage

Conditional Sentences have a **special use of verbs**.

- The four types of conditions have very specific uses of verb tenses.

Conditionals are about Cause and Effect, BUT they have a special kind of Cause/Effect relationship.

- We start with the **effect** and then talk about **what cause is necessary** for the effect to happen—this is a condition for the effect to happen.

2.1.2 Multiple or Nuanced Effects are Possible

In conditional sentences, while the cause is limited to whether **one** particular cause, action or situation **will happen or not happen**, in the **effect** clause, we can express a more nuanced effect. More than one possible effect can happen because we sometimes have a choice in what we will do when a cause happens—we can decide what happens. Also, different degrees of certainty about a chosen effect are possible.

Example

Compare:

- If it rains, I will bring my umbrella.
- If it rains, I might bring my umbrella.

3.0 Summary of Cause/Effect in Conditionals

Table 4.1 Summary of Cause/Effect in Conditionals

Conditional	Cause	Effect
0 Conditional	We have control over whether cause will happen, or we know that it will happen at some point in time.	The effect is predictable.
1st Conditional	We have no control over whether the cause happens or does not happen.	We do not know if the effect will happen because we don't know if the cause will happen, but we do sometimes have a choice about what happens when a particular cause happens.
2nd Conditional	The cause will not happen or is unlikely to happen. The cause is predictable—we know that it will happen or is unlikely to happen.	The effect is not possible. We can only imagine or dream about the effect.
3rd Conditional	The cause that we want to happen will not happen because the cause already happened in the past, and you cannot change the past.	The effect will not happen, because the chosen or desired cause happened in the past and we cannot change the past.

4.0 Details: The Four Types of Conditionals

4.1 The 0 Conditional is for Predictable Facts/Laws

- This is like the simple tense—it is for things that are always true.
- The Simple Tense is for non-specific actions (actions in general that can happen at any time).
- When using the 0 Conditional, first choose the effect and then look at one possible cause that is a condition.
- The effect is **predictable**—it always happens, unless otherwise stated.
- The 0 Conditional is the same as 'when/whenever something happens'.
- Here, 'when' is not referring to time. It means 'whenever'.

4.2 The 1st Conditional is for Possible but Unpredictable Causes

- This conditional is used when we don't know if the cause will happen or not or when it is out of our control. Again, however, the cause **is possible**.

- There could be two or more possible causes (it could happen or not happen, or we don't know when it will happen).
- The 1st Conditional is often used to talk about:
 - the needed conditions for a result to happen.
 - the results of a particular actions.
 - predictions, offers and promises.
- The conditional if clause is always in simple or continuous **present** tense, but the present tense can be used to refer to the future. Future time words are often used.

Example

If it **rains tomorrow**, I will not go hiking.

4.3 The 2nd Conditional is for Impossible Causes

- We use the 2nd Conditional to talk about **hypothetical situations**. These are situations which are not possible or very unlikely. However, people sometimes do imagine what would be possible if a certain condition were to happen.

Example

If I were a famous singer (I actually have a terrible voice), I would sing to thousands of people and make a lot of money.

4.4 The 3rd Conditional is for Impossible Situations

It is not possible because the cause (the condition needed) already happened in the past, and you cannot change the past.

- Not possible because the cause has already happened and the past cannot be changed.
- Again, we use the 3rd Conditional to talk about **hypothetical situations**. This are in our imagination only, because the real situation or action happened in the past, and we cannot change the past.

Example

If I had studied harder, I might have passed the test. (I did not study at all, so I failed the test.)

II. THE FOUR CONDITIONALS: DETAILS AND EXERCISES

1.0 Real or Realistic Actions or Situations

1.1 The 0 Conditional

1.1.1 Real or Possible Situations

The 0 Conditional is for actions or situations that are real or possible. In fact, for the 0 Conditional the cause is almost certain to happen. It is **not** a matter of **if** it will happen, but rather **when** it will happen, though we are not really concerned about when it will happen. It is very predictable—so it is really a fact.

Example

If/when it rains, you get wet.

- It is **possible** that it will rain at some time, and it is highly likely that you get wet—every time it rains.

1.1.2 Predictable Situations

In the 0 Conditional, the cause and its effect are **predictable** or are very likely to happen because the happens regularly—at almost any time or any place. Sometimes we know that it will happen because we choose to do the ‘cause-action’.

It is usually for activities **in general** and not a **specific** situation.

Example

Effect: Water Freezes

Cause: Freezing temperatures (0° Celsius or 32° Fahrenheit)

We say, “Water Freezes if the temperature is 0° Celsius or 32° Fahrenheit.”

- Here we **choose** the cause—a temperature of 0° Celsius or 32° Fahrenheit.

1.1.3 What do We Use the 0 Conditional For?

The 0 Conditional is for used for:

- facts or rules, things are always true,
- actions that repeat and can happen anytime or anywhere—or we choose the cause-action,
- actions in general and not specific actions at specific time.

The 0 Conditional is almost like the 1st Conditional, except that we focus on one possible cause only, which we choose to focus on. There is only possible cause, because we choose the cause. The 0 Conditional is used for actions or situations which use the simple tense:

Examples

Water freezes if the temperature is 0° Celsius or 32° Fahrenheit.

- It is possible to use **‘when’** or **‘whenever’** with the 0 Conditional because the cause/effect relationship is certain. Every time you do ‘X’, ‘Y’ happens or could happen.

When you push this button, the light goes on.

If you boil water, steam rises.

- **Note:** This is for a **general situation** and **not** a **specific situation**.

Compare!

General Situation (can happen any time):

- If you boil water, steam rises. (this is the same as 'whenever you boil water')

Specific Situation:

- Person A: How can I switch the light on?
Person B: If you push this button, the light will go on.

1.1.4 Verb Tenses with the 0 Conditional

1.1.4.1 Simple Tense

Because the 0 Conditional could be for things that repeat over time, for facts, for things that are always true or are generally true, or situations where we choose to make the cause happen, we use the **Simple Present** or **Simple Past Tense** for both the cause and the effect. The cause might happen at any time and so the effect can happen at any time.

Examples

When/if the sun **rises**, the temperature **goes up**. (simple present tense)

Whenever it **was** sunny, I **felt** happy. (simple past tense)

1.1.4.2 Verb Tenses in the 0 Conditional

Dependent Adverb Clause (Cause): If/When + Simple Present/Simple Past

Independent Main Clause (Effect): Simple Present/Simple Past

Examples

Present

If the sun is out, **it gets warmer**.

Past

When it was sunny, **it always got warmer**.

1.1.4.3 Continuous Tense or Perfect Tense

It is possible to use the continuous tense or the perfect tense only in certain cases where a continuous action or a perfect tense happens repeatedly. In this case, 'if' could be replaced by 'when' or 'whenever'. Here, while the conditional clause may be in the continuous or perfect tenses, the result or effect clause is in the simple tense, because the action happens repeatedly.

Examples

Whenever I am watching the Northern Lights, I am filled with amazement.

Whenever I have eaten too much (cause/effect), I feel sick.

1.2 The 1st Conditional

1.2.1 Real or Possible Situations

The 1st Conditional is also for actions or situations (causes) that are real or possible. **However**, just because they **are possible** does **not** mean that they **WILL** happen. They might happen or they might not

happen—but they are causes or situations that are **possible**. There could some variation in the effect, but the cause is possible.

Example

If it rains, you will get wet (or you might get wet) if you forgot your umbrella.

- Here, it is possible for it to rain.

1.2.2 Unpredictable Situations

Unlike 0 Conditional, the 1st Conditional is for **unpredictable** situations – we don't know if the cause will happen or not happen.

The 1st Conditional is for cause/effect situation where we don't know if the cause will happen or not happen. So, we also don't know if the effect will happen. We might choose what the effect will be, but it will only happen if the cause happens.

Example

I will a new car if I get a higher paying job.

- *Note:* Here we have **chosen** to buy a new car, but it will only happen if I get a higher paying job.

The 1st Conditional is for **specific cases** and **possibilities** (not general possibilities) which have not happened yet, so the effects are **in the future**. We don't yet know if the cause will happen, so we don't know what the effect will be.

Examples

Compare!

General Situation (can happen any time)

- If you boil water, steam rises. (this is the same as ‘whenever you boil water’)

Specific Situation

- Person A: How can I switch the light on?
Person B: If you push this button, the light will go on.

Here, it is not certain that the person will turn the light on—they have a choice, and right now they may just want to know how to do it. The cause might happen **or** not happen. There could be two or more possible things that could happen, but only one will result in the effect. But, for the effect to happen, there is a **condition**—the cause must happen first.

This is usually used for causes that are unpredictable and or uncertain, and the effect may or may not happen in the future. The effect depends on whether or not the cause happens.

1.2.3 What do We Use the 1st Conditional for?

The 1st Conditional is used to talk about our choice or possible choice if something happens **OR** to make a prediction about what will happen or could happen if a certain cause happens first.

Examples

If she comes late, I will leave without her.

If it rains tomorrow, we will not be able to go to the park.

The effect could be more nuanced.

Examples

If it rains tomorrow, we **might not** be able to go to the park.

If she comes late, I might leave without her.

We can also use it to express that the predicted or desired affect or action that happens will happen in spite of which potential cause happens. Here, we use ‘whether or not’ instead of ‘if’.

Example

I will be buy a new car whether or not I can really afford it.

- In this case, because we **don’t currently know** if the cause will happen, the effect must happen **in the future**, so we use the future tense for the effect.

1.2.4 The Sentence Structure of the 1st Conditional

The Sentence Structure of the 1st Conditional is the same as for the 0 Conditional. Conditionals are formed by creating an dependent adverb clause, using ‘if’ as the Subordinating Conjunction.

- In the 1st Conditional, we do not use ‘when’ because it is not a repeating action. It is a **specific** action

rather than a possible action **in general**.

This is the clause which expresses the cause. The idea of the dependent clause, with its Subordinating Conjunction, is then completed with an Independent Clause, which expresses the result.

1.2.5 Verb Tenses in the 1st Conditional

With the 1st Conditional we don't currently know if the cause will happen. Since the cause has not yet happened, the effect must be in the future, so the verb in the effect clause must be in the simple future tense or a future form of the verb (there are several forms).

Dependent Adverb Clause: If + Present Verb Form

Independent Main Clause (Simple Future):

- **'will'** + base form verb
OR
- **'going to'** + base form verb
OR
- **'going to'** + future form verb (i.e. simple tense used for the future for scheduled events)

Example

If you go to the concert tomorrow, the bus **leaves** at 10:00 a.m.

Other future verb forms and more nuanced verbs can be used.

1.2.5.1 Present Situation

Examples

If she comes late, we **might leave** without her. (modal)

If I am still sleeping at 8:00, please wake me up! I need to go to work. (imperative with the simple tense)

If you fail this test tomorrow, it is probably because you didn't study. (past prediction)

1.2.5.2 Future Situation

If the cause is a possibility in the future, we usually use a present verb form for the future, even if the cause/condition is in the future. The effect clause is usually in the future tense, using 'will' or 'going to'.

Examples

If we can get time off from work, we are going to take a vacation in July.

If my plane comes late tomorrow, I will miss the wedding.

If my plane will come comes late tomorrow, I will miss the wedding.

However, other forms are possible, including the use of **modals** and **imperatives**.

Examples

If you want to go for dinner tonight, I **might** be available.

If you are available for a meeting, **please call me**.

If you **can get this done** by 3:00, that would be great!

The result can also be more nuanced (somewhere between 100% and 0%).

Examples

If it rains tomorrow, I **might** not go to the park.

If you have a fever, you **could** have the flu.

If we work hard, we **are more likely** to be successful.

Other verb forms are possible, but they are usually logical and can be figured out.

1.2.6 Special Cases

1.2.6.1 Whether or Not

It is also possible to express that the effect does not depend on the cause. In other words, the effect will be the same if the cause happens **OR** doesn't happen.

Here, the Independent Conditional uses '**whether or not**' as a subordinate clause. It must use 'or not' to be used for the same cause/effect function as a conditional. Otherwise, it only expresses the uncertainty of an action or situation.

There are other similar phrases used for this purpose, such as "Ready or not, we need to leave now."

This is for situations where there are two or more possible causes, but effect doesn't change—the effect is independent of the cause. It is usually used for cases where we expect certain effects to happen, depending on which cause happens. However, the effect will happen independent of the cause. This is often, though not always because of our choice.

Examples

Whether or not it rains, I am still going hiking. (my choice)

Whether or not it rains, this plant is going to die.

1.2.6.2 Unless

This is used to emphasize that it is possible that the effect will not happen or that the effect may not be possible, because the cause seems uncertain.

Here we use 'unless' instead of 'if'.

Example

Unless she comes in the next 5 minutes, we will be late for the concert.

Exercises

1. Put **/slashes/** around the 0 Conditionals in the following paragraph. **Underline the Dependent If Clause (the cause)** and **double underline the Independent Clause (the effect)**.

The Laws of Nature: Predictable Effects

The results of doing dangerous things are predictable. Yet, some social media influencers are putting their lives at risk to get that incredible picture that will get them thousands of views. They think that they can break the laws of nature, for example, the law of gravity. If an object is 500 feet above the ground, it will fall, unless there is something to keep it from falling.

Yet some social media stars forget this rule and get too close to the edge of a cliff and fall to their deaths. Another example is Einstein's calculation of $E=MC^2$. This, in simple terms, says that, if something heavy goes very fast, it has a huge impact when it hits something. Yet, some people forget about this rule when they drive their sports cars at 160 kph (100 mph) on a busy highway, while they are paying more attention to their camera than to their driving. Here is a prediction to think about. If you think you can break one of the laws of nature, you have probably failed your physics class.

Answers *show/hide*

The results of doing dangerous things are predictable. Yet, some social media influencers are putting their lives at risk to get that incredible picture that will get them thousands of views. They think that they can break the laws of nature, for example, the law of gravity. **/If an object is 500 feet above the ground, it will fall, unless there is something to keep it from falling/**.

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kph (100 mph) on a busy highway, while they are paying more attention to their camera than to their driving. Here is a prediction to think about. **/If you think you can break one of the laws of nature, you have probably failed your physics class/.**

2. **Underline the 1st Conditional verbs in the following paragraph. Put /slashes/ around the Dependent If Clause (the cause) and #pound signs# around the Independent Clause (the effect).**

Thinking of the Consequences

If people don't get serious about reducing carbon emissions, it will have serious consequences in the future. In fact, the consequences seem to be happening much sooner than we expected. However, it will not be an easy path. If we don't confront our current attitudes towards the production of unnecessary goods, we will continue to dump huge amounts of carbon into our atmosphere. But it will also necessitate the confrontation of those who have a bigger interest in their own profits than in what is good for the planet, which also means what is good for every single person on the planet, including themselves.



Figure 4.2 Carbon emissions

The attitude of some of these entities was, “If we produced this harmful products, it didn't really matter—as long as I can benefit.” Perhaps some of them also thought that if they stuck my head in the sand like an ostrich and pretended that the effects would not really happen, it would somehow all work out in the end—wishful thinking. Or perhaps they thought that bad things only happen to other less powerful people and not to them—they themselves will not be affected by this.

But maybe if we all spend more time making friends and enjoying them, maybe we won't need the short-term and addictive fix of buying one more thing, traveling to one more place, and spending one more hour building our castles in the sand. And if we quit buying the things we don't really need, those that sell them will someday be washed away by the waves of the sea.

Answers *show/hide*

/If people don't get serious about reducing carbon emissions/, #it will have serious consequences in the future#. In fact, the consequences seem to be happening much sooner than we expected. However, it will not be an easy path. **/If we don't confront our current attitudes towards the production of unnecessary goods/, #we will continue to dump huge amounts of carbon into our atmosphere#.** But it will also necessitate the confrontation of those who have a bigger interest in their own profits than in what is good for the planet, which also means what is good for every single person on the planet, including themselves.

The attitudes towards polluting our earth are changing. In the past, the attitude of some of these powerful 'entities' was that **/if we produced these harmful products/, #it didn't really matter#**—as long as we ourselves benefited." Perhaps some of them also thought that **/if they ignored what was obvious to everyone else/, #the effects would not really happen#.** It would somehow all work out in the end#—wishful thinking. Or perhaps they thought that bad things only happen to other less powerful people and not to them—they themselves will not be affected by this.

But maybe if we all spend more time making friends and enjoying them, maybe we won't need the short-term and addictive fix of buying one more thing, traveling to one more place, and spending one more hour building our castles in the sand. And if we quit buying the things we don't really need, those that sell them will someday be 'washed away' by the waves of the sea.

3. **Match the following causes with an appropriate effect. First, write the letter of each result clause in the left column next to the dependent conditional clause that it matches. Next indicate whether the conditional is a 0 Conditional or a 1st Conditional in the second column on the left.**

Example: 100. z

Dependent Clause (the Cause)
(100) If it rains

Independent Clause (the Effect)

(z) our flowers grow.

Dependent Clause (the Cause)

(1) If you study now,

(2) If there is a severe drought this year,

(3) If we buy a dog,

(4) When there is a solar eclipse,

(5) Whenever it is sunny out,

(6) If she drinks too much coffee,

(7) If there is a forest fire,

Independent Clause (the Effect)

(a) I think about going to a park.

(b) people travel from around the world to see it.

(c) many animals die.

(d) our lives will be busier.

(e) she gets a headache.

(f) you won't feel as much stress later.

(g) food prices will increase.

Answers *show/hide*

Cause	Effect	Conditional
1	f	1
2	g	1
3	d	1
4	b	0
5	a	0
6	e	1
7	c	0

4. **Write your own effect to finish the sentences below.**

1. If I spend too much time alone,
2. If I don't get enough time alone,
3. If my friends don't text me for a while,
4. Whenever I eat foreign food,
5. In the past, if I made my parents angry,
6. In the past, if my parents were angry with me,

Answers will vary.

5. **Write the correct form of the verb for either the 0 Conditional or the 1st Conditional in the blank next to the verb in (parenthesis). If there is a auxiliary verb in the past, be sure to use the past auxiliary form. Use the proper past, present, or future form for modals (see [“Simple Modals and Verb Tenses”](#) on chapter 6 part II).**

Past

1. If the waves (be) too big, we (go out, not) in our kayak.
2. Whenever the bell (ring) on last day of school, we all (rush out) of the classroom and cheered.
3. If there (be) an economic recession, small businesses (need, often) to take out a loan to keep their business going.

4. If my parents (have) enough time, we (go) to the beach.
 5. Sometimes when I (have) a birthday, and if my parents (have) enough money, they (plan) a party for me.

Answers *show/hide*

1. were, didn't go out	4. had, would go
2. rang, rushed out	5. had, had, would plan
3. was, often needed	

Present

1. If you (blow up) that balloon too big, it (pop, can).
 2. We (have, can) lunch together if you (come) to my house at noon.
 3. If Jorge (charge, not) his phone tonight, he (be able, may not) to call us if he needs help.
 4. If Karna (increase) sales by 5% this year, he (get) a raise.
 5. Yuka (be) sure to visit her grandfather if she (travel) home on New Year's day.

Answers *show/hide*

1. blow up, could pop	4. increases, will get
2. can have, come	5. will be, travels
3. doesn't charge, might not be able to	

Future

1. If Sara's plane (arrive) late tomorrow, I (be able, not) to pick her up from the airport.
 2. If Giulia (finish) her presentation tomorrow, she (be able, may) to go camping with us on the weekend.
 3. If he (go) shopping this afternoon, Adam (want) to buy new shoes.
 4. Rosa (own) a coffee bean farm. If she (get) a good crop this

- year, she (buy) a new coffee bean roaster for her processing mill.
5. If Elif (get paid) on Friday, she (want) to visit her parents on the weekend.

Answers *show/hide*

1. arrives, will not be able	4. owns, gets, will buy
2. finishes, might be able	5. gets, wants
3. goes, wants	

6. **Write sentences which make a future prediction if the following events happen or the following situations arise.**

1. If you graduate from university, what will your future life be like?
2. What is something that you want to happen in the future? What will happen if it does not happen?
3. What will happen in the future if robots or computers take over 80% of all jobs? What will we need to do to deal with the effects of that situation?
4. What will happen if I get my dream job in the future?

Answers will vary.

2.0 Unrealistic or Impossible Situations

2.1 The 2nd Conditional

The 2nd Conditional is for causes or situations that are not possible or not likely to happen. This is an imaginary situation—we are only dreaming.

Examples

If I were to win the lottery, I would buy a huge house.

If I were you (I'm not—not possible), I would go to this concert.

2.1.1 Predictable Situations

The situation or actions of the 2nd Conditional are **predictable**, but only in a **negative sense**. We know that they **will not** happen or are not likely to happen because the situation is unrealistic or impossible.

2.1.2 What do We Use the 2nd Conditional For?

We use the second conditional for situations that are **hypothetical** – that is, they are unrealistic or not possible. There are several possible uses for this:

2.1.2.1 To Talk about Possible Effects

We can use it to talk about what effects **could** happen if the situation **would be** possible or realistic. We usually also use this to talk about our **dreams** or our **wishes**.

Examples

If our competitors were to sell their business, we could buy it and have no competition.

- Here, there might be a small possibility that this could happen, and we are making a strategy or plan in case it happens.

If I were to go the concert, I would buy the best seats. (dream or wish)

- In this case, we are probably wishing that we could go but are unlikely to go. Maybe we would really love to go, and we would like the best seats, but we don't have enough money.

2.1.2.2 To Make Predictions

We also use the 2nd Conditional to make **predictions**. If a condition happens, another action or situation becomes theoretically possible. However, the condition is not likely to happen or at least at the moment of speaking it is seen as unlikely.

Examples

If we were to buy a new car, my expenses for repairing my old car would go down.

If we were able to compete in the race, I think we could win it.

2.1.2.3 To Give Advice

Another thing that the 2nd Conditional is used for is to give advice. You give advice by imagining that we ourselves (or someone else) are in their situation, and then we tell them what we (or someone else) would do in that situation.

Examples

If I were you (I am not you), I would not trust that employer.

If you were to travel by train, I would take a good book. That trip is quite boring.

2.1.2.4 Other Functions Using an Infinitive in the Main Clause of a 2nd Conditional Sentence

- To express purpose intention or purpose. Here, an infinitive is often used in the main clause.

Example

If I were to own an airplane, I would travel all over the world to visit my relatives.

- To express abilities or capabilities. Here also, an infinitive is often used.

Example

If she studied just an hour more a day, she would be able to get an 'A'.

- To give permission or to prohibit an action.

Example

If she were grounded by her parents, she would not be able to see her friends.

- To say that something is a necessity or is required.

Example

If my grandfather became disabled, someone would need to take care of him.

- To express that the predicted or desired effect or action that happens will happen regardless of which potential cause happens. Here, we use ‘whether or not’ instead of ‘if’.

Example

Whether or not he got up early, he would still always be late.

2.1.3 The Sentence Structure of the 2nd Conditional

The Sentence Structure of the 2nd Conditional is the same as for all Conditionals. Conditionals are formed by creating a dependent adverb clause using ‘if’ as the Subordinating Conjunction. This is the clause that expresses the cause. The idea of the dependent clause, with its Subordinating Conjunction, is then completed with an Independent Clause, which expresses the result.

2.1.4 Verb Tenses in the 2nd Conditional

Dependent Adverb Clause: If + past form of the verb

Independent Main Clause: modal (could/would) + base form of the verb

Examples

If I were an astronaut (I'm not), I would love to travel to Mars.

If I had \$1 million (I don't), I could buy a new car.

A more formal use of a Conditional Verb in the 2nd Conditional Dependent Adverb Clause is constructed using 'were' as the conditional verb, followed by an infinitive. It is not as commonly used today because it is quite formal. It also seems to stress that a situation is not likely.

Dependent Adverb Clause: If + were + infinitive

Examples

If she **were to live** on Mars, she would probably get too lonely.

Examples of Present, Future and 2nd Conditionals (there is no past 2nd Conditional here because we use the 3rd Conditional for past unreal or impossible situations)

Present

- If my friend were here, we would talk about our high school days.
- If I weren't so tired right now, I could finish cleaning my apartment.

Future

- If I were to get paid by the end of this week, I would buy some new shoes.
- If we were to plan the birthday party for Yousef for this weekend, his parents would be in town, and we could invite them.

Exercises

1. Uses of the 2nd Conditional:

- **Write 'ie' in the blank next to the Conditional Sentence that talks about imaginary effects.**
- **Write 'p' in the blank next to a Conditional sentence which makes a prediction.**
- **Write 'a' in the blank next to a Conditional sentence that gives advice.**

1. If Guadalupe were here, we would probably get into an argument.
2. If Martin had studied engineering instead of literature, he might have had a job by now. But, I don't think he would be happy as an engineer.
3. If the supervisor were here, she would have us get organized before we started working.
4. If my mother were you, she would definitely save more money.
5. If I were to practice just 60 minutes a day, I could probably learn to dance much better.
6. If Marianne were a famous singer, she would buy a huge house and throw huge parties.
7. If the weather were sunnier, a lot more people would be coming to this beach.
8. If my family were not so loud, we could actually have a better conversation. But that is not likely to happen!
9. If I were to practice just 60 minutes a day, I could probably learn to dance much better.
10. If I were you, I would apologize to your brother. He's quite mad at you right now.

Answers *show/hide*

1. p	4. a
2. a	5. p
3. p	6. ie

7. p
8. ie

9. p
10. a

2. **Underline the 2nd Conditional verbs in the Following Paragraph. Put /slashes/ around the Dependent ‘if’ Clause (the cause) and #pound symbol# around the Independent Clause (the effect). Be careful, some of the verbs are 0 or 1st Conditional Verbs. You don’t do anything with them.**

When I was a child, I loved animals and wanted to be a veterinarian, a doctor for animals. I imagined that, if I were a veterinarian, I could work with animals all day long—dogs, cats, horses, you name it! I would spend all of my time with animals. But as I got older, the fact hit me, if I spend all of my time with animals, that means less time with people, my new first interest. I wanted a family. If I were a father, I could spend all of my time with children.

Then, I eventually became a father and had a couple of children. However, reality struck again! If you spend all of your time with your children, they will have no food to eat—you need to work, at least quite a bit of the time. So, I imagined myself as some sort of Superdad, with my imaginary wife Lois, building a dream house, being wealthy, and having my children run in our huge house with a dance floor and saying, “Dad, Dad, look at me, I can dance!” If I were to earn just a little more money, I could achieve it all.

But reality strikes again. Here, I am, in my smallish apartment, surrounded by my still smallish but growing kids. By now, my dreams are more realistic. If you want to have it all, it comes at a price—no time for yourself or the people you love. But maybe my kids can live the dream. One of them came up to me the other day and said, “Dad, can we get a pet turtle. I just love animals, and if I had a pet turtle, I would spend all of my time watching it slowly walk across the floor.” At least their dreams are realistic!

Answers *show/hide*

When I was a child, I loved animals and wanted to be a veterinarian, a doctor for animals. I imagined that, **/if I were a veterinarian/, #I could work with animals all day long#**—dogs, cats, horses, you name it! **I would spend all of my time with animals.** But as I got older, the fact hit me, if I spend all of my time with animals, that means less time with people, my new first interest. I wanted a family! **/If I were a father/, #I could spend all of my time with children#.**

Then, I eventually became a father and had a couple of children. However, reality struck again! If you spend all of your time with your children, they will have no food to eat—you need to work, at least quite a bit of the time. So, I imagined myself as some sort of ‘Superdad’, with my imaginary wife Lois, building a dream house, being wealthy, and having my children run in our huge house with a dance floor and saying, “Dad, Dad, look at me, I can dance!” **/If I were to earn just a little more money/, #I could achieve it all#.**

But reality strikes again. Here, I am, in my smallish apartment, surrounded by my still smallish but growing kids. By now, my dreams are more realistic. If you want to have it all, it comes at a price—no time for yourself or the people that you love. But maybe my kids can live the dream. One of them came up to me the other day, and said, “Dad, can we get a pet turtle. I just love animals, and **/if I had a pet turtle/, #I would spend all of my time watching it slowly walk across the floor#.**” At least their dreams are realistic!

3. **In the following sentences, first decide if the clause is the conditional clause (with ‘if’) or the main clause. Then, write the correct form of the 2nd conditional verbs in the blanks below. Remember, in sentences with a dependent adverb clause, the main clause or, on the other hand, the subordinate clause, can come first in the sentence.**

1. If my mother _____ (are) here, what _____ (do, she)?
2. Valentina _____ (be) so happy if she _____ (be) to become a dancer.
3. If we _____ (be) to leave at 6:00 a.m., we _____ (be) there at noon.
4. I _____ (wear) the blue sweater if I _____ (be) you.
5. If Carmen _____ (be) to climb Mount Everest, everyone in my country _____ (hear) about it.
6. If Emre _____ (be) to call tonight, I _____ (tell) him to get lost. I am so angry.
7. My mother _____ (tell, definitely) me to comb my hair, if she _____ (see) me right now.
8. If Aoi _____ (complete) her certificate to be a dental hygienist, she _____ (apply) for jobs like this one.

Answers *show/hide*

1. were, would she do	5. were, would hear
2. would be, were	6. were, would tell
3. were, would be	7. would definitely tell, saw
4. would wear, were	8. completed, could apply

4. **Complete the following sentences using your own main clause.**

- If I were a restaurant owner, _____.
- If you were an astronaut, _____?
- _____ if my friend were here right now.
- If my mother were here right now _____.
- _____ if the world had the same gravity as the moon.
- If I were president of my country _____.
- _____ if my country were as cold as Antarctica.

Answers will vary.

5. **Complete the following sentences using your own 2nd Conditional clause.**

- _____, she would get really angry.
- Juan could sing at the wedding _____.
- I would get a job as a pizza delivery driver _____.
- I would almost 'live' at the beach _____.
- You could save a lot of money _____.
- _____, I would learn to play the tuba.

Answers will vary.

6. **Match the conditional 'if' clause with the appropriate effect or result.**

Conditional Clause (If Clause)
(1) Even if I can finish my assignment on time
(2) If I had not come back so late last night
(3) If Andrii gets accepted into graduate school
(4) If Alejandro finishes work early
(5) Even if I work late tonight

Independent Clause (Result)
(a) he will study architecture.
(b) he wants to eat out with us tonight.
(c) I will still not get a good grade.
(d) I still have to get up at 5:00 to go to work.
(e) I wouldn't be drinking so much coffee today.

Answers *show/hide*

1. c
2. f
3. a

4. b
5. d

2.2 The 3rd Conditional

2.2.1 Unrealistic or Impossible Situations

The 3rd Conditional is for situations that are not possible. In fact, they are always **more than** unlikely, because the cause has already happened. The cause happened in the past, and we cannot change the past. As a result, the imagined effect is not possible because the result has likely also already happened.

Examples

If I had been on time for my plane, I would be lying on the beach right now.

If I had bought this car, it would have been a waste of my money.

If you had not come to dinner, we would be so sad right now.

A more nuanced position can be taken for the result:

- If I had studied, I might have passed the exam.
- If you hadn't come early, you might have missed the plane.
- If we hadn't bought a ticket to the concert last week, the tickets might have been sold out.

2.2.2 Predictable Situations

Just as in the 2nd Conditional, the situation or actions of the 3rd Conditional are **predictable** but only in a **negative sense**. We know that they **will not** happen or are not likely to happen because the situation is unrealistic or impossible. The cause **already happened**, and we **cannot change** the past.

2.2.3 What do We Use the 3rd Conditional For?

We use the third conditional when we . . .

1. Wish we would have a **different result or effect**. Perhaps we made a bad choice in the past or that in hindsight we did something that we wish we hadn't done ('hindsight' means that we have a better understanding of a past situation or the effects of a past action based on the fact that the action or situation has already happened).
 - Here, we imagine that the cause did not happen or that a different cause happened.
 - We then imagine a different effect.

Example

If I had been more careful, I would not have had an accident.

- Here, I wish I had not had an accident. The condition that would have made this possible (but did not happen) would be if I had been more careful.

2. Make a **hypothetical** prediction (imaginary prediction). Look at what would have or could have happened if the cause would or would not have happened (a hypothetical situation). Whether something happened or didn't happen might not matter.

Example

If they had not called, we would have left at 6:00 p.m.

3. To express that the predicted or desired effect or action that happened will happen regardless of which potential cause happens. Here, we use 'whether or not' instead of 'if'.

2.2.4 The Sentence Structure of the 3rd Conditional

The sentence structure of the 3rd Conditional is the same as for all Conditionals. Conditionals are formed by creating a dependent adverb clause using 'if' as the Subordinating Conjunction. This is the clause that expresses the cause. The idea of the dependent clause, with its Subordinating Conjunction, is then completed with an Independent Clause, which expresses the result.

2.2.5 Verb Tenses in the 3rd Conditional

Dependent Adverb Clause: If + past perfect tense

If the result would have also happened in the past: would have/could have/might have + past participle in the imaginary independent effect clause

Examples

If I had studied for the test, I could have passed. (I already got my grade—in the past)

If I had not missed my plane, I could have gone to Paris. (past imagined result)

If the imagined result is in the present or future, use would, could, or might.

Examples

If I had not missed my plane, I would be sitting on the beach right now. (present imagined result)

If I had not cut my finger, I could play with my band this coming weekend.

If Josie had not missed the bus, she might already be here.

Exercises

1. **Identify the key aspects of the following 3rd Conditional Clauses. Underline the 3rd**

Conditional verbs in the following paragraph. Put /slashes/ around the Dependent 'if' Clause (the cause) and #pound symbols# around the Independent Clause (the effect). Underline the verbs in *both* the Dependent and Independent 3rd Conditional clauses. Be careful, some of the verbs are 0 or 1st Conditional Verbs. You don't do anything with them.

***Note: In this exercise, not all of the Conditional Clauses are in the same sentence as the result clause. For some, the Conditional Clause is in the form of a sentence that is a question. The result clause is in a separate sentence.**

The Benefits of Peace

What if many of the wars that have happened in the past had not happened? How would the world be different now?

For one thing, if these wars had not happened, the world would probably be more prosperous. So much of our human work has been destroyed in wars. If all of these efforts, buildings and infrastructure had not been destroyed, those efforts would not have had to be made again. Instead, all of that energy and time could have been saved for something more productive.



Figure 4.3 Peace dove

Then, of course the most important thing is that, if so many human lives had not been lost in war, we could have avoided all of the grief and pain that this has caused for family, friends and nation. Maybe people who start wars think that they will gain something. This is an illusion. There are only losers in war. We always underestimate the cost of war. If so many of our world leaders had not lived under an illusion of power or wealth gained through war, they would have actually had a much better, peaceful and stress-free life.

Instead, what if we had used the money and energy that we spent on war to help those we are in conflict with? Maybe the improved relationships between countries would have had economic and political benefits. Certainly, war costs a lot more than peace. In contrast to what world leaders may think or have us believe (for their own benefit), peace results in

more prosperity than war. If we had been more creative in solving conflicts, maybe a better solution could have and been thought of.

Maybe it is impossible to stop wars, but wouldn't it be better to try harder to stop wars and try to solve conflict in a more creative way? Creativity is the opposite of conflict. Peace always starts long before wars ever happen—it compassionately treats the 'other' as a human being long before conflict builds into an uncontrollable disaster.

Answers *show/hide*

What **/if many of the wars that have happened in the past had not happened/?**

#How would the world be different now?# For one thing, **/if these wars had not happened/, #the world would probably be more prosperous.#** So much of our human work has been destroyed in wars. If all of these efforts, buildings and infrastructure had not been destroyed, those efforts would not have had to be made again. Instead, all of that energy and time could have been saved for something more productive.

Then, of course the most important thing is that, **/if so many human lives had not been lost in war/, #we could have avoided all of the grief and pain that this has caused for family, friends and nation#.** Maybe people who start wars think that they will gain something. This is an illusion. There are only losers in war. We always underestimate the cost of war. **/If so many of our world leaders had not lived under an illusion of power or wealth gained through war/, #they would have actually had a much better, peaceful and stress-free life#.**

Instead, what **/if we had used the money and energy that we spent on war to help those we are in conflict with/? #Maybe the improved relationships between countries would have had economic and political benefits#.** Certainly, war costs a lot more than peace. In contrast to what world leaders may think or have us believe (for their own benefit), peace results in more prosperity than war. **/If we had been more creative in solving conflicts/, #maybe a better solution could have been thought of#.**

Maybe it is impossible to stop wars, but wouldn't it be better to try harder to stop wars and try to solve conflict in a more creative way? Creativity is the opposite of conflict. Peace always starts long before wars ever happen—it compassionately treats the 'other' as a human being long before conflict builds into an uncontrollable disaster.

2. Match the Conditional Clause (cause) with the correct Independent Clause (effect).

Example: 99. z

Conditional Clause (If Clause)

Conditional Clause (If Clause)
(1) If the moon had formed a little closer to the Earth
(2) If people had reduced carbon emissions earlier
(3) If I had chosen a career as a tour guide
(4) If I hadn't finished high school
(5) If I had studied Japanese instead of English
(6) If I had taken up mountain climbing as a hobby
(7) If I had practised the drums a lot more

Independent Clause (Result)

Independent Clause (Result)
(a) we might not have such severe weather now.
(b) I could be playing in a band right now.
(c) I might be working at a low-wage job now.
(d) I think I might not be alive right now.
(e) we would have massive tides.
(f) I might be traveling around the world now.
(g) I might be living in Japan right now.

Answer *show/hide*

1. e

2. a

- 3. f
- 4. c
- 5. g

- 6. d
- 7. b

3. **In the following sentences, first decide if the clause is the conditional clause (with ‘if’) or the main clause. Then, write the correct form of the 3rd Conditional Verbs in the blanks below. Remember, in sentences with a dependent adverb clause, the main clause or, on the other hand, the subordinate clause, can come first in the sentence.**

1. If I _____ (eat, not) that greasy hamburger, I would be feeling better now.
2. Josie _____ (be) here by now if she hadn’t taken the wrong bus.
3. If our baseball team _____ (try) a little harder, maybe we would have won the game.
4. If Alejandro hadn’t been so stubborn, I might _____ (agree) to working with him.
5. If the paramedic _____ (do, not) CPR on the injured man, he might have died.
6. If Lee _____ (take, not) a different route to work yesterday, he might have been in that bad accident on the highway.
7. I might _____ (pass) yesterday’s engineering test, if I had studied a little harder for it.
8. We would have gone to the beach yesterday if it _____ (rain, not).
9. That factory might not have needed to shut down if they _____ (have, not) so many problems with the quality of their products.
10. What if he hadn’t made that terrible mistake in his singing audition? He might _____ (win) the audition. The rest of his performance was amazing.

Answers *show/hide*

- 1. had not eaten
OR
hadn’t eaten
- 2. would have been

- 3. had tried
- 4. have agreed
- 5. hadn’t done
OR

- had not done
6. had not taken

OR

- hadn't taken
7. have passed
8. hadn't rained

OR

- had not rained
9. hadn't had
OR
had not had
10. have won

4. **Complete the following sentences using your own main clause or conditional clause.**

1. If I had been born in a different country,
.
2. If my parents would have
I
.
3. If my parents wouldn't have
.
4. If I hadn't
.
5. If I had been born ten years earlier, I
.
6.
I would learn
(language)
7.
.

Answers will vary.

5. **Are the following situations the 0, 1st, 2nd, or 3rd Conditionals? Match the conditional If Clause with the appropriate effect or result.**

Conditional Clause (If Clause)
(1) Even if I can finish my assignment on time
(2) If we had not come back so late last night
(3) If Andrii gets accepted into graduate school
(4) If Alejandro finishes work early
(5) Whether or not I can well sleep tonight

Independent Clause (Result)
(a) he will study architecture.
(b) he wants to eat out with us tonight.
(c) I will still not get a good grade.
(d) I still have to get up at 5:00 to go to work.
(e) we wouldn't be drinking so much coffee today.

Answers *show/hide*

1. c
2. e
3. a

4. b
5. d

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CHAPTER 5: COMPARISONS



Figure 5.1 Yin Yang Coffee

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I. INTRODUCTION TO COMPARATIVES

We as humans have a tendency to compare things. Who is richer? What is bigger? What is the least expensive. It's a helpful tool and one we often use. While some comparisons are better left unsaid, they are something that, rightly or wrongly, we often do. So, we need language tools to communicate our comparisons.

English language comparatives give us a chance to communicate the similarities and differences between things. Yet, when we look at differences, it doesn't have to be a distinct black-and-white sort of comparison of exact opposites; instead, it can be more nuanced, looking at something in between.

In real life, things are rarely exact opposites or exactly the same, and we have an obligation to provide a more accurate, and sometimes more sensitive, picture of the realities of comparisons. Having a full toolbox of language tools to do this is important.

1.0 Structure

1.1 Adjectives

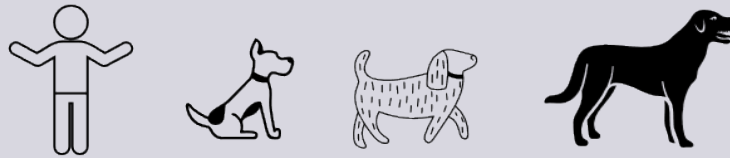
There are several ways to communicate comparisons.

On the one hand, we can compare things or people using **adjectives**. There are **regular** adjectives such as 'the same', 'similar', or 'different'.

Then there are **comparative adjectives**, which have an '-er' ending, to show that there is more of an attribute than the characteristic of something mentioned before.

We use superlative adjectives with '-est' to show that something has more of a characteristic **than all other things** we are comparing. These adjectives imply that not every comparison is an exact opposite; rather, there are different levels of difference.

Example



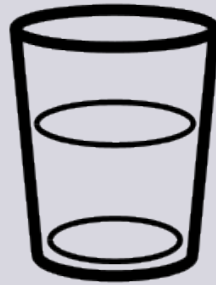
big
bigger
biggest

For things that can't be counted, like water, because they are not separate things, and for words that have three syllables, we use 'more' and 'most' in front of the word we are describing.

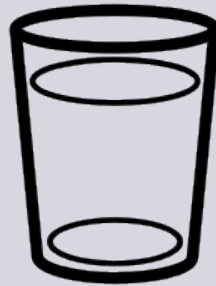
Example



water



more water



most water

1.2 Adverb 'As'

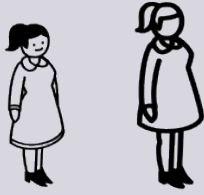
On the other hand, we can also use the **adverb 'as'** to compare things. When we mention only one of the things being compared in the sentence, we use 'as' + adjective, but when the thing or person it is being compared to is mentioned in the same sentence, we use 'as' + **adjective** + another adverb 'as' + **the thing/person being compared**.

Examples

Gary is nearly as fast at calculating as Mary.

This car is not quite as expensive as the other car.

I am almost as tall as my brother.

Who is taller? Mary or her sister?

Mary is not as tall.

Mary is not as tall **as her sister**.

1.2.1 Add Adverbs for Nuance

There are also some adjectives or adverbs that make our comparisons even more exact or accurate. These include phrases such as ‘not quite as . . . as’, ‘almost as . . . as’, and ‘nearly as . . . as’.

Examples

Gary is **nearly** as fast at calculating as Mary.

This car is **not quite** as expensive as the other car.

I am **almost** as tall as my brother.

1.3 Adverb Clauses

Adverb clauses using **Coordinating Conjunctions** or **Subordinating Conjunctions** (either by themselves or paired) can also be used in comparisons. This is covered in the chapter on sentence structure and adverb clauses. Examples are given below to demonstrate this.

Examples

While John is tall, Mary is short. (subordinating conjunction for contrast)

John is tall, **and** Mary is tall. (coordinating conjunction for similarities)

Both John **and** Mary are tall. (paired coordinating conjunction for similarities)

Exercise: Comparatives in Context

Underline the comparative forms in the following paragraphs.

When I went back to visit the city I grew up in, I was surprised by the things that had changed and by the things that had not changed. First of all, I went to visit the house I grew up in. The new owner had made it bigger, and it looked newer because he had renovated it. The new owner must have seen me standing there looking at the house for a long time, so he came out to talk to me. I explained that it was the old house I used to live in, and, surprisingly, he invited me in to see the changes he had made.

Some things had not changed. The living room was in the same place as it had been, and it was just as cozy as it had been. Likewise, the kitchen was the same, except that it had new appliances—the stove and fridge were newer, but the cupboards were just as old as they had always been.



Figure 5.2 Old House

Some things had changed, however. The new owner had made some rooms bigger and added some new rooms to better accommodate guests. There was less space in the yard because of the added rooms. The whole house felt more spacious, and because he had added some new bigger windows, the rooms inside were brighter, and they felt less gloomy.

All in all, I think he made the new house better. But I missed the house I grew up in. To me, my old house had a greater connection to my childhood.

Answers *show/hide*

When I went back to visit the city I grew up in, I was surprised by the things that had changed and by the things that had not changed. First of all, I went to visit the house I grew up in. The new owner had made it **bigger**, and it looked **newer** because he had renovated it. The new owner must have seen me standing there looking at the house for a long time, so he came out to talk to me. I explained that it was the old house I used to live in, and, surprisingly, he invited me in to see the changes he had made.

Some things had not changed. The living room was in the **same place** as it had been, and it was **just as cozy as** it had been. Likewise, the kitchen was **the same**, except that it had new appliances—the stove and fridge **were newer**, but the cupboards were just **as old as** they had always been.

Somethings had changed, however. The new owner had made some rooms **bigger** and added some new rooms to **better** accommodate guests. There was **less** space in the yard because of the added rooms. The whole house felt more spacious, and because he had added some new **bigger** windows, the rooms inside were **brighter**, and they felt **less gloomy**.

All in all, I think he made the new house **better**. But I missed the house I grew up in. To me, my old house had a **greater connection** to my childhood.

2.0 Comparatives for Showing Similarities and Differences

English language comparatives give us a chance to communicate the similarities and differences between things. There are degrees of comparatives, just as there are degrees of modals; however, they are easier to use. A similarity is how two or more things are the same or close to being the same. Black and gray are similar to each other, and there are different degrees of grey. A difference is how things are not like each other or are even opposite to each other, like black and white are opposite to each other.

Examples

Table 5.1 Comparatives for Differences and Similarities

Differences	Similarities
• He is better at tennis than his brother. • Ahmed is the tallest person I know. • Feng is better at chess than I am. • Olivera is kinder than her sister. • George is less worried about money than his brother. • These sweaters are very similar.	• My daughter looks like her grandmother. • This car is very similar to my father's car. • Some modern violins are almost as good as the violins made 250 years ago. • This new laptop is not any better than my old one. • He has become as rich as his father.

Exercise: Comparatives in Context

In the paragraphs below, underline the comparative forms that show differences or similarities.

You can tell that Kenji and Daisuke are definitely brothers because they share many of the same traits; however, they are also different in many ways.

First of all, they look almost the same, but Daisuke is a little taller than Kenji. Daisuke has a slightly wider face than Kenji, but Kenji's face is a little longer. Daisuke is the older brother, while Kenji is the younger brother. So, it is not surprising that Daisuke works harder and takes charge more than Kenji. Kenji is of course a little less serious than Daisuke.

Kenji likes to hang out with his friends more than Daisuke does. Kenzie has longer hair than Daisuke, and his clothes are a little more fashionable; however, Daisuke is just as friendly as Kenji.

They both enjoy sports, but one likes football, while the other likes baseball. These are both team sports. When it comes to individual sports, Daisuke likes sports that require a high degree of discipline, like cross-country running. Kenji, however, likes sports that allow him to meet other people, so he likes golf.

Answers *show/hide*

You can tell that Kenji and Daisuke are definitely brothers because they share many of the **same traits**; however, they are also **different** in many ways.

First of all, they look **almost the same**, but Daisuke is a **little taller** than Kenji. Daisuke has a **slightly wider** face than Kenji, but Kenji's face is **a little longer**. Daisuke is the **older** brother, while Kenji is the **younger** brother. So, it is not surprising that Daisuke **works harder** and takes charge **more than** Kenji. Kenji is of course **a little less serious** than Daisuke.

Kenji likes to hang out with his friends **more than** Daisuke does. Kenji has **longer** hair than Daisuke, and his clothes are **a little more fashionable**; however, Daisuke is **just as friendly as** Kenji. They **both** enjoy sports, but one likes football, **while** the other likes baseball. These are **both** team sports. When it comes to individual sports, Daisuke likes sports that require **a higher degree** of discipline, like cross-country running. Kenji, however, likes sports that allow him to meet **more people**, so he likes golf.



2.1 Things That Are Different



The suffixes ‘-er’ and ‘-est’ are used in connection with nouns, adjectives and adverbs.

Adjectives with ‘-er’ and ‘-est’ and also with ‘more’ and ‘less’ are often used to describe differences. They are not used to describe similarities.

Examples

Marta is **better** at math than Jorge.

Marta is the **smartest** in her class.

Jolanda is **more intelligent** than most people.

Adjectives with ‘-er’ and ‘-est’ are used with **single-syllable** adjectives and some two-syllable adjectives.

Adjectives with three syllables as well as **some two-syllable adjectives** use ‘more’ or ‘less’.

‘-er’ is used to describe something when only two things are being compared. In mathematical terms, it means $A > B$ or $A < B$.

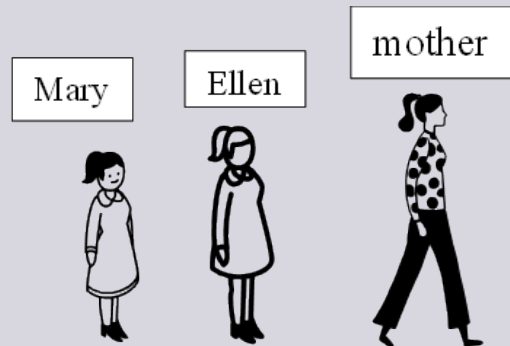
‘-est’ is used when comparing three or more things.

Examples

Mary is **shorter than** Ellen. (Mary < Ellen)

Ellen is **taller than** Mary. (Ellen > Mary)

Their mother is the **tallest**. (Mother > Ellen and Mary)



2.2 Comparative and Superlative Adjectives

2.2.1 One-Syllable Adjectives

For one-syllable adjectives, we use the comparative suffix ‘-er’ and the superlative suffix the + ‘-est’. Note that the article ‘the’ is used with the superlative form because the possible selection is limited to only one thing, person, or animal.

Examples

- fast – faster – the fastest
- high – higher – the highest
- low – lower – the lowest
- soon – sooner – the soonest
- hard – harder – the hardest
- late – later – the latest
- deep – deeper – the deepest
- wide – wider – the widest
- young – younger – the youngest

Examples in context:

- The Empire State Building was once the tallest building in the world at 443 meters, but that record would eventually fall to the much taller Jeddah Tower, which stands at 1-kilometer high.
- The lowest point in the United States is Death Valley at 86 meters below sea level, but the Dead Sea is much lower, and, at 414 meters below sea level, it is the lowest point in the world.
- At around 8,850 meters (29,000 feet), most people think that Mount Everest is the tallest mountain in the world; however, the world is not completely round. It bulges at the equator, so the earth is wider at the equator. So, if you are standing at the highest point on Mount Chimborazo in Ecuador, you are actually 2,070 meters farther from the center of the earth than you would be if you stood at the top of Mount Everest.
- For a brief time, the newly constructed Port Mann Bridge in Metro Vancouver, Canada, at 65 meters, was the widest of its kind in the world.

Table 5.2 Spelling of Comparative and Superlative Forms

Kind of Adjective	Comparative Form	Superlative Form
Ordinary adjectives	Add ‘-er’ as a suffix to the word. Example: • low – lower	Add ‘-est’ as a suffix to the word. Example: • low – lowest
Adjectives that end in ‘-e’	Simply add ‘-r’ to the word. The word already has ‘-e’ at the end. Example: • wide – wider	Add ‘-st’ as a suffix to the word. Again, the word already has ‘-e’ at the end. Example: • wide – widest
Adjectives that end with one vowel and one consonant	Double the final consonant and add ‘-er’ Example: • thin – thinner	Double the final consonant and add ‘-est’ Example: • big – biggest • hot – hottest • thin – thinnest

Some one-syllable adjectives have irregular forms.

Examples

good – better – the best

bad – worse – the worst

little – less – the least

much – more – the most

far – farther – the farthest

OR

far – further – the furthest

old – older – the oldest

OR

old – elder – the eldest

2.2.2 Two-Syllable Adjectives

Most two-syllable adjectives use the comparative ‘more’ or ‘less’ and the superlative ‘most’ or ‘least’ before the adjective.

Examples

common – more common – most common

famous – more famous – most famous

* Be careful not to use the suffixes ‘-er’ or ‘-est’ **together with** ‘more’ and ‘most’.

Example

She is more happier happy.

However, some two-syllable adjectives can use either ‘-er/-est’ or ‘more/most’. These include:

- simple – simpler – simplest

OR

simple – more simple – most simple

- happy – happier – happiest

OR

happy – more happy – most happy

- clever – clever – cleverest

OR

clever – less clever – least clever

- able – abler – ablest

OR

able – more able – most able

- quiet – quieter – quietest

OR

quiet – more quiet – most quiet

- gentle – gentler – gentlest

OR

gentle – less gentle – least gentle

There seem to be regional or national differences in the way these are used.

Some participles with two syllables can be used in the comparative and superlative forms. They are formed in the same way as adjectives; however, for the comparative, sometimes we use an adjective clause.

Examples

Passive Participle: eaten – more eaten – most eaten. (The most eaten food is rice.)

- The food that is eaten more is rice. (adjective clause)

Active Participle: alluring – more alluring – most alluring

2.2.2.1 Spelling of Two-Syllable Adjectives that End in ‘-y’

Change the ‘-y’ to ‘-i’ and add ‘-er’ or ‘-est’.

Examples

busy – busier – busiest

noisy – noisier – noisiest

petty – pettier – pettiest

lousy – lousier – lousiest

Examples in Context:

- The **most intelligent** person in the world was Albert Einstein, but the most clever might have been the escape artist Harry Houdini.
- The **busiest** airport in the world used to be Chicago's O'Hare airport.
- One of the most **common mistakes** that people make when learning English is with subject-verb agreement; however, it is not actually a mistake in choosing the wrong verb. The more common reason is that they make a mistake with the fact that a noun is 'non-count' and is therefore singular.
- Can the quietest person in the room be more annoying than the loudest person?

2.2.3 Adjectives with Three Syllables or More

All adjectives with three syllables or more use more and less for the comparative and most/least for the superlative. More/less and most/least are followed by the adjective. Again, be sure not to combine these words with '-er' and '-est'. For example, **don't use** 'more intelligenter' or 'most intelligentest'.

Examples

important – more important – most important

intelligent – more intelligent – most intelligent

visible – more visible – most visible

Some participles with three syllables can be used in the comparative and superlative forms. They are formed in the same way as adjectives.

Examples

interesting – more interesting – most interesting

fascinating – more fascinating – most fascinating

Study Tip: Visual Processing Power

What you see actually takes up a large part of your brain processing power. So, if you are learning something, try closing your eyes. People often do this subconsciously when they are focusing on

something. Make it a conscious practice when you are learning. If you are reading, and of course you need your eyes to read, take away any other visual distractions. Clean up your desk and remove clutter from your learning area. Have you ever found that a clean room is more relaxing? It is because it takes up less of our focus, and it helps us to relax.

In the same way that you declutter your desk of distractions, also declutter the information that you are learning. Take out anything that is unnecessary at the moment. You can always connect it later.

Exercises

1. **Write the comparative and superlative forms of the following adjectives. Remember that some may use 'more/less' or 'the most/the least' or may have irregular forms. Practice using 'less' and 'least' for some of your answers.**

1. capable	9. little
2. good	10. noisy
3. kind	11. able
4. bad	12. considerate
5. honest	13. magical
6. fortunate	14. cold
7. silly	15. much
8. constructive	16. clever
	17. huge
	18. busy

Answers *show/hide*

Note: Several answers may be possible

1. most capable, more capable, less capable, least capable	10. noisier, noisiest
2. better, best	11. abler, ablest, more able, most able, less able, least able
3. kinder, kindest	12. more considerate, most considerate
4. worse, worst	13. more magical, less magical, most magical, least magical
5. more honest, most honest	14. colder, coldest
6. more fortunate, most fortunate, less fortunate, least fortunate	15. more, most
7. sillier, silliest	16. more clever, most clever
8. more constructive, most constructive, less constructive, least constructive	17. huger*, hugest
9. littler, littlest	18. busier, busiest

* Note that 'huger' is not commonly used because 'huge' is often already considered to be the most huge; larger and largest are sometimes substituted here.

2. **Fill in the blanks using either the comparative or superlative form of the adjective that is given.**

- Although Min was two years _____ (young) than her brother, when Min was twelve years old, she was _____ (tall) than her brother.
- Do you know who the _____ (rich) man in the world is?
- In mathematics, $5a > 3b$ means '5a' is _____ (great) than '3b'.
- The _____ (tall) animal is the giraffe.
- Feng is _____ (generous) person that I know. He is always paying for others when they eat out together. On the other hand, maybe he is also _____ (wealthy).
- When I was a child, the _____ (constructive) person in giving feedback on my math assignments was my mother. What she said was never helpful because she actually knew _____ (little) about math than I did.
- Although my younger brother was _____ (small) than my older brother, he was _____ (noisy) and _____ (loud).
- Although the durian fruit is probably the _____ (smell) fruit in the world, many people consider it to be the _____ (tasty).
- In comparison to Italian, learning Japanese is considered to be much _____ (difficult) for Europeans to learn.
- Do you think that shrimp tastes _____ (good) than fish?

Answers show/hide

1. younger, taller	6. least constructive, less
2. richest	7. smaller, noisier, louder
3. greater	8. smelliest, tastiest
4. tallest	9. more difficult
5. most generous, most wealthy	10. better

2.3 Adverbs

Adverbs can have comparative and superlative forms like adjectives can. When using them, it is easy to confuse comparative and superlative adjectives with comparative and superlative adverbs.

2.3.1 One-Syllable Adverbs

For most one-syllable adverbs, add ‘-er’ and ‘-est’ to the adverb.

Examples

fast – faster – the fastest

hard – harder – the hardest

2.3.2 Two or More Syllables Adverbs

Almost all adverbs that have two or more syllables are used with ‘more’ and ‘the most’.

Example

forceful – more forceful – most forceful

Most adverbs with two more syllables are adverbs that end in ‘-ly’. When writing them, we always use more/most OR less/least.

Examples

- easily
- carefully
- thoughtfully

Examples in context:

- A **more commonly** held belief is that dogs are smarter than cats.
- The **most commonly** held belief is that cats are less friendly than dogs.
- He completed his homework **less carefully** when he was stressed.

2.3.3 Irregular Adverbs

Examples

- well – better – the best
- bad – worse – the worst

Examples in context:

- At first, he completed his work well.
- After he received feedback from his boss, he completed his work better.
- He finished his work the best when he was interested in a project.

Exercises

1. **Write the comparative and superlative forms of the following adverbs.**

1. completely	11. hard
2. forcefully	12. noisily
3. carefully	13. ably
4. well	14. considerably
5. candidly	15. rare
6. lazily	16. bad
7. easily	17. cleverly
8. fast	
9. quick	18. eagerly
10. carelessly	19. anxiously

Answers *show/hide*

1. more completely, most completely	11. harder, the hardest
2. more forcefully, most forcefully	12. more noisily, most noisily
3. more carefully, most carefully	13. more ably, most ably
4. better, the best	14. more considerately, most considerately
5. more candidly, most candidly	15. more rarely, most rarely
6. more lazily, mostly lazily	16. worse, worst
7. more easily, most easily	17. more cleverly, most cleverly
8. faster, fastest	18. more eagerly, most eagerly
9. more quickly, most quickly	19. more anxiously, most anxiously
10. more carelessly, most carelessly	

2. **Fill in the blanks using either the comparative or superlative form of the adverb that is given.**

- He did his work _____ (able) than his coworkers.
- Of all the people in the class, his calculations in accounting were done _____ (carelessly).
- Because he practiced the piano _____ (eagerly) than most other kids, he soon reached a professional level of playing.
- Because she often spoke _____ (casually) than most of the people at work, sometimes people thought that she was not very professional.
- When he cleaned his room as a child, he often did it _____ (quickly) than of all his brothers and sisters.
- In comparison with math, I found that I learned languages _____ (easily).
- Diamonds are _____ (rarely) found than gold.
- Of all the people playing tennis in the tournament, Hua played _____ (good), and she won the competition.
- In the first decade of the 21st century, Usain Bolt ran _____ (quickly) of any person alive.
- Because Yasmin did her work _____ (completely) than her brother, her teacher often treated her more kindly.

Answers *show/hide*

1. more ably	6. more easily
2. most carelessly	7. more rarely
3. more eagerly	8. the best
4. more casually	9. the most quickly
5. more quickly	10. more completely

2.4 Using 'Than' in Comparisons with Adverbs and Adjectives

In comparisons, we compare two or more things; however, **not all of** the things being mentioned are in the same sentence. So, because we already know one of the thing or things being compared, it is not mentioned in a second sentence, in which the comparative is used. This often happens with superlatives.

Example

Andres has two brothers. He is the **oldest**.

However, if both things being compared are in the same sentence, we use 'than' before the person, thing, or animal to which it is being compared. This may be followed by the verb 'BE' when using comparative adjectives or by the verb 'does' when using comparative adverbs.

Examples

than + noun phrase

- Andres is older **than** his brothers.
- Most dogs are more social **than** cats.
- Rachel works harder **than** her sister.

than + noun phrase + BE (used with comparative adjectives)

- than + noun or noun phrase
 - Andres is smarter than his brother.
- than + noun phrase + aux. verb or main verb
 - Andres is smarter than his brother **is**.

than + noun phrase + does (used with comparative adverbs)

- Carmen cleans her apartment **better than** her brother.
- Carmen cleans her apartment **better than** her brother **does**.

Exercises

1. **Combine the following sentences into one sentence. Use 'than + aux verb or main verb' in the sentence you write. Follow the two different patterns given above.**

Example: My jokes are funny. My brother's jokes are funnier.

- My brother's jokes are funnier than mine.
- My brother's jokes are funnier than mine **are**.

1. To me, dogs are scary. Bears are scarier.
2. Algebra is hard. Trigonometry is harder.
3. Skating is exciting. Skiing is more exciting.
4. Meeting with my supervisor is stressful. Meeting with the CEO is more stressful.
5. My older brother is kind. My younger brother is even more kind.

Answers *show/hide*

1. To me, bears are scarier than dogs.
To me, bears are scarier than dogs are.
2. Trigonometry is harder than algebra.
Trigonometry is harder than algebra is.
3. Skiing is more exciting than skating.
Skiing is more exciting than skating is.
4. Meeting with the CEO is more stressful than meeting with my supervisor.
Meeting with the CEO is more stressful than meeting with my supervisor is.
5. My younger brother is even kinder than my older brother.
My younger brother is even kinder than my older brother is.

2. **Complete the sentences below using the information given above it. Use 'does' in your sentence.**

Example: Pia works hard. Anong works harder.

- Anong works harder than Pia **does**.

1. Juan tells funny jokes. Carlos tells funnier jokes.
Carlos tells funnier jokes
2. My father talks very loudly. (But) My uncle talks more loudly.
My father talks very loudly
3. My bicycle needs repairs. My car needs even more repairs.
My car needs even more repairs
4. The financial planner works carefully. The accountant works more carefully.
The accountant works more carefully
5. My biology instructor gives hard assignments. My anatomy instructor gives harder assignments.
My anatomy instructor gives harder assignments

Answers *show/hide*

1. Carlos tells funnier jokes than Juan does.
2. My uncle talks more loudly than my father does.
3. My bicycle needs repairs. My car needs even more repairs than my bicycle does.
4. The accountant works more carefully than the financial planner does.
5. My anatomy instructor gives harder assignments than my biology instructor does.

2.5 Using 'As + As' for Things that are the Same

It is possible to use the paired comparison 'as . . . as' to link an adjective with a noun to say that something is the same or not the same as something else.

- We can use other words, such as 'almost' or 'nearly', to modify this to make it more nuanced.

- nearly as (close to same)
- almost as (close to same)
- not nearly as (not close to)
- just as (same)
- There is a negative form of this construction to deny that something is the same as something else.

Form: noun + verb + ‘as’ + adjective/adverb + ‘as’ + noun

Negative Form: noun + verb + ‘not as’ + adjective/adverb + ‘as’ + noun

Examples

Toronto is **as** big **as** Chicago.

The population of the state of California is almost **as** much **as** all of Canada. (modified)

Southeast Asian elephants are **not as** big **as** African elephants. (negative form)

Again, use the verb ‘be’ with comparative adjectives and the verb ‘does’ with comparative adverbs.

Examples

Examples using ‘than’ + noun phrase + ‘BE’ (used with comparative adjectives)

- ‘than’ + noun phrase + aux. verb or main verb
 - Andres is as smart as his brother **is**.

Examples using ‘than’ + noun phrase + ‘does’ (used with comparative adverbs)

- Carmen cleans her apartment nearly as well as her brother **does**.

Exercise: Using 'As . . . As'

Write sentences comparing the two people, things, or animals listed. Then, use the adjective and comparative word that reflects the meaning in (parentheses).

Example: John, Susan, friendly (same):

- John is as friendly as Susan is.
1. Samuel, Kareem, hard-working (same):
 2. Emma, Sara, works, diligently (same):
 3. Dolphins, human, smart (nearly the same):
 4. Empire State Building in New York (102 stories), Willis Tower in Chicago (108), tall (almost):
 5. Mount Kilimanjaro in Tanzania (5,995 m, 19,340 feet), Denali Mountain in Alaska, USA (6,190 m, 20,310 feet), high (nearly):
 6. Haru, Miumi, play cello, well (nearly same):
 7. Chao, Feng, as good at basketball (same):

Answers *show/hide*

1. Samuel is as hard-working as Kareem is.
2. Emma works just as diligently as Sara does.
3. Dolphins are nearly as smart as humans are.
4. Empire State Building in New York is nearly/almost as tall as the Willis Tower in Chicago.

5. Mount Kilimanjaro in Tanzania at 5,995 m (19,340 feet) is almost/nearly as tall as Denali Mountain in Alaska, USA at 6,190 m (20,310 feet).
6. Haru plays cello nearly as well as Miumi does.
7. Chao is as good at basketball as Feng is.

2.6 Comparing Quantities (How Much There Is of Something) Using More, Less, and Fewer

With comparatives or superlatives, we can also compare quantities of something—how much there is of that something. We can compare people, animals, and things, which are all nouns. However, we are not limited to comparing only things you can see or touch. We can also talk about things that are really just concepts or ideas. These are represented by abstract nouns. Abstract nouns include things like organization, anger, beauty, or activities.

Examples

The world needs more love.

This company needs more organization.

The second time she played the music, she did it with less difficulty.

This zoo has more animals than it used to.

Form: We use more, less, and fewer to compare different amounts of something. This could include things that have different amounts at different times.

Examples

Jakob has fewer books than Anna.

I have less money than I did last month.

2.6.1 Quantities of Things That We Can Count or Are Not Able to Count: Count and Non-countable Nouns

If we are going to talk about different amounts of something, it seems that we need to be able to count it; however, not all things, like water or sand, can be counted. For these, we talk about how much there is. For example, we can say, ‘I drank two liters of soda.’ We use different comparison words with count nouns (things that can be counted) than we do with non-count nouns (things that cannot be counted).

- For something that is > greater than:
 - Use **more** for both countable and uncountable nouns.
- For something that is < less than:
 - Use **fewer** for countable nouns.
 - Use **less** for non-countable nouns.

Count nouns are things, people, or animals you can count. Obviously, you can count people or animals, but there are many things or substances in the world you cannot count. Many of them do not form separate units or entities or are difficult or impossible to count. Others are actually only ideas—they are abstract nouns, and it is not possible to count these. There are general categories for nouns that represent things you can’t count.

Normally, we use ‘than’ to compare two things when we use ‘more’, ‘less’, or ‘fewer’. However, when both objects/things/people being compared are not mentioned in the same sentence in which you make a comparison, we do not use ‘than’.

Examples

There are fewer people **than** insects. (the things being compared are in the same sentence—use ‘than’)

There are probably trillions of insects in the world. There are fewer people. (the things being compared are in different sentences—‘than’ is not used)

The categories, with examples, of non-count nouns include the following:

- **Substances:** Air, water, sugar, rice (it may seem that you can count rice, but a ‘separate’ piece of rice is called a ‘grain of rice’. You can count these. It is partly a cultural idea of what rice is. Rice is normally measured in quantity (how much—such as a cup of rice or a gram of rice).
- **Abstract ideas:** Love, peace, organization, advice, immigration
- **Mass nouns:** Clothing, furniture, equipment. Some of these have another synonym that can be counted such as machinery/a machine, luggage/a suitcase, furniture/a couch.
- **Academic subjects, research fields, or languages:** Geometry, science, German language, literature, art, Hmong language, music.

Note: ‘Math’ is considered to be a count noun in some regions, while in others it is considered to be countable. This is because on a basic level, such as in an elementary/primary school, it is not countable, but at an advanced level, there are different fields of mathematics, such as calculus, trigonometry, or geometry—these are the different ‘maths’ in the area of mathematics.

- **Elements of nature:** Lightning/thunder, rain, weather (things like earthquakes can be counted).

Study Tips: Subject/Verb Agreement

Errors in subject/verb agreement are often not a result of an error in choosing a singular or plural verb; rather, it is usually because the speaker or writer is not sure if a particular noun or verb is

singular or plural. The area of confusion is usually with non-count nouns. All non-count nouns are considered singular.

Exercises

1. **Look at the following nouns and make short sentences. Decide whether or not they are count or non-count nouns. Then, use either 'more', 'fewer', or 'less' to compare them. In this exercise, we use > for 'more than' and < for 'less than'. The first thing mentioned is what you should start with in your sentence. If there is a mixture of count and non-count nouns, the noun for which you use 'more', 'less' and 'fewer' should be considered as the noun that determines which word of quantity you use (more, less, or fewer). You should also add -s/-es to the noun if it is countable.**

Example: apple > orange

- There are more apples than oranges. (countable)

1. water < milk
2. machines > people (at the factory)
3. thunder < clouds
4. furniture < rooms to put them in
5. milk < coffee
6. anger > peace

7. country < language
8. grapes < people to eat them

Answers *show/hide*

1. There is more water than milk.
 2. There were more machines than people at the factory.
 3. There was less thunder than clouds.
 4. There is more furniture than rooms to put them in.
 5. There is less milk than coffee.
 6. There is more anger than peace.
 7. There are fewer countries than languages.
 8. There are more grapes than people to eat them.
2. **Create sentences using ‘more’, ‘less’ and ‘fewer’.** First, decide whether the nouns are count or non-count and decide which comparison word to use. Then, guess or predict which of the pair of words has the greater quantity in the world. Finally, use one of the additional words and phrases given below to write a sentence or sentences. Try to use all the following three sentence patterns.

Examples:

- The world has many lakes. There are fewer oceans. (two separate clauses)
- There is more salt water in the world than fresh water. (use one clause with two things being compared using ‘than’)
- The world has more salt water than fresh water. (use one of the things being compared as the subject of the sentence—use one clause with two things being compared using ‘than’)

1. butterflies/mosquitoes (in the world)

2. locusts/plants (during some years, in some countries)
3. rice/wheat/in North America/in China (with two clauses, use the coordinating conjunction showing contrast—"but")
4. amount of land/Canada/Russia
5. lions/tigers/in the world
6. times of war, times of peace/in general/in history
7. people in India/people in China
8. usage of French/usage of English/in Canada
9. Chinese speakers/English speakers
10. Write three of your own sentences

Answers *show/hide*

Answers may vary. Examples are given below.

1. There are more mosquitoes than butterflies in the world.
2. In some countries and then some years, there are more locusts than plants.
3. In North America, a lot of wheat is grown, but in China more rice than wheat is grown.
4. There's more land in Canada than in Russia.
5. It's hard to say if there are more lions than tigers in the world.
6. In history and in general, there are more times of peace than times of war.
7. Currently, there are more people in India than in China.
8. The usage of French in Canada is less than the usage of English.
9. There are currently more English speakers than Chinese speakers in the world.

2.7 Degrees of Comparison: Strengthening Comparatives

More nuance can be given to Comparative Adjectives by adding words such as ‘much’ or ‘a little’ in front of ‘more’ or ‘less’ (i.e. much more, a little less).

We cannot do this with superlatives because there is only one amount involved—we cannot add anything or take anything away from ‘the most’, for example.

When we say ‘strengthened’, we also include it with words such ‘less’. When we think of ‘less’, it may not seem like it can be strengthened. This is because strengthen means ‘a greater degree of’ and not ‘a greater amount of’. You can have a greater degree of ‘less’.

Besides adding ‘more’ and ‘most’ to some comparatives and superlatives, we can add different degrees or nuances of comparative and superlative adjectives or adverbs by adding words such as ‘much’ or ‘a lot’ to them. They strengthen or weaken the comparatives or superlatives by different degrees.

Some of these words include:

- somewhat (weak)
- a bit (weak)
- much, a lot (strong)
- far (very strong)
- even (by a degree better)
- absolutely (highest degree)

With adverbs, we can use ‘much more’ or ‘a lot more’.

Examples

He was feeling **much better** than yesterday.

She was an **absolutely better** athlete than anyone in her country.

She sings **far better** than her sister.

He is feeling **somewhat poorly** today.

The employees at our office are **much busier** this month.

He completed his work much **more carefully** after he made a serious error.

Exercise: Strengthening Comparatives

Form sentences from the following words or phrase, adding comparative words to them. While you are doing it, also add words to strengthen them. You can use the words below to strengthen or add nuance to the comparatives.

- a little
- somewhat (weak)
- a bit (weak)
- much, a lot (strong)
- far (very strong)
- even (by a degree better)
- absolutely (highest degree)

Example:

Einstein/I/intelligent

Einstein was a lot **more intelligent** than I am.

1. dog/turtle/fast
2. Einstein/me/good at physics
3. trucks/SUVs/heavier
4. cows/giraffes/short
5. grizzly bears/lions/big

6. gold/silver/expensive

Answers *show/hide*

Answers will vary.

1. Dogs are much faster than turtles.
2. Einstein was far better than I am at physics.
3. SUVs are a little heavier than trucks.
4. Cows are much shorter than giraffes.
5. Grizzly bears are somewhat bigger than lions.
6. Gold is quite a bit more expensive than silver.

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CHAPTER 6: MODALS

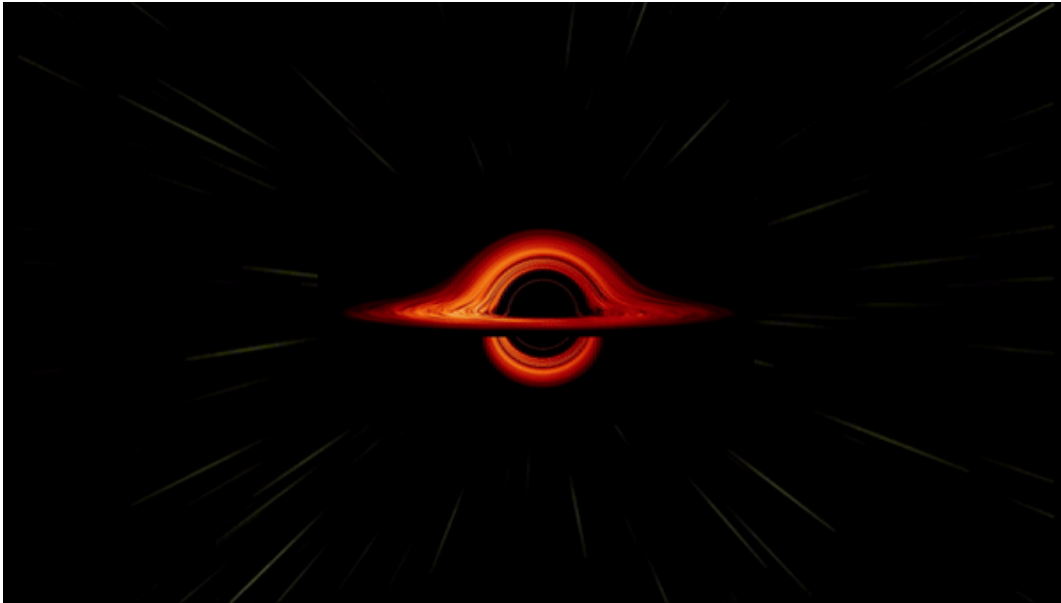


Figure 6.1 Accretion Disk

1.0 Prelude

Modals are maybe the most human aspect of the English Language. They have a social function and also the function of describing things from a human viewpoint. They are very important because they are used to navigate our relationships with others—they have a social function. They convince, demand, give advice, add intensity to what we are saying, and many other things. We also use them to describe things, people, or situations, but when we use them to do this they also can add our own interpretation of reality in relation to those things. We give out thoughts on how likely something is to happen, or they interpret the reasons for something. In short, without them, English may be sort of robotic.

In music, there are modal harmonies. A piece of music can sound happy and delightful, or it may sound serious and intense—these are due to music modalities. In the same way, English modals add flavor or feeling to what we say, and just as people and their viewpoints and feelings are complicated, so also are modals.

Modals are more complicated than they seem. Their different functions, intensities, nuances, and tenses all interact in complicated ways and influence meaning or tone. In the **first section**, we will introduce and describe these aspects.

In the **second section**, we will try to make order out of the chaos of modals—the modals will be divided

into only two functions. The two functions are the **Social Function** and the **Descriptive Functions**. All of the other elements (i.e. intensity, nuances and tenses) will be included inside of these two functions.

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I. OVERVIEW OF MODALS

1.0 Introduction: What is a Modal?

Modals **add something** to verbs; however, they themselves **do not really carry any meaning**. Instead, they are sort of like adjectives for verbs, yet do not describe in the same way as an adjective does.

Modals have different **modes of operation**, just like a four-wheel drive vehicle might have different ‘**modes**’ for driving on the highway, driving in mud, and driving on rocks. Or perhaps you could compare it to a spaceship that has a **regular mode** for high-speed travel and then a **warp-speed mode** for travel at the speed of light.

However, the **modes** for verbs are not for space travel—of course! Instead, there are **different verb modes** that reflect different **social** functions, which in turn facilitate different social interactions. There are also **interpretive functions**, which can reflect the speaker’s **attitude or assessment** of a situation. In the **latter case**, they also serve to accurately reflect reality in terms of how realistic or possible something is, at least **according to** the speaker or writer.

2.0 Aspects of Modals

As mentioned earlier, modals are complicated. Their different functions, intensities, nuances, and tenses all interact in complicated ways and influence the meaning or ‘tone’ of a verb. We will look at these different aspects here before focusing on the most important categories for using them—their social and interpretive functions.

2.1 Modals and Verb Tense

Modals themselves do not have a verb tense like verbs do. The **verb** that they are associated with can have a tense, but the **modal itself** does not carry a tense. The tenses in a particular sentence are **given by the main verb** and the **context** of the sentence (for example, by a time word) and not by the modal itself.

Some modals are considered to be past or future modals. It is important to point out, however, that it is the modal itself that is considered to be a present, past, or future modal rather than having a present, past, or future **form** like verbs do.

2.2 Modals and Number (Singular and Plural)

Also, the form of the modal + verb is not influenced by the number of the subject. For example, you say, “He must go” and NOT “He must goes” OR “He musts go”. There is no 3rd person singular modal form.

2.3 Modal Forms: Simple and Phrasal Modals

Modals have two forms: Simple and Phrasal. These are found in **both** the **social functions** of modals and the **descriptive function** of modals. Although there may be some Simple and Phrasal modals that have similar meanings. There are usually only slight differences between them. Since they are found **throughout** the social and descriptive functions of modals, the different phrasal modals will be introduced in **different places**.

2.4 Formality and Intensity

Modals can have different levels of formality or intensity. This allows people to be polite or less demanding on the one hand or to be more aggressive or forceful on the other hand. It is important to be able to use these appropriately because they play an important social function and can influence someone’s perception of you as a person.

3.0 Modal Functions

As mentioned earlier, modals really operate within **two functions: a social function** and an **interpretive function**. These are described in greater detail here.

3.1 Social Function of Modals

First, modals have a **social function** in negotiating or facilitating practical actions or negotiations through the tools of **social interaction**. Modals have a social function in adding social nuance to our interactions. Words that sound too strong for a particular situation can be considered as being rude or offensive. On the other hand, we may wish to intensify our words to add pressure to what it being suggested or even commanded. How we use these modals can influence people’s perceptions of us.

The **main social functions** that modals express include:

- Expressing willingness, promises and intentions
- Giving and receiving permission

- Making a request or an offer
- Prohibiting action
- Giving advice

3.2 Interpretive Function of Modals

A **second use** is to more accurately **describe** or **communicate** the truth or facts about people, our world, or our situations. However, there is also a human aspect to this. These **descriptions** or **communications** using modals actually include the speaker's or writer's **interpretation** of reality. Namely, they can express **certainty** or **uncertainty** about a situation, a person's **predictions** about or perception of a situation, or perhaps someone's **attitude** about a situation or towards a person.

Examples

Certainty

- It could rain tomorrow. (some chance of rain)
- It will probably rain tomorrow. (around a 75% chance of rain)
- It will rain tomorrow. (very high chance of rain)
- Everything is wet. It must have rained this morning.

Prediction

- Susan is late. Her car must have broken down.

Attitude:

- You must never be late again!

4.0 How Do We Write Modals?: Two Forms

Modals have **two forms: Simple Modals and Phrasal Modals**.

4.1 Simple Modals

First, there are **Simple Modals**, which consist of **a modal + the simple form of a verb**. They do not have verb tenses. Although there are modals that are present, past, or future modals, they themselves are defined as present, past and future modals. They are not a past or future form of a present modal. They stand on their own.

4.2 Phrasal Modals

Secondly, there are various forms of **Phrasal Modals**. They are called ‘phrasal modals’ because they have several words that make up a phrase. Sometimes, this is because they reflect verb tenses. Although the modal itself does not have a tense, the modal itself can be a past modal, a present modal, or a future modal.

Pattern 1: modal + ‘to’ + base form of the verb.

Examples

I **have to** brush my teeth now.

She **is able to** run a mile in under four minutes.

Pattern 2: verb ‘be’ + modifier + ‘-ing’ form of the verb.

Examples

They **should be coming** soon. (with the ‘-ing’ form of verb)

They **could be late** today. (with an adverb modifier)

He **could be an athlete**. (with a noun modifier)

4.3 Other Patterns

There are some modals, such as ‘had better’ that follow other patterns.

There are also other ways to show the same social function as modals. However, they are not actually modals. Sometimes they are called ‘semi-modals’, and they can take on verb tense forms.

Examples

- Be allowed to
- Be supposed to

These two forms of modals can be used in modals with a **social function** or a **descriptive function**, though they are **more commonly used** with modals that have a **descriptive function**.

4.4 Difference in Meaning between Simple and Phrasal Forms

With simple and phrasal modals, there are sometimes a simple form and a phrasal form that have very similar meanings; however, they often have a very slight difference in meaning or in usage. Which one you use often depends on the context that it is used in and the intended meaning. The following are examples of this:

Table 6.1 Simple vs Phrasal Modals

Simple Modals	Phrasal Modals
He can play cello very well.	He is able to play cello. (can indicate a surprising or unexpected situation)
The sportscaster said that our team will win.	A lot of people say that our team is going to win. (could be slightly less strong than 'will')
He couldn't walk when he was three years old. (ability)	There is not much difference in meaning from the simple modal form. However, an alternate meaning could be that, although he normally has the ability to walk, he is not able to walk at the present time (perhaps he has broken his leg).
They promised that they would do it. (a promise)	They said that they were going to do it. (this is more than a promise—there is actually a plan)
You must hand the assignment in by tomorrow.	You have to hand in your assignment by tomorrow. (slightly stronger)
You may use my car if you want.	You are permitted to use the company car. (this is more official and rule-based)
I should ask her to do it. (advice)	I'm supposed to ask her to do it. (obligation)
We might eat Thai food for dinner.	(no phrasal match)

5.0 Verb Tenses and Modals

Although **modals** do not have a **verb tense form**, phrasal modals can be used with different verb tenses, including the continuous and perfect verb tenses. However, the verb tense is not part of the modal, because it is part of the verb and the context that follows the modal.

The verb tense of these phrases depends on the context and the meaning that is intended. The following are some phrasal modals that use different verb tenses. A subtle difference in meaning is sometimes reflected in the use of different verb tenses. A chart of the use of verb tenses with modals will follow in a later section.

6.0 Other Aspects of Modals

Within the **Social** and **Interpretive** functions of modals, there are other aspects of modals that can add nuance to the verb. These aspects include a scale of formality or the intensity of certainty.

6.1 Scales of Formality, Certainty, or Intensity

Within the sphere of either the social or descriptive function of modals, we can use them in a way that expresses a level of certainty or intensity. These are also somewhat linked to the level of formality.

6.2 Level of Certainty

Modals are used to express a certain level of certainty. How sure are we about something happening or the truth of the situation? We can express some uncertainty by using ‘could happen’ or a strong certainty of something happening by using ‘will happen’.

6.3 Level of Formality

Modals can be used to express different levels of formality. For example, a very formal and indirect way of making a request would be to say, “I’m wondering if you could possibly help me with my assignment?” On the other hand, a less formal and more direct way of saying it could be, “Could you help me with my assignment?”

6.4 Level of Intensity

Modals can express different levels of intensity—expressing how important something is and perhaps putting pressure on another person to do something. This can range from simply making a suggestion while trying not to make the other person feel obligated to do it or feel any pressure to do it. For example, when giving advice, we could say, “You could talk to the teacher about it.” A medium level of pressure would be to say, “You should talk to your teacher about it.” The other extreme end of putting pressure on someone could be to say, “You have to talk to the teacher.”

7.0 Writing the Modal Forms

To write the **simple modal forms**, we use the modal + the base form of a verb. The base form is the simple verb without any endings or verb tenses.

Examples

I could have fish for dinner.

He can run very fast.

To write **phrasal modals**, we use several different forms. For example, certain continuous tenses and participle forms are used with modals.

Examples

He could **be playing** tennis right now.

They might **be coming** for dinner.

It is also possible to use modals with either action verbs or non-action verbs such as the verb 'BE' to describe someone or a situation. In the case of non-action verbs, there are several possibilities for how they can be written. They all use a **Subject + Linking Verb + Modifier sentence**. The modifier can be a noun, adjective/participle or adverb/preposition phrase:

Subject + Modal + BE + an Adjective or Participle

Examples

If she could come, **it would be wonderful**. (adjective)

If it were dropped, **the dish would be broken**. (participle)

If I could be any animal, **it would be a dog**. (noun)

Phrasal modals are sometimes formed by combining a modal auxiliary verb with another word, such as 'to' or 'to be', which is followed by the base form of the main verb. These are sometimes confused as being a modal + infinitive verb. However, the word 'to' is part of the modal and not part of an infinitive. Phrasal modals often convey a similar meaning to simple modals but may have slightly different nuances.

Examples

You **have to** finish your homework.

I **used to** live in New York.

We **ought to** visit them next month.

They are late. They **must be** caught in that bad traffic jam.

Making questions for phrasal forms is the same as making questions with verbs that have an auxiliary. The auxiliary verb is moved in front of the subject of the sentence.

Examples

Yes/No Question

Sentence: You **are allowed** to use this copy machine.

Question: **Am I allowed** to use this copy machine?

Information Question

Sentence: She **is** studying in her kitchen.

Question: Where is she studying?

8.0 Postlude

By now, you might be feeling overwhelmed by all of the different aspects of modals. How do they all work together? How can we sort this all out to begin to actually use them?

To make it possible for our brains to sort this all out and to use modals, we will divide modals into the two groups that we mentioned before—the two functions of modals (Social and Descriptive Functions). All the other aspects of modals will be dealt with under these two categories. There will still be a lot of detail, but when it comes to using modals, we use them within the purposes of the two modes—the **social mode** and the **interpretive mode**.

II. SOCIAL FUNCTION OF MODALS: MODALS FOR SOCIAL INTERACTION AND ENGAGEMENT

1.0 Introduction to the Social Function of Modals



One kind of modal is a modal that has a **Social Function**. It is used in social interaction and engagement. This means that we modify verbs in some way in order to influence others in some way. This can include how forcefully or politely we say something—how we are negotiating something or how we express social control.

There are different forms for how these modals are written, including simple modals or phrasal modals (modals which are made by adding words such as auxiliary verbs to the modal). However, most modals of social function are simple modals made up of a single word modal + a base form verb:

2.0 Simple Modals

Simple modals are usually used for expressing different **social functions**:



- willingness or intent
 - can, will, could, should be able to
- obligations/expectations
 - must, have to/has to
- different levels of advisability
 - could, should, might
- permission/denial/prohibition
 - can/can't/must not
- requests

- could + pronoun (example: Could I . . . ?)

Simple modals are also used to express things that **are facts or generally true**, things that are true at the time of speaking, or statements about future actions:

Examples

You shouldn't drink coffee before you go to bed. It will keep you up all night. (general facts or things that are generally true)

He might be too busy to come to the meeting this afternoon.

He must be running late. He was supposed to be here at 6:30.

I will come by here at 3:30 p.m.

She called and said that they might be 30 minutes late. We should start the meeting without her.

Simple modals are formed by **adding the base form of a verb to a modal**. There is no 3rd-person singular form.

Examples

I must go.

You should study.

They might go to the movie.

He musts go (this is wrong).

Below is a list of the most common modals of social function with an additional brief explanation of how they are used. Following this, there is an expanded explanation of each, followed by practice exercises. They do include both simple and phrasal modals. However, most modals of social function are simple modals.

3.0 Summary List of Modals of Social Interaction: Social Interactions and Negotiations

3.1 Willingness, Promises and Intentions

Examples

I can go to the store to get some cheese. (willingness)

I will call you tonight! (promise)

I should be able to finish this by 4:30 p.m. (intention)

3.2 Permission

There are both simple and phrasal forms of this modal.

3.2.1 Simple

Examples

You may use this desk if you would like to.

You can use my laptop if you need it.

3.2.2 Phrasal

While simple modals of permission use ‘can’ and ‘may’, the phrasal modal is ‘be allowed to’. The same form of modal is used to make a statement. Note that there are past and future forms of the phrasal modal of permission.

Examples

I was allowed to use my friend’s car to drive to Chicago.

We were allowed to go to the theatre alone when we were kids. (past)

My brother will be allowed to drive my mother’s car when he is 18. (future)

3.3 Requests and Offers

Examples

Could you put this plastic in the recycle bin?

I could help you finish cleaning your car.

3.4 Preference

Example

I would rather watch an action movie.

3.5 Prohibition (Must Not Do)

Examples

You must not touch this wire. It is live, and you could get severely injured.

You cannot use this hairdryer—it belongs to me.

3.6 Advice

There are various levels of intensity when giving advice.

3.6.1 Weak Advice (Could Do)

Examples

You could call Gina and ask her to do it.

You might talk to your boss to see if you could get time off.

3.6.2 Medium to Strong Advice (Should Do)

Example

You should get an electric bike to go to work. It would save you a lot of money.

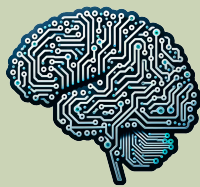
3.6.3 Absolute Advice—Obligation (Must Do—Don't Have a Choice)

Examples

You have to study, or you will not get a good grade.

You must catch the 6:00 train, or you will be late for work.

Study Tips: Understanding Your Brain



While we often compare computers to the human brain, your brain is actually very different than most computers. Somehow, our brains are much better than computers (though this is changing), at least for some things.

So why are our brains so good?

- It is about processing power.
- Modern computer chips actually have much faster and processing power than a neuron, which is the computer chip of the brain.
- Some have more than one core. A core is like a mini-computer chip inside of a chip. Some computers are 4 core, 8 core, etc. This allows modern computers to do many things at one time. The computer divides up the work and gives each core part of the work.
- Our brains are so good because our brain is a multi-million core computer chip. Wow!
- The effect is that your brain can recognize patterns very easily and very quickly. So it is very good at learning.
 - For example: We know that elephants follow a pattern, and we instantly know when we see a elephant.

- They have big ears, short tails, four thick legs, a long snake-like trunk, and two long 'teeth' called tusks, that stick out in front of their heads.



Everything in our brain is connected! It is not like a jar full of individual coffee beans. It is like a spider web.



To get the bug (find the information we are looking for), find something in our brain that it is connected to and then just pull out everything that it is connected to. **For example:** When we lose something, we can try to remember what we were doing and where we were doing it when we lost that something.

What to do?

- Understand the web pattern/design!
- Memorize the web form (outline).
- Everything else sticks to the web, like a bug sticks to a spider web. If you have a web, everything else sticks to it more easily.
- Look at and memorize how the Modals are connected to verbs in two ways: Social Function and Descriptive/Interpretive Function. Then look at the things that are connected to these to functions. Memorize the different functions of each and analyze/memorize HOW they are connected (their function).



4.0 Categories of the Social Function of Modals

In the following sections, the different social functions of modals are explored, with explanations of how they are used, with examples to demonstrate these, and with exercises to practice them with.

4.1 Willingness, Promises and Intentions

4.1.1 Willingness and Promises

Modals can be used to show that someone is **willing** to do something—meaning that they are volunteering to do it. However, there is a bit of nuance in this.

4.1.1.1 Willingness: Can

We use ‘can’ IF the other person would like us to do it. They may not want us to do it or need for us to do it.

Examples

A: I need someone to help me move next weekend. Can anyone help me?

B: I am free on the weekend. I **can** help you.

I **can** go to the store to get some cheese.

4.1.1.2 Promises: Will

‘**Will**’ is stronger than ‘**can**’. We expect that the other person will do it. It can be used to make a promise, meaning that the other person can be 100% sure that you will do it. Contractions can be used with ‘will’; however, they are only used for speaking and for informal written communication such as texting.

Examples

I will wash the dishes after dinner.

We’ll call you tonight!

I'll make dinner tonight.

- you'll, he'll, she'll, it'll, we'll, they'll: abbreviations for future tense are only used in speaking. In informal writing, only 'I'll' is used.

4.1.2 Intentions

Intentions are things that we have decided to do. We can use 'will' or 'going to'. 'Going to' is a phrasal model and has a slightly different nuance than 'will'. 'Going to' is more than an intention—we use it when we have actually made plans to do something. Another phrase for expressing a very low level of intention, though not a modal, is 'thinking of'.

4.1.2.1 Low Intention: Thinking Of

There is a possibility that the intentions could change. It is a very low level of intention.

Example

I am thinking of buying a new coat.

4.1.2.2 Intention: Will

This is a high level of intention. It can be used as a promise (100% intention).

Example

I will be at your graduation next month. You are my best friend.

4.1.2.3 Intention With a Plan: Going To

Example

I am going to see the doctor tomorrow. I have an appointment at 2:00 p.m.

4.1.2.4 Intention at the Time of Speaking

We use ‘will’ or ‘going to’ to differentiate when the intention was decided. We use ‘will’ when a decision is made at the time of speaking. We use ‘going to’ when the decision was made in advance.

Examples

Compare:

- A: I’m going to eat at a Vietnamese restaurant. I haven’t cooked dinner. Does anyone want to go with me?
B: I’ll (I will) go with you.
- A: What are you going to do over the weekend.
B: Well, my friend and I are going to eat at this new Thai restaurant on Saturday.

4.1.2.5 Intention vs Ability

An **intention** is weaker than a promise. In some cases, we are **willing** to do it, but we are not sure that we are **able** to do it. So, there is a chance that we will not do it. At the moment, we think that we can do it, but this could change.

For **intention**, the same forms can be used as for a promise. However, a weaker form would be, “I should be able to do it.” This is a phrasal modal with Modal + BE.

Examples

I should be able to finish this by 3:00 p.m.

They should be able to go with us to the movie tonight.

4.1.3 Negative Forms for Willingness, Promise and Intentions

There is also **negative form** of modals for **willingness, promise and intentions**, which we use to describe something that will NOT happen. An intention is usually first expressed, followed by a statement that it will not happen. Here, the social purpose is to show that we are willing to do something, but that we are not able to do it, or it is not possible. **‘Would’** is used as a modal, followed by a statement saying that it will not happen.

Examples

I would be able to get better grades, but my job is taking too much of my time.

She would help you, but she has a dentist appointment at that time.

If a **negative form** of this modal is used in the past, the speaker says that something was intended in the past, but it did not happen. Usually, a reason is given for why it did not happen. Here, we use ‘would’ or ‘would not’ + ‘have’ + past participle of the main verb. This is usually followed by a reason for why it did not happen. It is also possible to use ‘could’ + ‘have’ + past participle of the main verb to say that it was possible but did not happen.

Examples

I would have called you this afternoon, but my phone was not working.

I could have gotten the promotion if I had taken an extra course in customer service.

Exercises

1. **Underline the modals in the following sentences. When you are finished, discuss with a partner whether each is a modal of willingness, promises, or intentions.**

Imagine that you are the CEO of a rocket company. You are very good at building rockets, but you don't know how to make them actually fly. You need to find another company that can (ability—not willingness) build the equipment and computer programs that are needed to control the rockets. You have a number of companies that are applying to do this work, but they seem to have different levels of confidence.

Contractor #1 says that they can do this—they have the ability and willingness to do this.

Contractor #2 says that they are going to do this. They seem to have a lot of confidence that they can do it, and they seem to have plans to do it. But last year, they said that they could do it, but they got too busy with something else, and then told you that they had to back out (but... maybe someone else was actually paying them more money?). Now they say that their schedule is clear and that they are going to do this. They already have it in their schedule, and they have plans to do it. Well, they have a lot of plans, but you wonder if they really mean it when they say that they are going to do it.

Contractor #3 doesn't seem to have as much confidence as company #2. They said that they should be able to do this. But maybe they mean that they have the ability to do it but not the time? Or maybe they have the time but are not sure if they have the expertise to do it. Their plans don't seem to be set in concrete (firm/solid).

Contractor #4 can't do it. They are very capable and trustworthy. They do what they say they will do. Unfortunately, they told you that they would do it, but that they are too busy. They did say that they don't want to miss this opportunity, but that they couldn't truthfully say that they can do it.

Answers *show/hide*

Imagine that you are the CEO of a rocket company. You are very good at building rockets, but you don't know how to make them actually fly. You need to find another company that can (ability—not willingness) build the equipment and computer programs that are needed to control the rockets. You have a number of companies that are applying to do this work, but they seem to have different levels of confidence.

Contractor #1 says that they **can** do this—they have the ability and willingness to do this.

Contractor #2 says that they are **going to** do this. They seem to have a lot of confidence that they can do it, and they seem to have plans to do it. But last year, they said that they **could** do it, but they got too busy with something else, and then told you that they had to back out (but... maybe someone else was actually paying them more money). Now they say that their schedule is clear and that they are **going to** do this. They already have it in their schedule, and they have plans to do it. Well, they have a lot of plans, but you wonder if they really mean it when they say that they are **going to** do it.

Contractor #3 doesn't seem to have as much confidence as company #2. They said that they **should be** able to do this. But maybe they mean that they have the ability to do it but not the time? Or maybe they have the time but are not sure if they have the expertise to do it. Their plans don't seem to be set in concrete (firm/solid).

Contractor #4 **can't** do it. They are very capable and trustworthy. They do what they say they will do. Unfortunately, they told you that they **would** do it, but that they are too busy. They did say that they don't want to miss this opportunity, but that they couldn't truthfully say that they **can** do it.

2. **Underline the modal and double underline the main verb in the following**

paragraph.

A: I thought that you were going to clean up the apartment this morning.

B: I would do it, but I just got a call from my friend, and she wanted to go out for coffee. She did not get the job she wanted, so she was feeling a little depressed.

A: Well, couldn't you clean it up when you get back?

B: Well, I could, but listening to my friend made me tired, and I needed to rest a bit.

A: Okay, but it needs to be done. When are you going to do it?

B: Ahh. I would do it now, but I need to get some groceries. I have nothing to eat. I could do it this evening after dinner, but I will definitely do it by tomorrow morning.

Answers *show/hide*

A: I thought that you **were going to clean up** the apartment this morning.

B: I **would do** it, but I just got a call from my friend, and she wanted to go out for coffee. She did not get the job she wanted, so she was feeling a little depressed.

A: Well, **couldn't** you **have cleaned up** when you got back?

B: Well, I **could have**, but listening to my friend made me tired, and I **needed to rest** a bit.

A: Okay, but it **needs to be done**. When are you **going to do** it?

B: Ahh. I **would do** it now, but I **need to get** some groceries. I have nothing to eat. I **could do** it this evening after dinner, but I **will definitely do** it by tomorrow morning.

3. **Decide the best modal to use in the following sentences and write it in the blanks below. Choose from 'can', 'will', 'going to', and 'should be able to'. For negative forms, use 'would'.**

1. A: I am having trouble finding a way to my doctor's appointment tomorrow. Would anyone be able to help me?

B: Well, if you want a ride, I _____ do it.

2. A: We really need to submit the proposal for the building project by Monday.

B: Well, I have been working hard on it. It is almost done; I _____ submit it on time.

3. A: Do you think that you could come to the dance on Saturday?
B: It sounds like fun, and I _____ go, but unfortunately I need to see my friend in the hospital.
4. A: Are you really intending on returning this library book tomorrow? Do you really have time to go to the library?
B: I said that I _____ do it, and I _____.
5. A: I'm _____ do some hiking tomorrow. Do you want to come with me?
B: But is supposed to rain tomorrow.
A: I don't care. I have been planning this for weeks already, and I have a good rain jacket.
6. A: I heard that you _____ be attending Ivy University this fall.
B: Well, I was _____ go to Ivy, but I lost my job, and now I can't afford it.
7. A: It looks like you need a new pair of shoes.
B: I _____ buy a new pair, but I love these shoes. I don't usually wear them in public.
A: Oh, I see. But, really, they look like they are falling apart.
8. A: _____ you please help me! I have been trying for one hour to get this coffee machine to work.
B: Sure, I _____, but maybe you should just plug it in first.
9. A: I'm _____ drive to the grocery store. I have made up a list of the things I need. Do you want me to pick up anything for you?
B: Actually, I am having a friend over this afternoon. I'm _____ need some coffee.
10. A: Some of us in this class are getting together tomorrow at 3:00 to plan our project. Can you make it?
B: I _____, but I need to check my schedule first to make sure that I don't have any other meetings I need to be at.

Answers *show/hide*

1. can	going to
2. should be able to	7. would
3. would	8. will
4. would	can
will	9. going to
5. going to	going to
6. will	10. should be able to

4. **Write sentences that use modals for willingness, promises and intentions. Use ‘can’, ‘will’, ‘going to’, and ‘should be able to’. For negative forms, use ‘would’.**

1. What is something that you said as a promise in the past, but that you wish you had not promised? What did you say?
2. What is something exciting that you are going to do in the next year? What plans have you made?
3. If a friend called you right now and asked you to go to a restaurant for dinner, what would you say? (use either ‘will’ or ‘would . . . but’)
4. What is something that you are really hoping to do and maybe have already made some plans for, but you are not sure if it will work at this time?

Answers will vary.



4.2 Permission and Prohibition (Social Regulation)



4.2.1 Permission: Can, May, BE Permitted, BE Allowed

When giving permission for someone to do something, we use **‘can’** or **‘may’**. ‘May’ is considered more formal and polite. It is more often used in work situations or formal situations. It is also used when asking permission to use something or to do something rather than being used to give permission to use something or to do something. When we are requesting something, we usually want to be more polite.

- There are both simple and phrasal forms of this type of modal.
- There are different levels of intensity and formality associated with these modal forms.

- ‘can’ is informal and not very strong
- ‘may’ is more formal
- ‘must’ is very strong

Permission is related to social control. It is usually used in a situation where there are certain rules place in place or when someone has control over something or over behavior in a certain place or situation. We use ‘may’ or ‘may not’ for this function.

‘Can’ is usually used more informally; however, like ‘may’ it can also be used when someone has control over something. It is less formal than may and is usually used in a situation in which formal or pre-determined rules are not on place. Rather, it is used in a situation where someone usually owns something or when someone normally has control over behavior in a certain place or situation.

Examples

You can watch TV if you want to.

You may watch TV if you want to.

Phrasal Forms:

- ‘BE permitted’ and ‘BE allowed’ are the most formal of these modals and are usually used to refer to rules or laws in an official setting.
- ‘BE permitted’ and ‘BE allowed’ are **not** actually modals; rather, they are **passive verbs** with the verb BE + participle form.
- While they are verbs, they do have the same function as modals.
- These forms are the most formal, and they also have an **official** aspect to them.
- These modals can be preceded by a noun form (gerund or noun phrase).

Example

Smoking is not allowed here.

- Since these modal-like phrases are actually verbs, when they are followed by a verb, the verb takes on an **infinitive** form.

Example

You are not permitted **to smoke** here.

While simple modals of permission use ‘can’ and ‘may’, the phrasal modal is ‘BE allowed’ + infinitive or ‘BE permitted’ + infinitive. Note that there are past and future forms of the phrasal modal of permission. There are also negative forms (not permitted to, not allowed to).

Examples

Compare:

Simple:

- You can/may use my laptop.

Phrasal: This has a more **official** aspect to it.

- **Am I allowed** to use this phone?

- I **was allowed** to use my friend's car to drive to Chicago.
- We **were allowed** to go to the theatre alone when we were kids. (past)
- We **were permitted** to leave early from class because we had an important meeting. (this is more official and rule-based)
- We will **be allowed** to leave at 4:30 p.m. today.

Phrasal verb forms may come after gerunds used as noun subjects, and they are often followed by infinitive verbs because they refer to a particular action:

Examples

Smoking is permitted only outside of the building. (refers to the noun subject 'smoking')

You are permitted **to smoke** only outside of the building. (modal followed by infinitive)

Simple Form:

- 'can' + base form of verb
- 'may' + base form of verb (formal)
- 'must' + base form of verb

Negative Forms:

- cannot, can't
- may not (formal)
- must not

Examples

You may use this desk if you would like to.

You can use my laptop if you need it.

You must not talk during the test.

A: Can I use your pen?

B: Sure, go ahead.

A: May I open the window. It's hot in here.

B: Sure, but make sure that the screen is closed. We don't want any bugs to get in.

4.2.2 Prohibition: Cannot, Must Not, Not Permitted, Not Allowed

Modals are also used to **prohibit (stop)** someone from doing something. This is the highest level of pressure. It means that there will be serious negative effects if someone does this. They could be a government law or the rules of a facility or organization.

Again, 'not permitted' and 'not allowed' are the **most formal**, and they also have an **official** aspect to them. Past and future forms can be used.

Examples

You **must not** touch this wire. It is live, and you could get electrocuted and die if you touch it.

You **cannot** use this hairdryer—it belongs to me.

Passengers **must not** smoke on an airplane.

You are **not permitted to** use this machine. It is dangerous if you don't have training.

You are **not allowed to** use this copy machine. It is only for administrative use.

Am I **allowed to** use your espresso machine? (question)

Exercises

1. **Underline any modal of Permission or Prohibition in the following descriptions for visiting these important royal palaces or capitol grounds and buildings.**

Rules for the capital grounds in Rome, Italy

- You are not permitted to enter with a motor vehicle.
- You are not allowed to damage plants or pick flowers.
- You may not dispose of your garbage on the grounds of the capital.
- You must use a leash if you have a dog.
- You must clean up after your dog if they leave a mess.



Figure 6.2 Rules for the capital grounds in Rome, Italy.

Rules for visiting the Emperor's Palace in Japan

The public is generally not permitted on the innermost grounds of the Emperor's Palace in Japan; however, on the day after New Year's Day and on the emperor's birthday, the public is allowed to enter the inner grounds to see members of the emperor's family. Of course, you are not allowed to get too close. The emperor's family appears on a balcony to give a short speech.

During the rest of the year, you may tour the outer grounds of the palace. However, you must make reservations to do this. You can also see the East Gardens of the Imperial Palace.

Answers *show/hide*

Rules for the capital grounds in Rome, Italy

- You **are not permitted** to enter with a motor vehicle.
- You **are not allowed** to damage plants or pick flowers.
- You **may not** dispose of your garbage on the grounds of the capital.
- You **must** use a leash if you have a dog.
- You **must** clean up after your dog if they leave a mess.

Rules for visiting the Emperor's Palace in Japan

The public is generally **not permitted** on the innermost grounds of the Emperor's Palace in Japan; however, on the day after New Year's Day and on the emperor's birthday, the public is **allowed to** enter the inner grounds to see members of the emperor's family. Of course, you are **not allowed to** get too close. The emperor's family appears on a balcony to give a short speech.

During the rest of the year, you **may** tour the outer grounds of the palace. However, you must make reservations to do this. You **can** also see the East Gardens of the Imperial Palace.

2. **Underline the modals in the following paragraph. Discuss with a partner why you think each was used in this context (or write your opinion in brief notes).**



Rules for Touring the U.S. Capitol Building

- You must go through a security check and leave all large items, such as backpacks, behind.
- Food and drinks are not allowed in the Capitol Building.
- You must not touch any objects of art, such as statues.
- You are not permitted to go into any areas that are blocked by ropes.
- You must not run, push, yell, or do anything that could disturb others or potentially damage the building.
- You may talk in the building, but you are asked to use a quiet voice.
- You may bring your cell phone into the building, but it must be turned off while you are in the building.

Rules for Touring Buckingham Palace (Palace of the Queen of England)

- You cannot bring food or drink onto the palace grounds, except for bottled water.
- If you would like to eat something, you may get food at the Garden Café.
- You may not bring a baby carriage onto the palace grounds; however, you can borrow a baby carriage. Breast-feeding your baby is also permitted.
- Carrying anything that could be used as a weapon, such as a knife, is not permitted on the grounds. It is illegal.
- Bicycles and skateboards are not allowed on the grounds.
- Visitors must be screened before entering. Before they are screened, they must remove anything made of metal from their pockets.

Answers *show/hide*

Rules for Touring the U.S. Capitol Building

- You **must** go through a security check and leave all large items, such as backpacks, behind. *(This is a rule and is necessary to protect people in the Capitol Building.)*
- Food and drinks are not allowed in the Capitol Building.
- You **must not** touch any objects of art, such as statues. *(This is a rule/regulation. The objects are unique and cannot be replaced.)*
- You are not permitted to go into any areas that are blocked by ropes.
- You **must not** run, push, yell, or do anything that could disturb others or potentially damage the building. *(To Americans the Capitol building is very much respected because of what it represents.)*
- You **may** talk in the building, but you are asked to use a quiet voice. *(There are rules, but talking is allowed if it respects the Capitol Building and respects other visitors.)*
- You **may** bring your cell phone into the building, but it must be turned off while you are in the building. *(Cell phones are allowed because people do not want to leave them with someone else because they are personal property.)*

Rules for Touring Buckingham Palace (Palace of the Queen of England)

- You **cannot** bring food or drink onto the palace grounds, except for bottled water. *(This is a regulation and is not allowed because the Palace contains many very*

expensive items that could be damaged by food or water.)

- If you **would** like to eat something, you **may** get food at the Garden Café. *(This is a choice but eating is limited to the Garden Café.)*
- You **may not** bring a baby carriage onto the palace grounds; however, you **can** borrow a baby carriage. Breast-feeding your baby is also permitted. *(It is hard to tell why this is a regulation or rule, but it is probably because they don't want something dangerous, such as a weapon, hidden in a baby carriage.)*
- Carrying anything that **could** be used as a weapon, such as a knife, is not permitted on the grounds. It is illegal. *(‘Could’ is used because it is possible, but not allowed, that someone would try to do this.)*
- Bicycles and skateboards are not allowed on the grounds.
- Visitors **must** be screened before entering. Before they are screened, they **must** remove anything made of metal from their pockets. *(Again, this is a strict regulation. It is probably to make sure that no visitor is carrying a weapon which could be used against other visitors or even against the ‘Royals’ or their staff.)*

3. Write a modal for Permission and Prohibition from the following conversations.

Student A is someone who is not very polite, while Student B is someone who always tries to be polite. The teacher is quite traditional and is more formal.

School Situation

A: (1) I use your eraser for a minute? I made a mistake on my test.

B: Yes, you (2) , but I need it back right away. I also made a mistake.

Teacher: Excuse me, you (3) to speak during an exam.

A: Sorry, I was just asking Tomas if I (4) use his eraser.

Teacher: Well, next time you should raise your hand and ask me about it first.

A: Okay, well (5) I use Tom's eraser?

Teacher: Yes, you (6) . If he agrees, that is.

B: Yes, he (7) use my eraser.

Teacher: Yes, well then you (8) use his eraser.

Answers *show/hide*

1. Can	5. may
2. may	6. may
3. are not permitted	7. may
4. can	8. are permitted to

4. **Fill in the blanks with one of the following modals with the indicated verb: can, cannot, may, may not, BE permitted to, BE not permitted to, BE allowed to, BE not allowed to. Be sure to keep in mind the aspects of intensity and official functions of the modal. Remember that the phrasal modals 'BE allowed' and 'BE permitted' are not true modals. They are already verbs, so these forms must be followed by an infinitive.**

- We _____ (use) our cell phones during the meeting. (use the past tense)
- You _____ (use) this study room while you are staying here.
- You _____ (get) a cold drink from the refrigerator if you are thirsty.
- Starting next month, we _____ (drink) coffee in the library. Maybe I won't keep falling asleep in the library anymore.
- _____ I _____ (use) your phone to call for a taxi?
- You _____ (park) here only between the hours of 3:00 PM and 4:00 PM in the afternoon.
- You _____ (call) the office between the hours of 9 AM and 5 PM.
- This sign says that only guests of the hotel _____ (use) the pool.
- _____ I _____ (use) one of these pens to fill out the application form?

Answers *show/hide*

1. were not allowed	6. are allowed OR are permitted
2. can	7. may
3. can OR may	8. are allowed OR are permitted
4. will be allowed OR will be permitted	9. can OR may
5. May OR Can	

5. **Use the following phrases to write sentences that use modals for Permission and**

Prohibition. You will need to add the modal that is in [square brackets]. You may also need to add words such as the verb 'BE' or change verbs to an infinitive form as you do this. You also may need to change the order of the phrases.

In some cases, there are two clauses, with one following the right arrow (→). Use the conjunction that is in the (round brackets).

Use 'can', 'cannot', 'may', 'may not', 'are permitted', 'are not permitted', 'are allowed', or 'are not allowed' for the following sentences:

1. [permitted]: take / employees / 15-minute break / every two hours
2. [may] anytime / call / she / after 3:00 p.m.
3. [permitted (not)]: after 10:00 p.m. / use the laundry facilities / residents
4. said that / the teenager's mom → [allowed (not)] is / stay out / after 10:00 p.m. / on school days / he
5. [can]: at my place / stay / you → (when) on your vacation / you / are
6. [may] the common room / use / of the building / residents → (if) they / one week in advance / reserve it

Answers *show/hide*

1. Employees are permitted to take a 15-minute break every two hours.
2. She may call after 3:00 p.m.
3. Residents are not permitted to use the laundry facilities after 10:00 p.m.
4. The teenager's mom said that he is not allowed to stay out after 10:00 p.m. on school days.
5. You can stay at my place when you are on your vacation.
6. Residents may use the common room of the building if they reserve it one week in

advance.

6. **Write six rules for visiting a zoo. Use the different modals that are indicated.**

1. (must not)
2. (not permitted)
3. (not allowed)
4. (can)
5. (must not)
6. (may)

Answers will vary.

4.3 Requests, Offers, and Obligations

Requests, offers and obligations are different than permission and prohibition in that there are usually no formal rules or control in place. **Requests and offers** are completely voluntary, and there is no one controlling this. **Obligations** are stronger. They are **voluntary**, but there is a **social expectation** that is involved.

4.3.1 Requests

A **request** is when we ask someone to do something **for us**. A **request** is much weaker than giving a command, which is often given in the imperative form (the subject is understood to be the person whom we are talking to). We **do not**, however, use modals in the **imperative form**. An **obligation** is very strong, but it is not a command. It is more of a social **responsibility**.

Examples

Requests vs Command: 'could' vs 'must'

- Could you put this plastic in the recycle bin? (request)
- Could you call me this afternoon? (request)
- Call me this afternoon. (command)
- You must call me this afternoon. I need an answer by 3:00 o'clock. (command)

Note that requests are given in the form of a question.

The **format** for questions is like making any question from a verb with an auxiliary verb:

modal + subject + verb

Examples

Command: You must put this in the garbage.

Request: Could you put this in the garbage?

An offer is when we say that we will do something for someone else; however, it is somewhat stronger than expressing willingness.

Example

I could help you finish cleaning your car (offer).

4.3.2 Offers

4.3.2.1 Offers: Can and Could

‘Can’, ‘could’ and ‘would’ are also used to make requests and to ask permission for something.

Examples

Could you put this plastic in the recycle bin? (offer)

I could help you finish cleaning your car. (offer)

4.3.2.2 Offer That Is Not Possible: Would

We use ‘would’ to show that there is a willingness and a desire to help but that it is not possible to do it. Here, as with willingness, we use ‘would’ as the modal, followed by a verb and a statement giving a reason for why it is not possible.

Examples

I would be able to get better grades, but my job is taking too much of my time.

She would help you, but she has a dentist appointment at that time.

4.3.3 Obligation (Social Responsibility): Have To

We use phrasal modals to talk about obligations or social responsibilities.

Compare: Simple Modal vs. Phrasal Modal

Phrasal modals of request and obligation are **stronger than** simple modals. While there may not be any formal or predetermined rules in place, there is a strong **social or institutional expectation** that the request will be followed. Sometimes, there are negative consequences of not carrying out the request. So, they are more like an obligation (in effect, you don't really have a choice).

Examples

Simple Modal: You **must** hand in the assignment in by tomorrow. (strong)

Phrasal Modal: You **have to** hand in your assignment by tomorrow. (social or institutional responsibility—very strong)

Exercises

1. **Underline the modals for requests, offers and obligations (can, could, would) in the conversation below.**

A: Could you help me get a table from the store? You have a van, right?

B: Yes, I have a van. When would you like some help?

A: Are you available this Saturday?

B: Sorry, but I need to meet a friend this Saturday. But I could do it next Saturday.

A: Uhh. . . that won't work. I really need help this Saturday.

B: Well, like I said, I would help you, but I really have to see my friend on Saturday.

A: You could change your plans, right? I mean, why do you have to see your friend on Saturday?

B: No, you don't understand. She is a really good friend.

A: A better friend than me?

B: Well, no offence, but actually—yes. My friend and I are getting married this Saturday.

Answers *show/hide*

A: I need to get a table from the store. **Could** you help me? You have a van, right?

B: Yes, I have a van. When **would** you like some help?

A: Are you available this Saturday?

B: Sorry, but I need to meet a friend this Saturday. But I **could** do it next Saturday.

A: Uhh. . . that won't work. I really need help this Saturday.

B: Well, like I said, I **would** help you, but I really have to see my friend on Saturday.

A: **Couldn't** you change your plans? I mean, why do you have to see your friend on Saturday?

B: No, you don't understand. She is a really good friend.

A: A better friend than me?

B: Well, no offence, but actually—yes. My friend and I are getting married this Saturday.

2. **Choose the right modal of requests, offers and obligations. Write ‘can’, ‘could, or ‘would’ in the blanks below.**

I Need Help!

A: (1) _____ you go with me to choose a new phone? I don’t know much about phones.

B: When (2) _____ you like me to go?

A: How about tomorrow in the afternoon?

B: Well, I can’t go in the afternoon, but I (3) _____ go in the morning.

A: What about on Friday?

B: Well, I (4) _____ be able to go, but I really need to go to the dentist.

A: You sound quite busy. I don’t want to bother you, but is there any time that you are able to go?

B: Well, I (5) _____ actually go right now.

A: Oh, that’s too bad. I (6) _____ be able to go now, but I have to help my mother. I told her that I would bring her to the dentist.

Answers *show/hide*

1. Could	4. would
2. would	5. could
3. could	6. would

3. **Complete the conversation with a modal for requests, offers and obligations. Use ‘can’, ‘could’, or ‘would’. Some of these modals are actually modals of possibility, so they are not included as a question.**

Playing Badminton

A: I need someone to play badminton on the weekend. Are you free?

B: Yes, I (1) _____ play with you. I love badminton.

A: (2) _____ you play on Saturday?

B: Well, I (3) _____, but I need to get my groceries on Saturday.

A: How about Friday evening?

B: That would work. I can (possibility) definitely play on Friday evening. But I also have a request for you. (4) _____ you lend me a badminton racquet? I broke mine last week.

A: Well, I (5) _____ lend you my extra racquet. But you broke your last racquet because of clumsiness, and I am worried about it getting broken. It is very expensive.

B: No problem, if I break it, I (6) _____ replace it.

A: Are you sure? Like I said, it is very expensive. It is a professional racquet. It cost me hundreds of dollars.

B: Oh, that is expensive. Maybe I can't (possibility) play.

Answers *show/hide*

1. can	4. Could
2. Could	5. would
3. would	6. can

4. **Complete the sentences that express a willingness to do something that cannot actually be done. Some clauses are the excuse for not being able to do something, and other clauses are the (impossible/unreal) offer to help.**

1. I would take dance lessons with you, but _____.
2. They would like to help learn to drive, but _____.
3. _____, but I am afraid of water.
4. I would take care of your cat while you are gone, but _____.

5.

, but I really hate disco music.

Answers will vary.

4.4 Preference and Desires

We express preference when we have a choice between different actions, situations, or things and we like one of the choices better than another. For example, if I were offered either an orange or an apple, I might like oranges better, so my preference is for an orange.

Modal Form:

- ‘would like’ + noun (preferred or desired object/something)
- ‘would like’ + infinitive (preferred or desired action)
- ‘would rather’ + ‘have’ + noun (preferred or desired object/something)
- ‘would rather’ + verb (preferred or desired action)

For Questions: Use the same pattern as a question with a verb that has an auxiliary. In this case, the modal goes before the subject of the sentence and the verb follows the subject.

- For questions about a choice, we often use the verb ‘prefer’ with a modal.

Example

Would you prefer this or that?

- However, in statements, we don’t usually use the modal.

Example

I would prefer an orange.

Examples

Question:

- **Would** you **like** an apple? (desire)
- **Would** you **like** an apple or an orange? (preference)
- **Would** you **prefer** a sweater or a jacket?

Statement:

- I **would like** an apple.
 - When asked about a desire, we would normally answer “Yes, thank you!” or “No, thank you.”
- I prefer an apple. (preference when given a choice—no modal used)
 - When asked about a choice, we would normally say either, “I would like an/the apple” OR “I would prefer an/the apple.”

Other Examples:

- A: What kind of movie **would** you **like** to watch?
B: I **would rather** watch an action movie.
- A: I **would like** to go out for dinner. Would you like to come with me?
B: OK. I'll go with you.
- A: What kind of food are you hungry for? Hamburgers and fries? Vietnamese?

- B: I **would rather** have something light, so Vietnamese sounds good.
- A: What kind of hat are you looking for?
B: Well, I need a hat for going to the beach, so I **would like** a hat with a big brim—to protect me from the sun.
 - A: I am going skating. **Would** you like to go with me?
B: I **would rather** watch a movie. It's cold outside, and I am not a very good skater. I'm afraid of falling.

Exercises

1. **Fill in the blanks with a modal expression of preference or desire. Use the modal form that is in [brackets] at the front of the sentence.**
 - **If the preference is about an action (there is a verb in parentheses behind it), be sure to write the verb as an infinitive.**
 - **In a conversation the person who is answering uses the same modal that the person asking the question used.**

Example:

A: Do I need to finish this?

B: Yes, you do need to finish it (or “Yes, you do.” for a short answer).

1. [like, would] I can speak Italian, so I _____ (visit) Italy someday.
2. [like, would] A: Which _____ (like, you) spaghetti or lasagna?
B: I _____ spaghetti.
3. [prefer, would] A: Which _____ (prefer) your daughter as a pet? A cat or a dog?
B: She _____ a dog.
4. [would] My friend is really thirsty. She _____ (like) some cold water if you have any.

5. [rather, would] A: _____ (take, you) the bus or ride a bicycle?
 B: I _____ (take) the bus. I am very tired.
6. [like, would] A: _____ (like, you, leave) at 6:00 or at 7:30?
 B: _____ (leave, I) as soon as possible, so 6:00 sounds good.
7. [prefer, would] A: Which hair style _____ (prefer, you)—straight, wavy or curly?
 B: I _____ my hair to be curly.

Answers *show/hide*

1. would like to	5. Would you like
2. would you like	would rather
would like	6. Would you like
3. would your daughter prefer	would like to leave
prefers	7. would you like
4. would like (desire, not choice)	would like

2. **Answer the following questions about desires and preferences. Use complete sentences. Then tell why you would choose what you have chosen. After you are finished, you may share your answers with a partner.**

1. Would you rather have a dog or a cat as a pet?

Why?

2. Which country would you like to travel to?

Why?

3. If someone offered you a new car, what kind of car would you like?

Why?

4. Would you rather live in an extremely cold climate or an extremely hot climate?

Why?

5. Would you like to work as a dentist or as a realtor (sell houses or property)?

Why?

6. Would you prefer to live at the age you are or be a child of six years old?

Why?

7. What would you like to eat right now?

Why?

Answers will vary.

4.5 Advice and Obligation: Different Levels of Intensity

Modals can be used to give advice or express obligations at **different levels of intensity**. Intensity refers to the pressure put on someone to do something because of how important it is. Intensity is sometimes connected to the idea of **formality**. Usually, we use **formality** to respect the rights of another person to make their own decision, without being pressured by another person to do it. Formality is also influenced by the situation we are in and by the person whom we are speaking with.

Again, there are different levels of intensity when giving advice.

The difference between giving **advice** and **obligations** is that obligations are connected with a social, employment or institutional expectation or responsibility to do something. Modals that refer to obligation are phrasal modals: 'supposed to', 'required to', or 'obligated to'.

Examples

Table 6.2 Advice vs Obligation

Advice	Obligation
You should ask her to do it. I think that you should wear your dress shoes. You could give tickets to a concert for a gift.	I'm supposed to ask her to do it. (medium, informal) You are required to call your boss if you are sick and can't come to work. (absolute/strong) You are obligated to buy a wedding present if you attend someone's wedding dinner. (strong/formal)

4.5.1 Simple Modals

Examples

Weak Advice (Could Do):

- You **might** want to wear something more relaxed.
- You **could** call Gina and ask her to do it.
- You **might** talk to your boss to see if you could get time off.

Medium to Strong Advice (Should Do):

- You **should** get an electric bike to go to work. It would save you a lot of money.

Strong/Absolute Advice—Necessity (Must Do—You Don't Have a Choice):

- You **have to** study, or you will not get a good grade.
- You **must** catch the 6:00 train, or you will be late for work.

4.5.2 Phrasal Modals

Just as with simple modals, there are different levels of intensity and formality with phrasal modals. Phrasal modals are followed by an infinitive verb.

Although it appears that these phrasal modals are followed by an infinitive verb, the word ‘to’ is actually part of the phrasal modal and does not make up an infinitive verb. However, in most cases, except when the situation calls for another verb tense, the modal is followed the base form of the verb, just like an infinitive is. Modals and verb tenses will be discussed later.

Examples

We are **supposed to** send the pictures today. They are waiting for them. (weaker)

I am **obligated to** clean the apartment since I had a party here last night. (social necessity)

We are **going to** send some money. (strong obligation that implies a plan to do it)

We **have to** call them. We said that we would call them if we are running late. (social necessity)

You **have got to** pay your speeding ticket, or they may take away your license. (strong necessity—implies negative effects if not followed)

Exercises

1. **Look at the situations below. What level of intensity would you use in the following situations: Weak? Medium? Strong? Write 'w' for weak, 'm' for medium, and 's' for strong. If someone has an obligation to do something, write 'mo' for a medium obligation and 'so' for a strong obligation.**

1. Your friend doesn't know which pants they should wear to a wedding.
2. Your mother is upset. Your mother's friend forgot her birthday.
3. Your grandfather wants to learn to play an instrument. He wants advice on which instrument to play.
4. Your friend can't decide whether to wear a sweater or a jacket.
5. Your uncle doesn't want to attend his nephew's wedding. He doesn't like his nephew's girlfriend.
6. Your friend is depressed. He just broke up with his girlfriend. He wants to see a movie, but he can't decide whether to see an action movie or a romantic comedy.
7. Your friend just got her driver's license, and she has been driving too fast.
8. Your younger brother wants to play football on the school team, but your parents want him to spend more time studying.
9. Your friend is sick and needs to stay home from classes. Students are required to contact the teacher if they are going to be absent, but your friend is not feeling well and doesn't think it is important.

Answers *show/hide*

Answers may vary.

1. w	5. mo OR so
2. m	6. w
3. w	7. s
4. w	8. s OR m

9. mo **OR** so

2. **Write advice for the above situations using a modal at the level of intensity that you have chosen. If the situation takes the form of an obligation, use a modal for obligation. Then, tell why you have made the suggestion.**

1.
Why?
2.
Why?
3.
Why?
4.
Why?
5.
Why?
6.
Why?
7.
Why?
8.
Why?
9.
Why?

Answers will vary.

5.0 Phrasal Modals: An Introduction

So far, we have used only simple single-word modals that come before the base form of a verb. However, there are also phrasal modals, which use compounded words, including additional auxiliary verbs or other words. Modals are actually auxiliary verbs; however, other auxiliary verbs can be added to the modal to make a phrasal modal. Other forms of verbs besides the base form of the verb are also used in phrasal modals.

5.1 Comparing Simple Modals and Phrasal Modals: Introduction

5.1.1 Simple Modals and Verb Tenses

So far, we have looked at **Simple Modals** (meaning just the modal + base form verb) that are used for the present. However, there are also **Simple Modals** that are, by definition, a past modal or a future modal.

- ‘**Can**’ has a past modal, ‘**could**’, that means the same thing. However, ‘could’ is its own separate word—it is **not** the **past form of ‘can’**. It has the meaning of ‘able to do’ something.

Example

When he was young, he **could** run a marathon, but now he can only manage five kilometers.

- ‘**Would**’ is used for a repeated action in the past.

Example

When he was young, he **would** run 10 kilometers every day.

Simple modals don’t have a different verb tense form for past, present and future. Instead, the phrasal modal is itself a past, present, or future modal. Here, the verb tense is expressed through the modal, which we choose, and the context, which usually includes a time word. The important thing to remember with **simple modals** is that the **written form of the verb doesn’t change** when you use a past or future modal. Instead, you just use a **different modal** with the **base form** of the verb. The **base form** of the verb **does not change**.

Examples

Present: I **can** speak three languages now.

Past: In the past, I **could** only speak my own language.

Future: The weather forecaster said that it **will be** cloudy tomorrow.

Past: Yesterday, the weather forecaster said that it **would** rain.

Note: Some language experts say that there is actually no future tense in English. Instead, the future modals ‘will’ and ‘going to’ are used. Note the examples above. The modals are often used with time words (such as ‘tomorrow’ and ‘yesterday’), so the context puts it in the future.

5.1.2 Phrasal Modals

Phrasal modals have some of the **same functions** as simple modals, but they have **additional nuances** (slight additions or changes to meaning). Unlike simple modals, most phrasal modals have a **descriptive function** rather than a **social function**.

- Like simple modals, the **past or future tense** of the phrasal modal **depends on the modal we choose, the meaning** that is being expressed, and also by its **context**. However, unlike simple modals, phrasal modals can include forms that are normally used with verbs (such as progressive and perfect forms). These are mostly used with modals that have a descriptive function rather than a social function.
- Phrasal modals that use ‘**to**’ or ‘**had better**’ are usually more **flexible** and express **different nuances** of social obligation than the simple modal ‘**must**’. For example, ‘must’ has a fairly straightforward (simple) meaning of not having a choice. ‘**Had better**’ also means that we don’t have a choice, but also that there will be a negative effect if we do or don’t do something.
- In addition, there is flexibility of function. ‘**Had better**’ can be used as a social obligation or, on the other hand, as a practical necessity.
- Like simple modals, different levels of intensity are expressed by using different modals. For example, ‘**ought to**’ is fairly weak, while ‘**need to**’ implies that there is no choice.

Both simple modals and phrasal modals have different social functions, though phrasal modals tend to deal with intensity and nuance of meaning.

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III. DESCRIPTIVE/INTERPRETIVE FUNCTION OF MODALS: DESCRIPTIONS FROM THE SPEAKER'S POINT OF VIEW (OPINION)



1.0 Descriptive Function of Modals: Introduction

Besides having a **social function**, modals can have a **descriptive function**. They are used to accurately **describe reality**—the truth or facts about our world or about a situation.

However, there is also a human aspect to this descriptive function. Although we are describing reality, the **speaker's opinion** is part of this description. These modals include the speaker's interpretation or opinion of what happens or what is, was or will be.

There are **descriptive modals** for:

- expressing probability—certainty of situations or predictions
- describing ability (what someone can or cannot do)
- making predictions (what we think could or will happen)
- predictions about the past (what we think are the reasons for something that happened)
- making predictions about the effects of an action (the cause)
- expressing habits that happened in the past but that no longer happen (only one modal)

1.1 Form

Most modals with a **Social Function** are in the form of a Simple Modal, which has the basic form of *modal + base form of the verb*. However, there are also some phrasal forms for modals with a social function, which generally use various forms of the verb 'BE' + Modal.

On the other hand, most modals with a **descriptive or interpretive function** express different levels of possibility, necessity, or probability and are in the form of a **phrasal modal**, which combines a single word modal with other words, which change it into a phrase.

There is a hybrid form of modal with verb tenses which is called a semi-modal. This often combines auxiliary verbs found in the different verb tenses with additional word forms associated with modals. These hybrid forms have quite complex structures that are more appropriately studied at an advanced stage of English

language study, so they will only be introduced briefly at the end of this chapter with only a few exercises provided.

2.0 Descriptions from the Speaker's Point of View (Interpretation)

Just as with **Social Function Modals**, modals used for the **purposes of the description and interpretation** of situations and actions have different functions.

These will be discussed in more detail in the sections that follow, but they include:

- Probability (predictions or certainty)
- Ability
- Describing likely effects
- Describing habits in the past

3.0 Introduction to Modals of Probability (Predictions or Certainty)

Modals can be used to accurately express different levels of certainty about our predictions about actions, situations, or possibilities. In other words, they express how sure we are that something will happen or that something is true. These different degrees of certainty are expressed by using different modal words—they are not expressed in different forms of the same word. There are also past and future modals of certainty.

For example, if we are predicting the weather, we might want to add how likely it is to rain. What are the chances of rain? For a scientific weather report, we might use POP (possibility of precipitation) in percentage form—such as 80% chance of rain). However, in everyday usage, we would use less precise terms.

Examples

It will rain tomorrow. (100% chance)

It could rain tomorrow. (around 60–75% chance) → modal (will) + adverb (probably) + main verb

It might rain tomorrow. (25–30% chance)

It probably won't rain tomorrow. (very small chance of rain)

In summary, these predicative functions of modals of certainty include:

- Degrees of certainty
- Past and future forms

3.1 Form: Simple Modals

Modals used to express degrees of certainty as demonstrated above include the simple modals will, going to, might, and could. Negative forms are will not (won't), not going to, and might not. There is no negative form of 'could' for expressing different levels of certainty.

We use the same form as we do for most modals of social function.

modal + base form of the verb

Examples

I will go to the store.

I might go to the store.

3.2 Form: Phrasal Modals

Phrasal modals use various forms of 'BE' + Modal in the descriptive sentence pattern of:

Subject + Linking Verb + Modifier

A modifier can be a noun, gerund, adjective/participle, or adverb/preposition phrase of place.

Examples

It might be raining outside.

He is acting strange. He could be nervous.

It might be in the closet.

3.3 Verb Tenses with Modals of Probability

It is possible to express modals of probability in the past, present or future.

3.4 Using Modals of Probability in the Present, Past and Future

3.4.1 Probability in the Present: Modal + Verb BE + Modifier

Modals of probability in the present take the following form:

modal + verb BE + modifier

Examples

Weaker Probability

- **Could be:** It could be raining on the other side of the city. I see dark clouds there.
- **Might be:** The animal that is outside of our tent might be a bear. It is making heavy breathing sounds.

Medium Probability

- **Should be:** They should be here already. They left an hour ago.

Strong Probability

- **Must be/has to be:**
 - She must be tired after working twelve hours today. (tired=participle)
 - He has to be excited about his job.
- **Must not be (mustn't be for speaking):** He must not be feeling well. He seems to have very low energy today.
- **Can't be:** That can't be the right package. It should be much bigger.
- **Will be:** They will be back from Brazil on Thursday.

Exercises

1. **The following paragraph uses modals of probability in the present. In Part A, underline the modals that express probability in the present. In Part B, indicate whether the modal that is used has weak, medium, or strong probability.**

- A. **Underline the present modals of probability in the following paragraph (could be, might be, should be, will be, must be, can't be, may be, must have).**

A: I wonder why Abel hasn't sent out his graduation invitations yet.

B: Well, I heard that he had to cut back his class load last semester because he needed a job. It might be that he will not graduate this spring. I heard that he needed to get a job to pay for his classes.

A: That might be true, but he didn't need that many credits to finish his degree. He

also told me that he will be finished soon. It may be that he is just so busy that he didn't have time to send out the invitations yet.

B: Yes, but he should be finished with his classes already. Besides, the graduation is next week.

A: Well, it can't be that he is not inviting us. After all, we are good friends with him.

B: He does have a very poor memory. I wonder how he got through university. He has also been very busy lately. I can't think of any other reason for not sending them. He must have forgotten to send them. I'll call him to see if we are invited.

Answers *show/hide*

A: I wonder why Abel hasn't sent out his graduation invitations yet.

B: Well, I heard that he had to cut back his class load last semester because he needed a job. It **might be** that he **will not** graduate this spring. I heard that he needed to get a job to pay for his classes.

A: That **might be** true, but he didn't need that many credits to finish his degree. He also told me that he **will be** finished soon. It **may be** that he is just so busy that he didn't have time to send out the invitations yet.

B: Yes, but he **should be** finished with his classes already. Besides, the graduation is next week.

A: Well, it **can't be** that he is not inviting us. After all, we are good friends with him.

B: He does have a very poor memory. I wonder how he got through university. He has also been very busy lately. I can't think of any other reason for not sending them. He **must have** forgotten to send them. I'll call him to see if we are invited.

B. **Now, in the space after the modal form, indicate whether the modal has weak, medium, or strong probability. w = weak, m = medium, s = strong**

A: I wonder why Abel hasn't sent out his graduation invitations yet.

B: Well, I heard that he had to cut back his class load last semester because he needed a job. It might be (1) _____ that he will not graduate this spring. I heard that he needed to get a job to pay for his classes.

A: That might be true, but he didn't need that many credits to finish his degree. He also told me that he will be finished (2) _____ soon. It could be (3) _____ that maybe he is just so busy that he didn't have time to send out the invitations yet.

B: Yes, but he should be finished (4) _____ with his classes already. Besides, the graduation is nextweek.

A: Well, it can't be (5) _____ that he is not inviting us. After all, we are good friends with him.

B: He does have a very poor memory. I wonder how he got through university. He has also been very busy lately. I can't think of any other reason for not sending them. He must have forgotten (6) _____ to send them. I'll call him to see if we are invited.

Answers *show/hide*

1. w	4. s
2. s	5. s
3. m	6. m

2. **Fill in the blanks with a modal form using the different probabilities for a certain level of probability (weak, medium, strong). Use the context of the sentence to decide whether a weak, medium, or strong modal should be used for that situation.**

weak: could be, might be

medium: should be

strong: must be/must not be, has to be, can't be, will be

- I have heard different things from different people, but I think that Darko sick.
- Is that the person we were supposed to meet here? He told us that he has was quite short, with dark eyes, a beard, and long hair. This person has dark eyes, a beard, and long hair, but he is quite tall. It _____ be him.
- She _____ here by now. Her train was supposed to arrive at 1:30 p.m.
- The time that they told us to be here _____ the right time. We have already waited 30 minutes for them.

5. At the airport . . .

A: That _____ the taxi that we called. It seems like the driver is looking for someone, but there are other people waiting here.

B: True, but we called a taxi 30 minutes ago, and these other people just arrived at the waiting area for the taxi. That _____ our taxi.

6. You _____ exhausted. How long were you driving to get here? Wasn't it fifteen hours?

7. Oh, my package has arrived. It _____ the new coat that I ordered last week.

8. Oh no! I missed my bus, and my appointment starts in 15 minutes. I had better call the doctor's office and tell them that I _____ late.

Answers *show/hide*

1. could be OR might be	should be OR must be OR has to be
2. must not be OR can't be	6. must be OR have to be
3. should be	7. must be OR has to be
4. must not be OR can't be	8. will be
5. could be OR might be	

3. **Finish the sentence or write another sentence to make predictions about the following using the different probabilities that are indicated.**

1. My phone isn't working. (must be)
2. My friend hasn't texted me for three days. (might be)
3. The bus is late. (should be)
4. It is supposed to snow tomorrow. (will be)
5. No one has called about the table I have for sale. (must not be)
6. The weather forecast said that (should be)
7. Write your own sentences using the following modals:
 1. (could be)
 2. (must not be)

3. (will be)

Answers will vary.

3.4.2 Probability in the Past: Must Have/Must Not Have

We can use modals to make a prediction about the cause of something in the present. There are **different levels of certainty** for predictions about the past:

3.4.2.1 Strong Certainty

When we are quite sure of a possible cause.

- Use '**must have**' + **past participle** for actions as the probable cause.
- Use '**must/would have been**' + **modifier** to describe something in a Subject + Linking Verb + Modifier Sentence.
- Use '**must/would not have**' or '**couldn't have**' as the negative form.

Example

That loud sound **must have been** thunder. It was raining last night.

- For speaking only, use '**musn't have**' as the negative form.

Examples

Everything is wet. It **must have rained** this morning. (use 'must have' + past participle)

The cake is gone. Someone **must have** eaten it.

My car is not running well again. The mechanic **couldn't have** fixed it properly.

Carlos did not come to the meeting. He is always very responsible. He **must not have** gotten the message.

When using a cause in the form of a modifier (noun, adjective, participle, adverb):

- Use 'must have been' or 'couldn't have been' + modifier.

Examples

It made a rattling sound when we got close to it. It **must have been** a rattlesnake.

They left a message on our door. They **must have been** here this afternoon.

3.4.2.2 Weaker Certainty: Could Have, May Have, May Not Have, Might Have, Might Not Have

- Use '**may have**', '**might have**', '**could have**' + **past participle** for actions with weaker certainty about the cause.
- Use '**may not have**', '**might not have**' as the negative form.
- Use 'may/might + have been' + **modifier** to describe something in a Subject + Linking Verb + Modifier Sentence.

Examples

Maria didn't eat much at dinner. She **may have been** sick.

My friend didn't return my text message. He **might not have checked** his messages yet.

I fell quite badly while I was hiking. I **might have broken** my leg.

They aren't here yet. They **could have gotten** in a traffic jam.

He didn't work very hard on the project. He **must not have been** excited about it.

It barked when we saw it. It **must not have been** a bear.

When there is weaker certainty about a cause in the form of a modifier (noun, adjective, participle, adverb):

- Use 'must have been' + modifier

Example

He **must have been scared** when he saw that movie. It is a terrifying movie.

Exercises

1. The following paragraph uses modals of probability in the past. First, underline the modals that express probability in the past. Then, indicate whether the modal that

is used has weak (write 'w'), medium (write 'm'), or strong (write 's') probability.

A Bright Light

A: Did you see that bright light in the sky yesterday?

B: What bright light?

A: Well, it just lit up the whole sky, and it was just hanging there—not moving at all.

B: OK? Well, it must have been the moon then.

A: No, it couldn't have been. The moon was also in the sky—in another place.

B: What? Okay, then it could have just been a very bright star.

A: No, it couldn't have been. It was much brighter and bigger than a star.

B: OK. So, do you think it may have been a meteor?

A: No, it couldn't have been a meteor. It wasn't moving.

B: Well, you may not have seen a meteor, but are you sure that your mind is not playing tricks on you? Could you have stayed out a little late last night? Maybe you could have drunk a little too much last night, huh?

A: No, I was wide awake. I took a nap in the afternoon, so I couldn't have lacked sleep—and I didn't drink anything.

B: Well then, what do you think you could have seen?

A: I'm not sure, but it had windows in it, and I could see little green men inside of it.

B: Well then, I think that you must have been feeling a bit crazy then. Been to a doctor lately?

Answers show/hide

A: Did you see that bright light in the sky yesterday?

B: What bright light?

A: Well, it just lit up the whole sky, and it was just hanging there—not moving at all.

B: OK? Well, it **must have been** (m) the moon then.

A: No, it **couldn't have been** (m). The moon was also in the sky—in another place.

B: What? Okay, then it **could have just been** (m) a very bright star.

A: No, it **couldn't have been** (s). It was much brighter and bigger than a star.

B: OK. So, do you think it **may have been** (w) a meteor?

A: No, it **couldn't have been** (s) a meteor. It wasn't moving.

B: Well, you **may not have seen a meteor** (w), but are you sure that your mind is not playing tricks on you? **Could you have stayed out** (m) a little late last night? Maybe you **could have drunk** (m) a little too much last night, huh?

A: No, I was wide awake. I took a nap in the afternoon, so I **couldn't have lacked** (s) sleep—and I didn't drink anything.

B: Well then, what do you think you **could have seen** (m)?

A: I'm not sure, but it had windows in it, and I could see little green men inside of it.

B: Well then, I think that you **must have been** (s) feeling a bit crazy then. Been to a doctor lately?

2. **Fill in the blanks with a modal form using the different probabilities for a certain level of probability (weak, medium, strong). Use the context of the sentence to decide whether a weak, medium, or strong modal should be used for that situation.**

Use 'must have', 'must not have', 'couldn't have', or 'would have' as the stronger modals of probability. Use 'may have', 'could have', 'may not have' or 'might not have' as the weaker modals of probability.

1. When Elif didn't call after being out until 2:00 a.m., her mother _____ (BE) so angry.
2. Some people think that the Great Chicago Fire of 1871 _____ (start) because a cow in a barn kicked a lantern over into the hay, lighting the barn on fire.
3. I don't know why Yusuf didn't come to the meeting. _____ (know) the right time. Did anyone tell him when the meeting started?
4. When a 'prank' Halloween radio broadcast of an alien Martian (Mars) invasion of Earth came over the radio, people _____ (BE) absolutely terrified.
5. The accident _____ (avoid). A black bear suddenly ran out of the trees beside the road at night, when it was very dark.
6. Filip _____ (taken) my suitcase by mistake. It looked exactly the same as mine.

7. When teacher Christa McAuliffe took off on the U.S. space shuttle on January 28, 1986, she _____ (know) about the explosion of the shuttle that was soon to happen.
8. When the first astronauts landed on the moon, they _____ (BE) amazed when they saw the Earth from so far away.
9. Chiara _____ (avoid) the embarrassment of making a mistake on her violin in front of 300 people if she had just practiced a little harder.

Answers *show/hide*

1. must have been	5. couldn't have been avoided
2. could have started OR may have started	6. may have taken OR could have taken
3. might not have known OR may not have known	7. couldn't have known
4. must have been	8. must have been
	9. could have avoided

3. **Finish the sentence or write another sentence to make predictions about the following using the different probabilities that are indicated.**

Use 'must have', 'must not have', or 'couldn't have' as the stronger modals of probability.

Use 'may have', 'could have', 'may not have' or 'might not have' as the weaker modals of probability.

1. When Jakob got here, he was all wet. (must have)
2. Caroline was so angry when she left her supervisor's office. (must not have)
3. Julia decided to drive to Mexico instead of flying. (couldn't have)
4. Aurora was so angry. (may have)
5. Yuka left her laptop at the restaurant. (could have)
6. Lukas ran out of gas on the way here. (may not have)
7. Krishna didn't get the money that she had asked her parents for. (might not have)

8. Write your own sentences using the following modals:

- a. (could not have, couldn't have)
- b. (must not have been)
- c. (may have)

Answers will vary.

3.4.3 Probability in the Future: BE Going To

To make a prediction about the future, we use 'will' + base form of the verb OR 'BE going to' + base form of the verb.

The modal 'will' is used to make predictions for future actions while 'going to' is used to talk about plans that we have made for the future. In other words, there is a plan in place now for future action.

Although many grammar textbooks cover the difference between 'will' and 'going to' under verb tenses, we acknowledge that some language experts believe that there is actually no future tense for English verbs; rather, there are future modals. They are not verbs in the future tense but rather strictly modals.

We do not change the verb form into a future verb; rather, we use a future modal followed by the base form of the verb. Note that the future verb 'will' is followed by the base form of the verb—we do not say 'he will goes'; instead, it is 'he will go'.

3.4.3.1 Simple Modal Forms

The simple modals forms for probability in the future both have **strong probability**.

- **Will:** *will + base form of the verb*
- **BE going to:** *BE going to + base form of the verb*

Examples

He **is going to** work on fixing his bicycle this afternoon.

We **are going to** celebrate my parents' 30th wedding anniversary next month. ('going to' is expressed as something that is planned ahead of time rather than a prediction or something that is not deliberate)

- Here, 'BE going to' expresses certainty because this form is used to express something that is planned. It is certain to happen because it is planned ahead of time. So, it is expected to happen.

For expressing a description of something in a Subject + Linking Verb + Modifier Sentence:

- Use 'will be' or 'is/are going to be'

3.4.3.2 Phrasal Modal Forms

The phrasal modal forms for probability in the future both have either high (strong), medium, or low (weak) **probability**.

The phrasal modals for high probability include:

- 'will be able to' + base form verb
- 'will not be able to' + base form verb

There is only one modal for medium probability. There is no negative form because if the probability is unknown, no negative is possible:

- 'should be able to' + base form verb

The phrasal modals for low probability include:

- 'may/might be able to' + base form verb
- 'may/might be able to' + base form verb

Again, note that the word 'to' is part of the modal and not part of an infinitive form of the verb that follows. This form is used to talk about plans for the future that are not certain to happen.

Examples

Carlos might be able to see his parents in the summer, but he doesn't know if he can get time off of work.

I may be able to buy a car if I can save several thousand dollars this summer.

I will be able to help you if I am free on Saturday.

Andres will not be able to work for two weeks after his surgery.

3.4.3.3 Questions: Probability in the Future: Will, BE Going To, Be Able To

For yes/no questions using simple modals (will/will not) of probability for the future:

- Use the regular form for questions with simple modals (aux verb 'will' + subject + base form of the verb)

Example

Will he come to class today?

For information questions using simple modals (will/will not) of probability for the future:

- Question word + aux verb 'will' + subject + base form of the verb

Example

When will he come to class today?

For questions using phrasal modal forms, the pattern is:

- **For yes/no questions with phrasal verbs:**

Verb BE + subject + able to + base form of verb

Example

Are you able to make Thai food?

- **For information questions with phrasal verbs:**

question word + verb BE (will) + subject of sentence + be able to + base form of the verb

Examples

When will you be able to fix my car?

What time might you be able to meet us for coffee?

OR

question word + aux verb + subject of sentence + going to be able to + base form verb

Example

When are you going to be able to fix my car?

Exercises

1. **The following paragraph uses modals of probability in the future:**

1. The world of our children will definitely be different than our world today. There will certainly be challenges ahead, but many people are already working on those challenges today. These people, including scientists, engineers and sociologists, have already been working on these problems, and they are going to continue working on solutions for cutting back on carbon emissions. The technology that is available now has already changed the way the future will look, and there is hope that we will be able to solve at least some of the major challenges ahead.
2. We may be able to fix all of the problems ahead, but if we are going to solve these challenges, we should not let fear or negativity stop us from trying. If there is a any possibility that we may be able to solve them, we should try. There is too much at risk to just give up. We must take the attitude of, "If we can do it, we will do it."

Which paragraph has more modals of strong probability, Paragraph #1 or Paragraph #2? Put a check mark in the blank beside the correct answer.

1st paragraph

2nd paragraph

Answers *show/hide*

The 1st paragraph has more modals of strong probability.

See the modals in the two paragraphs underlined below.

1. The world of our children will definitely be (adverb) different than our world today. There will certainly be challenges ahead, but many people are already working on those challenges today. These people, including scientists, engineers and sociologists, have already been working on these problems, and they **are going to continue** working on solutions to cutting back on carbon emissions. The technology that is available now has already changed the way the future will look, and there is hope that we **will be able to solve** at least some of the major challenges ahead.
 2. We **may be able to fix** all of the problems ahead, but if we **are going to solve** these challenges, we should not let fear or negativity stop us from trying. If there is any possibility that we **may be able to solve** them, we should try. There is too much at risk to just give up. We must take the attitude of, "If we can do it, we **will do it**."
2. **In the following sentences, first decide if the sentence requires a modal of strong probability or weak probability. Then, write either a positive or negative modal of strong, medium or weak probability and add the base form of the verb that is given. It is possible to use either simple or phrasal modals. More than one answer might be possible.**
1. I'm not sure what the problem with your phone is. Your phone is quite old. We
(get) parts for it. We will try, but . . .
 2. Your phone is quite old, but we can probably get parts for it. We
(fix it).
 3. I'm doubtful. Our new employee keeps coming in late for work. We
(keep) him as an employee.
 4. Our customers really like this coffee. So, I (order) several boxes of it.
 5. If Martina keeps avoiding studying, she (fail) the test.
 6. When are you (buy) your train ticket?
 7. I (visit) my friend in Vietnam on New Years.

Answers *show/hide*

1. may not be able to get
2. should be able to fix it
3. may not be able to keep
4. am going to order
5. will fail
6. going to buy
7. might be able to visit

3. **Write questions about your sentences above. Question #6 is already a question. Instead, change it to a regular sentence.**
- **When writing a question using 'should be able to' as the phrasal modal, use 'would' instead of 'should'.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Answers may vary.

4. **Finish the sentence or write another sentence to make predictions about the following using the different probabilities that are indicated.**

1. Mike has saved up enough money for a new phone. (going to)
2. I have some free time in the summer. (might be able to)
3. John has the day off on Saturday. (should be to)

4. I am excited about graduating in the spring. When I graduate . . . (will)
5. When I go home on New Year's Day. (going to be able to)
6. I am super busy this week. (may not be able to)

Answers will vary.

5. **Write sentences to make predictions about the future using the different indicated modals of probability for the future.**

1. (going to)
2. (might be able to)
3. (should be able to)
4. (will be)
5. (must not be)
6. (may be able to)
7. (will)

Answers will vary.

4.0 Modals of Ability

4.1 Describing Ability

In addition to describing different levels of possibility, necessity, or probability, modals can be used to describe ability. When we describe ability, we use verbs to do so. However, it is still a description of the abilities of a person.

4.2 Multiple Functions or Meanings are Possible

A single modal often express more than one social or practical function. Though a modal of **social function** uses the words 'can' and 'could' to **give permission** or to **extend a choice**, the words 'can' and 'could' can also express a **practical function**—someone is able to do something. There **are both negative and past forms** of the modal of ability.

4.3 Multiple Levels of Certainty are Possible

Modals of ability also have **different degrees of certainty**. The modal forms above have a strong degree of certainty.

4.3.1 High Certainty

4.3.1.1 Simple Modal Form: Can Do Something, Cannot Do Something

For statements: *subject + modal + base form of the verb*

Examples

He can fix an engine.

He cannot fix an electrical problem.

For questions: *modal + subject + base form of the verb*

Example

Can he fix an engine?

4.3.1.2 Phrasal Modal Form: Able To, Not Able To

Follows the subject + linking verb + modifier sentence pattern, with the verb 'BE' as the linking verb followed by 'able to' + base form verb as the modifier. This is descriptive of the subject of the sentence.

For statements: *subject + verb BE + phrasal modal + base form of the verb*

Examples

Maria is able to speak three languages fluently.

Maria is not able to speak French.

For questions: *verb BE + subject + phrasal modal (with 'to') + base form of the verb*

Example

Is Raul able to finish the work by tomorrow?

4.3.1.3 Other Verb Tenses of Ability: High Certainty

Simple Modals: modal 'could' + base form of the verb

- **Past Simple Modal Form:** *use the past modal 'could' + base form of the verb*

Example

When he was young, my uncle **could dance** very well.

Phrasal Modals

- **Past Phrasal Modal Form:** *use the past verb BE (was/were) able to, not able to + base form verb*

Example

When the baseball pitcher was young, he **was able to throw** a baseball at 160 kph.

- **Present Perfect:** *perfect tense verb 'be' + able to + base form verb*

Example

She **has been able to graduate** after only three years. (shows that a noteworthy action was completed)

4.3.2 Lower Certainty

We use 'may be able to' or 'might be able to' to form a phrasal modal of lesser certainty. The negative forms are 'may not be able to' or 'might not be able to'.

Examples

They may be able to skate on the frozen pond if the ice is thick enough.

He might not be able to get a high enough salary to pay his rent in this city.

For the perfect tense, we use ‘may have been able to’ or ‘might have been able to’.

Example

He may have been able to pass the driving test if he hadn't gone through a red light.

Exercises

1. **Underline the modals of ability in the following paragraphs.**

In the past, the small California town of MacFarland wasn't exactly well-known. It was an agricultural town, with many of its residents being Mexican field workers. One day, however, a high school teacher, Jim White, was hired by the high school. He had coached high school running teams in the past, but he didn't really see much potential for running as a sport in this small rural town—at least at first. The students in the school had never been able to participate in sports before. They were too busy working in the fields.

But one day, he became aware of the amazing running ability of some of MacFarland's students. Some of the Mexican field workers were high school students. They would go to school in the morning, and then quickly run out to the fields after school to help their parents in the vegetable fields and fruit orchards. Because of this, they developed an amazing ability. They could run very fast over long distances, and they were able to do it in heat that could reach 40° Celsius (over 100 degrees Fahrenheit).

So, Coach White began to form a plan. He thought that these young runners might be able to form a winning running team. But he realized that the students may not be able to run after school. Their parents needed them to work in the fields. But while he thought that they may not have been able to practice after school, he was able to convince their parents to let them join the team.

At first, they did not do well, but eventually they realised that they could do this. They were able to develop confidence, and they practiced hard. The students from MacFarland were able to win against other schools that were famous for winning competitions. Eventually, this team from MacFarland was able to win the California State Track and Field Championship in running.

Answers *show/hide*

In the past, the small California town of MacFarland wasn't exactly well-known. It was an agricultural town, with many of its residents being Mexican field workers. One day, however, a high school teacher, Jim White, was hired by the high school. He had coached high school running teams in the past, but he didn't really see much potential for running as a sport in this small rural town—at least at first. The students in the school **had never been able to** participate in sports before. They were too busy working in the fields.

But one day, he became aware of the amazing running ability of some of MacFarland's students. Some of the Mexican field workers were high school students. They would go to school in the morning, and then quickly run out to the fields after school to help their parents in the vegetable fields and fruit orchards. Because of this, they developed an amazing ability. They **could** run very fast over long distances, and they **were able to** do it in heat that **could** reach 40° Celsius (over 100 degrees Fahrenheit).

So, Coach White began to form a plan. He thought that these young runners **might be able to** form a winning running team. However, he also realized that the students **may not be able to** run after school. Their parents needed them to work in the fields. But while he

thought that they **may not have been able to** practice after school, he wanted to try, and he **was able to** convince their parents to let them join the team.

At first, they did not do well, but eventually they realised that they **could** do this. They **were able to** develop confidence, and they practiced hard. The students from MacFarland **were able to** win against other schools that were famous for winning competitions.

Eventually, this team from MacFarland **was able to** win the California State Track and Field Championship in running.

2. **Use the modals of probability in parentheses below and finish the sentence with your own ideas.**

1. When I was a child, I	(able to, not)
2. In elementary school, I	(could)
3. When I was in high school, my family	(able to)
4. When I got my first job, I	(able to, not)
5. Right now	(can, negative)
6. So far in my life, I	(able to, perfect tense)
7. In the future, I	(able to, might)
8. In the next year, I	(able to, not)

Answers will vary.

4.4 Questions: Modals of Ability

4.4.1 Simple Modals

Use the simple modal (can, cannot) + subject + base form verb.

Example

Can you swim?

The question can be expressed using a negative form of the modal of ability. This expresses surprise at someone's inability to do something. This is usually expressed after hearing of an inability that someone had.

Use the simple modal can + subject + not + base form verb.

Example

Can you not swim?

For the past, simply use 'could'.

Examples

Could you swim when you were a child?

Could you not swim?

4.4.2 Phrasal Modals

Use present, past or future form of verb BE + subject + 'able to' + base form verb.

Examples

Were you able to drive a car when you were young?

Will you be able to go to the bank on Saturday?

Might you be able to pick me up after my class?

For the perfect form, use 'have' + subject + been able to + base form verb.

Example

Have you been able to study much for this test?

Note: For phrasal modal questions, we do not use 'may' as the modal; instead, we use 'might'.

Exercises

Write questions of ability for the past, present and future that you would like to ask your family, parents, friends, or classmates. Indicate who you would like to ask the question to. Alternatively, you could write questions for your classmates and then ask them. Write their answers. Use either simple modals or phrasal modals.

1. Person:
Past Question:

Answer:

2. Person:

Past Question:

Answer:

3. Person:

Perfect Tense Question:

Answer:

4. Person:

Present Question:

Answer:

5. Person:

Present Question:

Answer:

6. Person:

Future Question:

Answer:

Answers will vary.

5.0 Hypothetical Conditionals: Conditions in Abnormal or Hypothetical (Imaginary) Situations

Conditionals have already been covered in another chapter. A condition is when you have a necessary cause for something else to be possible. In other words, for the desired effect or situation to happen or be true, you need a cause to happen first—the necessary cause is a **condition** for the action or situation in the effect to happen or be true.

However, the type of situation where we use these modals of conditional possibilities is very specific—it is used for situations in which the needed condition for a desired result would normally be possible, but in the specific situation we are talking about it is not desirable or possible.

We use it in a situation where we explain that we would normally be able to do to make a situation happen, but then we explain why it (the conditional cause) is not desirable or possible.

Here, the modal **'would'** is used in the conditional clause. This is followed by a clause explaining why the

conditional cause won't happen or why it is not possible; this clause will usually contain the connecting words 'but' or 'however', which show an opposite idea.

Example

I *would help* you move, but I need to work on that day.

- This means that I would normally help my friend so that they can move (expressed by the modal), but that I am in a situation that is not normal, so I can't or won't help them move.

Other verb tenses can be used for this type of conditional. Different written or spoken forms are used for each.

5.1 Examples with Different Verb Tenses

Present: 'would' + base form verb

Example

I **would help** you, but I need to leave for work right now.

Past: 'would' + participle form of verb.

In the case of using the modal 'would' for a hypothetical conditional situation, we use the perfect tense in the conditional clause, which uses 'would' or 'could'. It is the same as using the conditional for a hypothetical situation.

Example

I **would have eaten** the pizza, but I was feeling sick.

Future: 'would be able to' + base form of verb

Example

I **would be able to help** you tomorrow, but I am sick, and I don't think I will be better by tomorrow.

Perfect Tense: 'would have been able to' + base form of the verb. We can use the contraction 'would've' in speaking.

The Perfect Tense is often used in a cause/effect situation, so it can be used with this modal.

Example

I would have gone with you to the movie, but I had to work late yesterday.

Exercises

1. **The following paragraph uses modals in conditions in abnormal or hypothetical (imaginary) situations using past, present, future and perfect forms of modals. Underline the present, future and perfect forms of modals in the conversation below.**

Excuses

A: I heard that you were needing help moving to a new apartment yesterday. In fact, I really wanted to help you, and I would have been able to help you, but I hurt my back, and I couldn't lift anything. I would have helped you in normal situations, but my doctor said that I needed to lie flat on my back. I even thought of calling some of my friends to try to help you, but they all said that normally they would have helped you, but that they needed to study for an exam the next day—today. They're all in the same class. Luckily, this morning, my back was better, and I was at least able to go to my exam today.

B: (person needing help) Oh, good thing! Are you finished with your exam?

A: Yes, I think I did quite well actually. Because I was lying flat on my back yesterday, I was actually able to study a lot without being distracted with other things. Without that, I think I would've normally been distracted by other things like cleaning up my apartment.

B: Well, that's great, I'm glad you did well on your exam. Actually, though, because no one was able to help me yesterday, I still need help moving. Do you have some time this afternoon?

A: Ahh, well, I would, but I really should clean up my apartment. I mean, I would really love to help, but I just can't study with a messy apartment—you do understand, don't you?

B: Well, I would understand, but when I move out, **your** apartment—I mean **our apartment** will already be a lot cleaner.

Answers *show/hide*

A: I heard that you were needing help moving to a new apartment yesterday. In fact, I really wanted to help you, and I **would have been able to** help you, but I hurt my back, and I couldn't lift anything. I **would have** helped you in normal situations, but my doctor said that I needed to lie flat on my back. I even thought of calling some of my friends to try to help you, but they all said that normally they **would have** helped you, but that they needed to study for an exam the next day—today. They're all in the same class. Luckily, this morning, my back was better, and I was at least able to go to my exam today.

B: (person needing help) Oh, good thing! Are you finished with your exam?

A: Yes, I think I did quite well actually. Because I was lying flat on my back yesterday, I **was actually able to** study a lot without being distracted with other things. Without that, I think I **would've** normally been distracted by other things like cleaning up my apartment.

B: Well, that's great, I'm glad you did well on your exam. Actually though, because no one was able to help me yesterday, I still need help moving. Do you have some time this afternoon?

A: Ahh, well, I **would** help, but I really should clean up my apartment. I mean, I **would** really love to help, but I just can't study with a messy apartment—you do understand, don't you?

B: Well, I **would** understand, but when I move out, **your** apartment—I mean **our apartment** will already be a lot cleaner.

2. **Practice with writing clauses for hypothetical conditions that are not desirable or possible situations. What is the desired result of an action that is not desirable or possible? Finish the sentences with a clause explaining why the desired result is not possible. Be sure to use either the coordinating conjunction 'but' or the conjunctive adverb 'however'.**

Examples:

- I would help you, but I need to study for an exam.
- I would help you. However, I need to study for an exam.

1. I would get up earlier,

2. My mother would have been kinder to me,
3. I could have gotten better grades in high school,
4. I would learn to play a new instrument. (use 'however')
5. I would get together with my friends more often,

Answers will vary.

3. **Practice writing clauses with modals for abnormal or hypothetical (imaginary) situations using past, present, future and perfect forms of modals. Add a condition that needs to happen to get the desired result, which is given. Remember that the condition, however, is not desirable or possible. Also, there are some blanks where you may need to add a word of your choice to describe the desired result.**

Example:

_____, but I don't have _____ to
take care of it.

Answer: I would get a pet, but I don't have time to take care of it.

1. _____, but I really don't like _____.
2. _____ . However, I'm not very good at math.
3. _____, but I haven't learned how to speak French.
4. _____, but I wasn't very good at _____
when I was young.
5. _____, but I really don't want to be a _____
as a career.

Answers will vary.

5.2 Conditionals in Imaginary Situations

The modals ‘would’ or ‘were to’ can also be used in the effect clause when a hypothetical (imaginary—not real) situation is described. There are present/future forms and past forms of this use of the modal.

Example

If everyone **would clean up** their garbage, our neighborhood would be nicer.

- Here, obviously, it is not possible for everyone to be nice, so it is a hypothetical or imaginary situation. In the past, the cause has already happened, and you cannot change the past to get a different result.

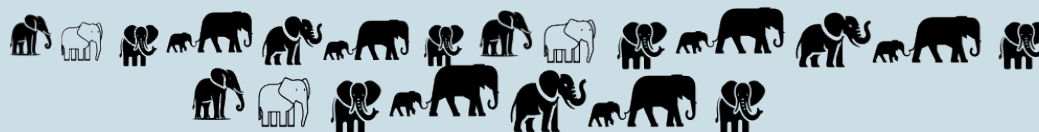
Form:

- If Clause in the Present: Use ‘were’ + noun or infinitive
- Result Clause in the Present/Future: Use ‘would’ + base form of the verb in the result clause
- Result Clause in Past: Use ‘would have’ + base form of the verb in the result clause

Exercises

1. **The following paragraph uses modals of conditionals in imaginary situations. In the following passage, underline the modals of conditionals in imaginary situations.**

Contrasting Worlds



Imagine if we ‘human animals’ didn’t take care of our animal family and they were all to go extinct. Even if we only caused the extinction of many of the animals on the Earth, it is hard to imagine a more dull and boring world. Hikers would not have to worry about encountering a bear on the trail because there wouldn’t be any, but neither would they experience the joy of seeing a grizzly bear in the distance, minding its own business while feeding on salmon from a far. There would be no bald eagles floating in the sky. The African savannah would be empty, except for grass that is much longer than normal because there would not be any animals to eat it. The few birds that we would see would mostly be of the same breed—crows and brown scavengers, with no colourful hummingbirds flitting around and no vibrant parrots.

Children would go to the zoos and see only live insects or maybe a few small lizards, mice or rodents. Instead of seeing elephants, tigers, and hippopotami, there would only be fake animatronic animals, moving clumsily in one place—front paws chopping at the air. Eventually, we would despair of seeing any of the live animals of the past, because once they’re gone you will never bring them back—ever.

But then imagine if we humans were to start to see animals not as pests but as beings that make our world colourful and rich and which we have a relationship with. Instead of destroying them, we would help them to thrive, blossom, and flourish. Instead of seeing a few small elk herds roaming the meadows of the Rocky Mountains, we would see vast herds of them as far as the eye could see. Instead of seeing a few small flocks of flamingoes on a small lake, the lake would be bursting with pink from shore to shore to shore.

If we were to care and stop to think about the effects of our actions now, at least we would keep what we have now, though it is already less than before. It truly is an amazing, awe-inspiring world that we live in. What if we were to realize the riches of our extraordinary world? Wouldn’t the sound of thousands of buffalo hooves pounding on the prairie be more exciting and worthwhile than staring at our phones for mind-numbing hours at a time?

Answers *show/hide*

Imagine if we 'human animals' didn't take care of our animal family and they **were all to go extinct**. Even if we only caused the extinction of many of the animals on the Earth, it is hard to imagine a more dull and boring world. Yes, hikers would not have to worry about encountering a bear on the trail because there **wouldn't be** any, but neither **would they experience** the joy of seeing a grizzly bear in the distance, minding its own business while feeding on salmon. There **would be** no bald eagles floating in the sky. The African savannah **would be** empty, except for grass that is much longer than normal because there **would not be** any animals to eat it. The few birds that **we would see would mostly be** of the same breed—crows and brown scavengers, with no colourful hummingbirds flitting around and no vibrant parrots.

Children **would go** to the zoos and see only live insects or maybe a few small lizards, mice or rodents. Instead of seeing elephants, tigers, and hippopotami, there **would only be** fake animatronic animals, moving clumsily in one place, their front paws chopping at the air.

Eventually, we **would despair** over seeing any of the live animals of the past, because once they're gone you will never bring them back—ever.

But then imagine if we humans **were to start** to see animals not as pests but as beings that make our world colourful and rich and which we have a relationship with. Instead of destroying them, we **would help** them to thrive, blossom, and flourish. Instead of seeing a few small elk herds roaming the meadows of the Rocky Mountains, we would see vast herds of them as far as the eye could see. Instead of seeing a few small flocks of flamingoes on a small lake, the lake **would be** bursting with pink from shore to shore to shore.

If we **were to care** and stop to think about the effects of our actions now at least we **would keep** what we have now, though it is already less than before. It truly is an amazing, awe-inspiring world that we live in. What if we **were to realize** the riches of our extraordinary world? **Wouldn't** the sound of thousands of buffalo hooves pounding on the prairie be more exciting and worthwhile than staring at our phones for mind-numbing hours at a time?

2. **Finish the following sentences using hypothetical modals and a base verb of your choice.**

1. If I were a dolphin,

2. If everyone had a flying car, .
3. If robots did all of our work, .
4. In a classroom with no tests, .
5. In a world where it was always winter, .

Answers will vary.

3. **Write about your own imaginary world. First, identify the world you are imagining by completing the sentence below. Then, tell the condition that is necessary for this world to exist. Finally, use hypothetical modals to explain the effects that would be possible in this world if your condition is met.**

Example:

The world you imagine is a world where everyone gets free candy.

The condition needed: In a world where everyone got free candy . . .

The possible results:

- Children would all be very happy.
- Parents would worry about their children's health.
- Dentists would soon be very rich.

The world you imagine is a world where

The condition needed: -

The possible results:

- 1.
- 2.
- 3.
- 4.
- 5.

Answers will vary.

6.0 Habits in the Past: Used To

When we talk about habits or regular activities that happened in the past but no longer happen, we use the phrase 'used to' + base form of the verb. The phrase 'used to' is a past modal, even though the base verb itself is not in the past tense. The phrase is a 'past modal'.

Example

Simple Past:

My friend used to speed in his car. Then, he had an accident and realized how dangerous it is. Luckily, he wasn't seriously hurt.

- Here, we know that the friend mentioned no longer speeds because we are using a past modal.

Exercise

List five things that you or someone you know used to do but no longer do. First, write a clause telling what you or someone else used to do. Then, write a clause using 'because' as the coordinating conjunction. Finally, combine the two clauses.

Example:

Action: I used to drink a lot of soda.

Why you don't do it anymore: I learned how much sugar it has in it.

Complete Sentence: I used to drink a lot of soda, but I quit drinking (or quit doing it) because I learned how much sugar it has in it.

1. **Action:**
Why it is not done anymore:
Complete Sentence:
2. **Action:**
Why it is not done anymore:
Complete Sentence:
3. **Action:**
Why it is not done anymore:
Complete Sentence:
4. **Action:**
Why it is not done anymore:
Complete Sentence:
5. **Action:**
Why it is not done anymore:
Complete Sentence:

Answers will vary.

IV. OTHER VERB TENSES WITH PHRASAL MODALS: EXPLANATIONS AND PRACTICE

In the following, different verb tenses are combined with different functions of phrasal modals. Most have a social function, but others have a descriptive or interpretive function. This section explains how these phrasal modals are used, with examples to demonstrate. Phrasal modals are very complicated and have very complicated forms. They should really be studied at a very advanced level so the explanation is given mostly for information purposes and so that a reader will at least be able to recognize them and understand their intended function. As a result, there are only limited practice exercises that will focus mostly on recognizing them for the purposes of reading.

1.0 Verb Tenses in Phrasal Modals of Social Obligation or Practical Necessity

The following is a list of phrasal modals for social obligation or practical necessity. They are given in order of weakest to strongest.

Note: Except for the simple present tense of the following modals, the other tenses which are used in these modal forms are quite complex and meant for an advanced level of grammar study. They are given as a reference with limited practice below.

1.1 Form

The form for each of the modals using a specific verb form is given below. Again, the forms are very complicated, combining elements of verb tense forms with modal forms.

The form that uses a modal with ‘to’ (i.e. has to) is often confused as being a modal + infinitive. We often think that the phrase ‘have to go’ is made up of ‘**have**’ + **infinitive** instead of ‘**have to**’ being a **phrasal modal** made up of ‘have’ and ‘to’, which is followed by the base form of the verb. However, these phrasal forms with ‘to’ are actually semi-modals.

1.2 Ought To: Social Obligation or Necessity (Weak Form)

Simple Present: ‘ought to’ + base form of the verb.

Example

You ought to enter a talent show. You have an amazing voice.

Continuous 'Tense': 'ought to be' + modifier (this can be a noun form, adjective form (including participles), or adverb)

- note: here, 'be' is not the 'BE' verb that changes with /person number—it is always 'be' and not, for example 'was', 'is', 'were', etc.

Examples

You ought to be an engineer (noun modifier). You are very good at physics.

You ought to be studying (noun form modifier—gerund, or active participle). You have a test tomorrow (has the same meaning/function as the simple present usage).

You ought to be more relaxed (passive participle). You can be confident in your skills.

They ought to be here by now (adverb).

Perfect 'Tense': 'ought to have' + passive participle

Example

They ought to have called by now. (this is used with the 'cause/effect' function of the perfect tense)

1.3 Need To

This has more of a meaning of necessity rather than social obligation. It could apply to situations where there is a practical necessity of doing something rather than a social obligation. Again, there is more flexibility with phrasal modals.

Simple Present: 'needs to' + base form of verb

Example

She needs to clean her apartment before her guests come. (must)

Present Continuous: continuous tense verb + to + base form of verb

Example

I am needing to see a dentist. I have a rotten tooth. (continuous tense shows present necessity)

Present Perfect: have/has needed to + base form of the verb

Example

I have needed to upgrade my skills for my job quite often. (shows a connection between a past action and a present situation)

1.4 Have To/Has To

This could apply to a social obligation or a practical necessity. It is very strong and implies that someone does not have a choice. However, in the present perfect form, and because the present perfect form is used in a cause/effect relationship, it has a **predictive function**, giving a reason for a particular situation or action. The past perfect form, however, still has a social function and shows obligation or practical necessity.

Simple Present: 'have to' + base form of verb

Example

We have to arrive at the concert at 8:00 p.m.

Present Continuous: 'having to' + base form of the verb

Example

He's having to help his mother this weekend. (shows a social obligation to do this in the near present—continuous tense is for a limited time, so it is limited to the near present)

Present Perfect: 'has/have to + have + participle form of verb

- Here, the modal has a predictive function.

Examples

He has to have called his mother often because she is sick. (shows present obligations when the present perfect tense is used)

He has to have taken his car. It is too far to walk.

Past Perfect: has/have + had to + participle form of verb

Example

He has had to call his mother often because she is sick. (shows past obligations or past experiences when the present perfect tense is used)

1.5 Had Better

This is the strongest phrasal modal of social obligation or practical necessity. It implies that there will be a negative effect if the advice is not done. It is a warning.

Simple Present: 'had better' + base form of the verb

Example

They had better pay for their share of the restaurant bill. Last time, they left without paying. (this is used with the simple tense to give a warning or strong advice—it implies negative consequences if not done)

Exercises

1. **Write the complete phrasal modal, which includes the modal and the verb written in the indicated tense.**

1. **ought to**

a.	clean (simple tense)
b.	study (present continuous)
c.	contact (present perfect)

2. **need to**

a.	call (simple tense)
b.	calculate (present continuous)
c.	focus (present perfect)

3. **have to**

a.	clean (simple tense)
b.	copy (present continuous)
c.	cancel (present perfect)

d. buy (past perfect)

4. **had better**

a. study (simple tense)

Answers *show/hide*

1. **ought to**

- a. ought to clean
- b. ought to be studying
- c. out to be contacting

2. **need to**

- a. need to call
- b. need to be calculating
- c. have needed to focus

3. **have to/has to**

- a. have/has to clean
- b. have/has to be copying
- c. have/has to have canceled
- d. have/has had to buy

4. **had better**

- a. had better study

2. **Underline the phrasal modals of social obligation or practical necessity in the paragraphs below. They use different verb tenses, and the following paragraphs are split into verb tense categories.**

1. **Simple Tense**

I have heard that my physics professor gives really tough exams. I had better study for my final exam this week, as otherwise I could even fail this class. It is so scary that

I don't even want to think about it, so I need to study. On the other hand, I am actually pretty good at physics. Maybe I won't fail the exam, but I really do have to start studying early. Oh, oh . . . I forgot, I'm supposed to watch a movie with my friend Jason tonight. I really ought to study, but it's a really good movie, and I really want to see it.

2. **Continuous Tense**

I ought to be cleaning my apartment. I have guests coming for dinner tonight, so I think I will start cleaning this afternoon. But, come to think of it, I also am needing to cook dinner for them, so I really have to be starting to cook. I told my friends that I was planning to make an appetizer, a four-course meal, and dessert. Yeah, I had better start right now.

3. **Perfect Tense/Past Perfect**

I ought to have eaten the great-looking dessert that my friend offered me last night. He said that he spent two hours preparing it, so I hope he didn't think I was being rude. But, I really have needed to watch my diet. I have had to lose a lot of weight because of my blood pressure, and now my doctor said that I need to completely quit eating sugar because my blood sugar level is up, and I have a lot of inflammation in different areas of my body. For the doctor to tell me to completely quit eating sugar, it has to have been serious.

Answers *show/hide*

1. I have heard that my physics professor gives really tough exams. I **had better study** for my final exam this week, as otherwise I could even fail this class. It is so scary that I don't even want to think about it, so I **need to study**. On the other hand, I am actually pretty good at physics. Maybe I won't fail the exam, but I really do **have to start** studying early. Oh, oh . . . I forgot; I'm **supposed to watch** a movie with my friend Jason tonight. I really **ought to study**, but it's a really good movie, and I really want to see it.
2. I **ought to be cleaning** my apartment. I have guests coming for dinner tonight, so I think I will start cleaning this afternoon. But, come to think of it, I also am **needing to cook** dinner for them, so I really have to be starting to cook. I told my friends that I was planning to make an appetizer, a four-course meal, and dessert. Yeah, I **had better start** right now.
3. I **ought to have eaten** the great-looking dessert that my friend offered me last night.

He said that he spent two hours preparing it, so I hope he didn't think I was being rude. But I really **have needed to watch** my diet. I **have had to lose** a lot of weight because of my blood pressure, and now my doctor said that I need to completely quit eating sugar because my blood sugar level is up, and I have a lot of inflammation in different areas of my body. For the doctor to tell me to completely quit eating sugar, it **has to have been** serious.

2.0 Simple Modals

Simple modals are usually used for expressing different social functions:

- willingness or intent
- obligations/expectations
 - must, have to/has to
- different levels of advisability
 - could, should, might
- permission/denial/prohibition
 - can/can't/must not
- requests
 - could + pronoun (example: Could I . . .?)

Simple modals are also used to express things that are facts or are generally true, things that are true at the time of speaking, or statements about future actions:

Examples

You shouldn't drink coffee before you go to bed. It will keep you up all night. (general facts or things that are generally true)

He might be too busy to come to the meeting this afternoon.

He must be running late. He was supposed to be here at 6:30.

I will come by here at 3:30 p.m.

She called and said that they might be 30 minutes late. We should start the meeting without her.

Simple modals are formed by adding the base form of a verb to a modal. There is no 3rd-person singular form.

Examples

I must go.

You should study.

They might go to the movie.

He must\$ go. (this is wrong)

CHAPTER 7: TALKING ABOUT ACTION — NOT DOING IT! GERUNDS AND INFINITIVES



Figure 7.1 Lazy King

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I. GERUNDS AND INFINITIVES: INTRODUCTION AND REVIEW (ALL ABOUT GERUNDS AND INFINITIVES)



1.0 What do Gerunds and Infinitives Do?

Verbs are about **doing actions**. Gerunds and infinitives are used to talk **about** these actions. In a grammatical sense, they are verbs used in the place of nouns. They can be used in any place in a sentence where a noun is used. They can be the subject of a sentence, the direct or indirect object of a verb, or the object of a preposition in a prepositional phrase. Nouns, verbs and adjectives are often followed by a preposition. So, in this case, these word forms are often followed by a gerund.

It is important not to get them confused with a particular word that can be used in various parts of speech. For example, 'communicate' is a verb, but it can also be used as a noun – 'communication'. 'Communication' is the noun form of the verb 'communicate'. This is not the same as a gerund or an infinitive, and the spelling of the Gerund or Infinitive form is often quite different from the noun form. To change a noun form into a Gerund or Infinitive form, first look up the verb form of the noun, if there is one, and change the verb form into a Gerund or Infinitive.

Gerunds and infinitives are a noun **form** of a verb used in the **place of** a noun; however, they are not actually nouns because they have **properties of both** nouns and verbs. They can be used in any place in a sentence where a noun is used. However, like a verb they can have an object.

Examples

Examples of Gerunds used in place of a noun

- **Swimming** is good exercise. (subject of the sentence)
- I like **swimming**. (object of the verb 'like')
- In the Olympic games, there is extreme competition (in **swimming**). (object of the preposition)

Examples of Infinitives used in place of a noun

- To **swim** is good exercise.
- I like to **swim**. (object of the verb 'like')
- In the Olympic games, there is extreme competition (~~to~~ **swim**). (you cannot use an infinitive following a preposition)

Examples of Gerunds with an object

- I like **playing** golf. (**gerund** with an object of the gerund)
- I enjoy **fixing** cars. (**gerund** with an object of the gerund)

Examples of Infinitives with an object

- I like **to play** golf. (**infinitive** with an object of the infinitive)
- I like **to fix** cars. (**infinitive** with an object of the infinitive)

1.1 How to Write Gerunds and Infinitives

A gerund is written as the '-ing' form of the verb – except that it does not have the helping verb 'BE' in front of it like the continuous form of the verb. When you see an '**-ing**' verb without a helping verb, it is not actually a verb – it is a Gerund.

Examples

I enjoy **am helping** people. (gerund)

I **am enjoying** this party! (verb)

An infinitive adds ‘to’ to the base form of the verb: ‘to’ + base form of the verb.

The base form of a verb is the simple verb without any endings. The 3rd-person singular verb doesn’t have an ‘s’ added to it.

Example

Compare:

He swims. (verb)

He likes to swim. (infinitive—no ‘s’)

1.2 What is the Difference Between Gerunds and Infinitives?

Gerunds and infinitives are used *in the same way grammatically*; that is, they can replace any noun in a sentence to talk about an action. The only difference grammatically is that infinitives cannot be used as the object of a preposition, while gerunds can.

The difference between gerunds and infinitives is about the periods of time they are used for—past, present, and future. Gerunds are used to talk about past and present actions. Infinitives are used to talk about future actions.

However, there is more. Gerunds are used to talk about things that are real actions in the past or present. They can be actions that happen regularly and are possible in reality. Infinitives are used only to talk about actions of the future or actions that are not real—at least not yet. They can be used to talk about our dreams or hopes for the future—things that are not real yet. Or, they can also be used to talk about things that are not possible at all.

Examples

Gerunds: Things past or present. Things that are real

- I like **swimming**. (it is an action that I actually do regularly—it is real)
- I enjoyed **swimming** in the ocean on my vacation.

Infinitives: Things in the future. Things that are not real or not possible

- I hope to graduate in the spring. (I will probably graduate, but it is not real yet)
- I want to travel to Paris someday. (a dream or hope)
- I would like to swim on the moon. (this is not possible—there is no swimming pool on the moon)

1.3 Gerunds and Infinitives

1. Both Gerunds and Infinitives can be used in the place of nouns.
2. They can be used as the subjects of a sentence, the object of a verb, or the object of a preposition. They can be used in place of any noun in a sentence.

Examples

Walking is good exercise. **To walk** is good exercise. (subject of the sentence)

I like **walking**. I like **to walk**. (object of the verb)

A racket is used (for **playing** tennis). (**object** of the preposition in a preposition phrase)

3. While gerunds and infinitives take the place of nouns in a sentence, they are not nouns because they have

some of the properties of both nouns and verbs. While they can serve the same function as a noun in a sentence, they can have an object like a verb.

Examples

I like **playing** tennis. (tennis is the object of the gerund '**playing**')
I like **to play** tennis. (tennis is the object of the infinitive '**to play**')
I like **being** healthy. (healthy is the subject complement of the gerund '**being**')
I like **to be** healthy. (healthy is the subject complement of the infinitive '**to be**')
I like **going** to the gym. (the gym is the object of the gerund '**going**')
I like **to go** to the gym. (the gym is the object of the infinitive '**to go**')
I like **feeling** happy. (happy is the subject complement of the gerund '**feeling**')
I like **to feel** happy. (happy is the subject complement of the infinitive '**to feel**')
I like **seeing** my friends. (my friends are the object of the gerund '**seeing**')
I like **to see** my friends. (my friends are the object of the infinitive '**to see**')
I like **having** a good time. (a good time is the subject complement of the gerund '**having**')
I like **to have** a good time. (a good time is the subject complement of the infinitive '**to have**')
I like **watching** TV. (TV is the object of the gerund '**watching**')
I like **to watch** TV. (TV is the object of the infinitive '**to watch**')
I like **listening** to music. (music is the object of the gerund '**listening**')
I like **to listen** to music. (music is the object of the infinitive '**to listen**')
I like **reading** books. (books are the object of the gerund '**reading**')
I like **to read** books. (books are the object of the infinitive '**to read**')
I like **swimming**. (swimming is the subject of the gerund)
I like **to swim**. (swimming is the subject of the infinitive)

[illegible]

Playing tennis is fun. (tennis is the object of the gerund '**playing**')
 I like playing tennis.

To play tennis is fun. (tennis is the object of the infinitive '**playing**')
 I like **to play** tennis. (to play is the object of the verb 'like')

Table 7.1 Gerund and Infinitives (Comparison)

Gerunds	Infinitives
Used for past, present and real	Used for future, unreal, dreams, future plans
Follow verbs that suggest the possibility of a past or present reality. Examples I enjoy doing something—it is something that I already know that I enjoy and do regularly.	Follows verbs that suggest a future action. Examples I hope to go to Paris someday.
Some verbs suggest either a past, present or future meaning, OR it is difficult to tell.	Some verbs suggest either a past, present or future meaning, OR it is difficult to tell.
Some verbs can be used as either a Gerund or Infinitive, but they have different meanings, depending on whether they are used as a Gerund or an Infinitive.	Some verbs can be used as either a Gerund or Infinitive, but they have different meanings, depending on whether they are used as a Gerund or an Infinitive.
Used as the object of a preposition.	Not used as the object of a preposition.

Exercise: Recognizing Gerunds and Infinitives

Underline the gerunds and double-underline the infinitives in the following paragraphs.

If you are going to build energy-efficient high rises in the future, consider using mass timber beams instead of steel beams to build the structure. ‘Timber’ is another name for large pieces of wood or wood beams.

People are reacting to the huge amounts of energy that are needed to melt steel in order to make steel beams. Instead, you could use mass timber. Making mass timber includes taking narrow strips of wood and gluing them together under extreme pressure in order to make extremely strong and large beams of wood, which are used to construct the building.

Besides saving energy by avoiding the energy-intensive process of melting steel, you can also avoid the use of cement. Making cement is also a very energy-intensive process. The process of making cement includes a process in which you need to heat the cement to very high temperature. In addition, using mass timber means that carbon is actually stored in the wood when trees grow.

Trees also take carbon out of the air and then replace it with oxygen. It seems like a great idea to use mass timber instead of steel and cement to build high rises.

Answers *show/hide*

If you are going to ('going to' is the future form of the verb) build energy-efficient high rises in the future, consider **using** mass timber beams instead of steel beams **to build** the structure. 'Timber' is another name for large pieces of wood or wood beams.

People are reacting to the huge amounts of energy that are needed **to melt** steel in order **to make** steel beams. Instead, you could use mass timber. **Making** mass timber includes **taking** narrow strips of wood and **gluing** them together under extreme pressure in order **to make** extremely strong and large beams of wood, which are used **to construct** the building.

Besides **saving** energy by **avoiding** the energy intensive process of **melting** steel, you can also avoid the use of cement. **Making** cement is also a very energy-intensive process. The process of **making** cement includes a process in which you need **to heat** the cement to very high temperatures. On the other hand, **using** mass timber means that carbon is actually stored in the wood as the trees which are used **to make** mass timber grow. Trees also take carbon out of the air and replace it with oxygen. It seems like a great idea **to use** mass timber instead of steel and cement **to build** high rises.

2.0 Gerunds

2.1 Gerunds as Subjects

A noun or noun phrase is usually used as the subject of a sentence.

Examples

Doubts about our abilities often trouble us.

Tennis is good exercise.

Communication skills are important to our career.

A gerund can be used as an alternative to a noun or noun phrase as the subject of a sentence.

Examples

Doubting our abilities often troubles us.

Playing tennis is good exercise.

Communicating with skill is important to our career.

A gerund can be used as an alternative to a noun or noun phrase as the subject of a clause.

Examples

When people were working in the past, **coffee breaks** were a part of their workday.

When people were working in the past, **taking coffee breaks** was a part of their workday.

Remember that a Gerund is not the same as a noun. It can have an object, just like a verb can have an object.

Examples

Gerund = **Bold**, Object of the Gerund = Underlined

- **Washing** your car is a pleasant thing to do on a hot day.
- My mother loved **singing** a song while she was baking in the kitchen.

Notice that a Gerund is singular and requires a singular verb after it.

Examples

Compare:

- Doubts about our abilities often trouble us.
- Playing tennis is good exercise. (*linking verb*)
- Doubting our abilities often troubles us. (*3rd-person singular verb has 's' added to it*)

Since a Gerund is written with an ‘-ing’ form, be careful not to confuse Gerund forms with the Continuous Tense Verbs. The Continuous Tense Verb has the verb ‘BE’ in front of the ‘-ing’ form of the verb, while the Gerund does not have the verb ‘BE’.

Here, the sentence pattern of ‘subject + linking verb + modifier’ uses the verb BE as the linking verb. In this sentence pattern, if the verb BE is followed by a gerund, it may look like a continuous tense verb.

To see this more clearly, switch the Gerund modifier to the position of subject of the sentence.

Example

The most important thing is [coming to work on time].

[Coming to work] on time is the most important thing.

Exercises

1. Use a Gerund from the following list to complete the sentences.

Word List: applying, organizing, calling, receiving, communicating, collecting.

1. your desk can improve your mental focus.
2. a friend when you are stressed can reduce your anxiety.
3. money for hungry children helped Jordan express his empathy.
4. your needs at work helps others to know how best to work with you.
5. a well-thought-out gift can make you feel appreciated.
6. for a job these days has become mostly online.

Answers *show/hide*

1. organizing	3. collecting
2. calling	4. communicating

5. receiving

6. applying

2. **Write your own gerund as a subject in the blanks below.**

1. \$200 could really make your day a good one.
2. a good job is not always easy.
3. with your parents is sometimes difficult.
4. a pet is usually a good experience.
5. a messy room can make you depressed.

Answers will vary.

2.2 Using Gerunds as Objects of a Verb: Verb + Gerund

The **object** of a verb is usually a noun.

Example

I gave **water** to my dog.

However, **gerunds** can also act as the object of a verb.

- This could be in a Subject + Verb + Object sentence pattern.

Example

I enjoy **walking** in my neighborhood.

Exercises

1. **Underline the gerunds that serve as the object of the verb in the following paragraph.**

Karna enjoys eating healthy foods. He started cooking with a lot of fruit and vegetables about six months ago. Since he and many people in his country are vegetarians, markets that make buying vegetables and fruit easy are not hard to find. Cookbooks that specialize in cooking vegetarian food are common. Karna enjoys finding new spices to use, which makes tasting new dishes interesting and enjoyable.

What about you? Do you find trying your dishes exciting and pleasurable? Or, do you prefer sticking with your favourite foods? I recommend starting with something easy. You can find dishes that are similar to the dishes in your culture but are not too spicy or have tastes that you have not tried eating yet.

Answers *show/hide*

Karna enjoys **eating** healthy foods. He started **cooking** with a lot of fruit and vegetables about six months ago. Since he and many people in his country are vegetarians, markets that make **buying** vegetables and fruit easy are not hard to find. Cookbooks that specialize in cooking vegetarian food are common. Karna enjoys **finding** new spices to use, which makes **tasting** new dishes interesting and enjoyable.

What about you? Do you find **trying** your dishes exciting and pleasurable? Or do you prefer

sticking with your favourite foods? I recommend **starting** with something easy. You can find dishes that are similar to the dishes in your culture but are not too spicy or have tastes that you have not tried **eating** yet.

2. **Use a gerund from the following list to complete the sentences. First, change the verbs to gerunds.**

Word list: offend, get together, receive, meet with, wash, change, read

1. Kazuo appreciates	cards from coworkers at New Years.
2. Jakub suggests	for a picnic at the beach.
3. Our boss often delays	employees because he has a very busy schedule.
4. I don't mind	dishes by hand because it relaxes me.
5. If possible, Misako avoids	others by checking her email at dinner.
6. I would consider	jobs if I found a job that has better benefits.
7. Yasmin stops	when her eyes start to hurt.

Answers *show/hide*

1. receiving	5. offending
2. getting together	6. changing
3. meeting with	7. reading
4. washing	

3. **Put the following words or phrases in order using a Gerund as the Object of the sentence. One word is a Verb that must be changed to a Gerund. Remember that a Gerund might have its own object because it still has characteristics of a verb. Capitalize the first letter of the sentence.**

- have you / helping / who has had an accident / ever considered / someone?
- keeps buying / because / lottery tickets / he hopes to get rich / Jason

3. getting / are discussing / they / a new car / are
4. my shoes / for work / cleaning / I / before I leave / want to finish
5. at it / Alesia / by waving frantically / tried stopping the bus

Answers *show/hide*

1. Have you ever considered helping someone who has had an accident?
2. Jason keeps buying lottery tickets because he hopes to get rich.
3. They are discussing getting a new car.
4. I want to finish cleaning my shoes before I leave for work.
5. Alesia tried stopping the bus by waving frantically at it.

4. **Answer the following questions using a gerund as the object of the verb. Share your answer with a partner.**

1. What would you like to stop doing?
2. What would you like to start doing?
3. What do you usually avoid doing?
4. What would you consider doing if you had a lot of money?
5. What would you consider doing if you had more courage?

Answers will vary.

2.3 Objects of Gerunds: Verb + Gerund + Object of the

Gerund

The object of a verb is usually a noun.

Example

I gave **water** to my dog.

Gerunds also **act as the object** of a verb; however, in addition, they themselves can also have their own object.

Example

I enjoy **hitting** baseballs at the baseball field.

Verb + Gerund + Object of the Gerund

- Notice here that the gerund '**hitting**' has its own object—baseballs.

Exercises

1. **Add an object to the gerunds in the sentences below. Following the gerunds in the following sentences, add an object from the list below.**

Word List: lantern boats, food, the bears, guests, houses

1. Welcoming _____ is an important part of Bedouin culture and was often necessary for survival in the past.
2. Feeding _____ in a national park causes them to become comfortable around people, but later they may become aggressive towards people.
3. One of the festivals in Thailand includes releasing _____ with a candle in them into a river.
4. In some parts of Southeast Asia, bamboo is common for building _____.
5. One traditions of the Hindu religion includes giving _____ to guests.

Answers *show/hide*

1. guests	4. houses
2. the bears	5. food
3. lantern boats	

2. **Put the following words or phrases in order using a gerund as the subject of the sentence. One word is a verb that must be changed to a gerund. Remember that a gerund might have its own object because it still has characteristics of a verb. Capitalize the first letter of the sentence.**

1. an exciting adventure / around the world / travel / is
2. can give / a musical instrument / play / us / a lot of pleasure
3. requires / a lot of effort / in our career / advance
4. text / might annoy / every few minutes / your friends / them
5. is important / when you move / adjust / to a foreign country / your expectations
6. after a hard week of work / with friends / helps / meet

7. punish / usually increases / your pets / their bad behavior

Answers *show/hide*

1. Traveling around the world is an exciting adventure.
 2. Playing a musical instrument can give us a lot of pleasure.
 3. Advancing in our career requires a lot of effort.
 4. Texting your friends every few minutes might annoy them.
 5. Adjusting your expectations is important in moving to a foreign country.
 6. Meeting with friends helps after a hard week of work.
 7. Punishing your pets usually increases their bad behavior.
3. **Write your own sentences using the following gerunds as the subject of the sentence.**
1. Planning
 2. Calculating
 3. Taking care of
 4. Dreaming of your future
 5. (Your own Gerund)

Answers will vary.

2.4 The Negative Form of Gerunds

To make a negative of a gerund form, place 'not' before the gerund.

Examples

Positive: Coming late to work is often a reason why employees are dismissed.

Negative: **Not** coming to work on time is often a reason why employees are dismissed.

Positive: She likes finishing her assignments on time.

Negative: She hates **not** finishing her assignments on time.

Exercise

Transform the following positive sentences with gerunds to a negative form.

1. Remembering to take out the trash was often a husband's job in the United States.
(remember) to take out the trash results in overflowing trash bins.
2. Completing a project brings a sense of accomplishment.
(complete) a project often brings a sense of failure.
3. Sofie enjoys watching TV on a comfortable chair in the evening.
Sofie enjoys (be) busy in the evening.
4. Calling your friends on their birthdays is important if you want to continue the friendship.
(call) your friends on their birthdays can lead to hard feelings.

Answers *show/hide*

1. Not remembering
2. Not completing
3. not being

4. Not calling

2.5 Using Gerunds in Descriptions: Subject + Linking Verb + Gerund Modifier

The sentence pattern used to describe things is the **Subject + Linking Verb + Modifier** sentence. Here, the modifier is a description or gives information about the subject of the sentence. Since a modifier can be either a noun, adjective, adverb, or preposition phrase used as an adverb, a Gerund can be used in the place of a noun in this type of sentence.

Examples

Anita is a **government official**. (noun)

Anita is **intelligent**. (adjective)

Anita is **here**. (adverb)

Anita is **at the hospital**. (preposition phrase used as an adverb)

In this sentence pattern, the subject and the modifier can often be switched.

Example

[isolating ourselves from] others was **the hardest part of the pandemic**.
The hardest part of the pandemic was [isolating ourselves from others].

Exercise

Reverse the underlined noun subject or object in the following sentences with the gerund that is currently serving as the subject or object of the sentences below. The sentences all follow the Subject + Linking Verb + Modifier pattern that is used to describe something or to give information about the subject.

Example:

Answering my email at work is an ongoing battle.

An ongoing battle is answering my email at work.

1. Watching King Kong destroy the city was the scariest part of the movie.
2. Finding the matching twin of a sock pair in your laundry is a challenge on laundry day.
3. Helping your parents when they get old is an important responsibility.
4. A bad habit of mine is not remembering where I parked my car in the parking lot.
5. Watching my dog chase its tail is something that makes me laugh.

Answers *show/hide*

1. The scariest part of the movie was watching King Kong destroy the city.
2. A challenge on laundry day is finding the matching twin of a sock pair in your laundry.
3. An important responsibility is helping your parents when they get old.
4. Not remembering where I parked my car in the parking lot is a bad habit of mine.
5. Something that makes me laugh is watching my dog chase its tail.

2.6 Gerunds as the Object of a Preposition

Besides being used as the subject of a sentence or the object of a verb, gerunds can also be used as the object of a preposition: Several words are often followed by prepositions. In each case, they can be followed by a Gerund.

- Verb + Preposition + Gerund

Example

I will keep on working until I am finished my report.

- Adjective + Preposition + Gerund

Example

Abdul was tired of cleaning his roommate's dishes.

- Noun + Of + Gerund

Example

There is a good chance of getting a promotion at work.

- **Infinitives after Prepositions?** *Remember that infinitives **cannot** be used after a preposition. **Only**

Gerunds can follow a preposition.

The following verbs, adjectives, and nouns followed by a preposition are known as ‘**collocations**’.

1. This means that the following verbs, adjectives, and nouns can only be followed by the exact preposition listed in the table below.
2. You cannot substitute another preposition, even if the alternate preposition has the same meaning as the original preposition, as given below.

Examples

Verb + Preposition + Gerund

argue about
care about
complain about
forget about
talk about
worry about

aim at
work at

look into
feel like

apologize for
blame for
care for
forgive for
make up for
thank for
use for

believe in
result in

come across as

admit to
confess to
look forward to
object to

specialize in
succeed in
believe in
result in
succeed in

approve of
dream of
hear of

take care of
think of

agree with
come up with
cope with
deal with

concentrate on
depend on
fall back on

go on
give up on
insist on
keep on
look back on
plan on
work on

Adjective + Preposition + Gerund

afraid of	enthusiastic about	crucial in
aware of	excited about	effective in
capable of	happy about	important in
incapable of	nervous about	interested in
proud of	serious about	involved in
tired of	sorry about	useful in
	worried about	
bad at		available for
better at	different from	crucial for
effective at	evident from	famous for
good at	exempt from	important for
great at	free from	necessary for
successful at	obvious from	responsible for
upset at	safe from	sorry for
	tired from	suitable for
concerned about		useful for

Nouns + Of + Preposition + Gerund

advantage of	idea of	prospect of
chance of	importance of	purpose of
in charge of	intention of	result of
cost of	means of	risk of
danger of	method of	system of
effect of	point of	task of
experience of	possibility of	thought of
form of	practice of	way of
habit of	problem of	
hope of	process of	

Collocations are words that normally go together in a duo or a phrase. In collocations, you can not substitute synonyms or any other word for a word. For example, ‘passenger train’ cannot be replaced with ‘people train’—you must use the word ‘passenger’. There are several collocations in English that make use of a preposition. You cannot substitute one preposition with another, though some have two possibilities. In a phrasal verb, substituting one preposition for another can change the meaning of the word.

Here are some possibilities:

Collocation Phrases that use a preposition followed by a gerund.

- Verbs + (Preposition + Gerund) [two-word verbs/phrasal verbs]
- Adjectives + (Preposition + Gerund)

- Nouns + (Preposition + Gerund)

Exercises

1. **First, underline the verb, adjective or noun + preposition combinations in the following sentences. Then, indicate whether each sentence has either a verb, adjective, or noun followed by a preposition. Write 'v' for verb, 'a' for adjective, or 'n' for noun.**

1. My roommate keeps on playing his music loudly in the evening.
2. There is a possibility of not finishing the project on time.
3. Jason always works at answering his emails by the end of the day.
4. I always take advantage of summer by going camping.
5. This company aims at selling 1000 pairs of shoes by the end of the month.
6. Maria always forgets about taking her umbrella when it's raining.
7. I am concerned about the rising temperature of our oceans.
8. Freya is very effective at organizing her team to complete a task.
9. The process of applying for jobs can be discouraging.
10. Being aware of invading computer viruses is important for businesses.

Answers *show/hide*

1. v
My roommate keeps on playing his music loudly in the evening.
2. n
There is a possibility of not finishing the project on time.
3. v
Jason always works at answering his emails by the end of the day.
4. n
I always take advantage of summer by going camping.
5. v

This company aims at selling 1000 pairs of shoes by the end of the month.

6. v

Maria always forgets about taking her umbrella when it's raining.

7. a

I am concerned about the rising temperature of our oceans.

8. a

Freya is very effective at organizing her team to complete a task.

9. n

The process of applying for jobs can be discouraging.

10. a

Being aware of invading computer viruses is important for businesses.

2. **Make sentences by putting the following words or phrases in order. Remember that could be either verbs, adjectives or nouns followed by a preposition. Be sure to capitalize the first word in the sentence.**

1. not necessary for / in large cities with a good transit system / getting to / is / work / a car
2. are / working as a Senior Manager / very different from / a middle manager / the responsibilities of
3. very successful at / was / she / selling the products of her start-up company
4. listening / had grown tired of / to her roommates' complaints / she
5. the day / I / when I pay off my car loan / look forward to

Answers *show/hide*

1. A car is not necessary for getting to work in large cities with a good transit system.

OR

In large cities with a good transit system, a car is not necessary for getting to work.

2. The responsibilities of a middle manager are very different from working as a senior manager.
 3. She was very successful at selling the products of her start-up company.
 4. She had grown tired of listening to her roommates' complaints.
 5. I look forward to the day when I pay off my car loan.
3. **Complete the following sentences using a gerund as the object of a preposition. Answer the following questions using the same preposition combinations as the questions (i.e. verb + preposition, adjective + preposition, or noun + preposition combination).**

Example:

What are you excited about?

I am excited about graduation.

1. What are you effective at?
2. What are your habits? What do you make a practice of?
3. What are you concerned about?
4. What do you admit to doing when no one is around?
5. What exciting thing are you planning on doing in the next five years?

Answers will vary.

3.0 Infinitives

3.1 Using Infinitives as the Subject of a Sentence or Clause

Infinitives as the Subject: Just as with gerunds, infinitives can be used as the subject of the sentence.

Examples

To become a doctor is my goal.

To win a marathon race has always been a goal of the runner.

To be organized is what will help you in your studies.

However, using an infinitive as the subject of a sentence has become less common. It has come to be seen by many as being too formal. Instead, we can use the following way of communicating the same idea:

- **'It' + BE + Adjective + Infinitive + rest of idea**

Examples

To communicate effectively is important at work.

It is important **to communicate** effectively at work.

It is necessary to guard against viruses on your computer.

It is common in some countries for students to stand up when the teacher enters the room.

Note: A participle can be used as the adjective in this formula.

Example

It is seen as being rude if you stand in front of train doors before departing riders have exited.

Exercises

1. **In the following paragraph, underline the infinitive that is used as the subject of the sentence. Include infinitives used in the formula using 'It' + adjective + infinitive. Be careful! Not every infinitive in the following paragraphs is used as the subject of the sentence. Some are used as the object of the verb.**

Communicating with someone from another country can be tricky. It is common to make serious mistakes without knowing the communication styles of someone from another country. For example, in the United States, people often interrupt what someone is saying by starting to talk before the other person is finished. To do this is very rude in Japan. It is important in Japan to let the other person completely finish what they're going to say before you begin to speak. Also in Japan, it is common for people to spend some time thinking before they answer a question. It is necessary to give them time to do this.

On the other hand, in the United States, you still should not interrupt someone in the middle of a sentence at the least, and you should really not interrupt them in the middle of what they want to say. It is important to listen from a drop in tone at the end of a sentence, which indicates the end of the sentence. In addition, it is possible to tell when a person is finished what they want to say, because their tone gradually drops over the entire last sentence that they are speaking.

In the United States, it is necessary to show someone who is talking that you are actually actively listening. To just sit passively while they are talking communicates that you are not interested in what they are saying. Instead, it is important to nod your head and say something like 'uh-huh' while they are talking to show that you are listening.

Answers *show/hide*

Communicating with someone from another country can be tricky. It is common **to make** serious mistakes without knowing the communication styles of someone from another country. For example, in the United States, people often interrupt what someone is saying by starting to talk before the other person is finished. **To do** this is very rude in Japan. In Japan, it is important **to let** the other person completely finish what they're saying before you begin to speak. Also in Japan, it is common for people **to spend** some time thinking before they answer a question. It is necessary **to give** them time to do this.

On the other hand, in the United States, you still should not interrupt someone in the middle of a sentence at the least, and you should really not interrupt them in the middle of what they want to say. It is important to listen for a drop in tone at the end of a sentence, which indicates the end of the sentence. In addition, it is possible to tell when a person is finished what they want to say, because their tone gradually drops over the entire last sentence that they are speaking.

In the United States, it is necessary **to show** someone who is talking that you are actually actively listening. **To just sit** passively while they are talking communicates that you are not interested in what they are saying. Instead, it is important **to nod** your head and say something like 'uh-huh' while they are talking to show **[this is an infinitive of purpose]** that you are listening.

2. **Use the following verbs in the word list and change them to infinitives. Then, use them as the subject of the following sentences.**

Word list: drive, ride, graduate, give, have

1. _____ a horse is a wonderful experience.
2. _____ a car at the age of 15 is possible in some places.
3. For some people, _____ a speech is worse than death.
4. For some child prodigies, _____ from university at the age of 15 is

- possible.
5. _____ good communication skills is important in our relationships.

Answers *show/hide*

1. To ride	4. to graduate
2. To drive	5. To have
3. to give	

3. **Now, change the above sentences to sentences that use the 'It' + adjective + infinitive pattern instead of using an infinitive as the subject of the sentence.**

- 1.
- 2.
- 3.
- 4.
- 5.

Answers *show/hide*

1. It is a wonderful experience to ride a horse.
 2. It is possible in some places to drive a car at the age of 15.
- OR**
- In some places, it is possible to drive a car at the age of 15.
3. For some people, it is worse than death to give a speech.
 4. For some child prodigies, it is possible to graduate from university at the age of 15.
 5. It is important to have good communication skills in our relationships.

3.2 Infinitives Used as the Object of a Verb

Just as gerunds can be used as the object of a verb, infinitives can also be used as the object of a verb.

Examples

Rama intends **to become** a helicopter mechanic.

Children often pretend **to be** a scary animal.

Emre expects **to have** a higher salary in the future.

Aoi offered **to help** me find an apartment.

Exercises

1. **Use infinitives as the object of a verb in the sentences below. Change the verbs in the list below into an infinitive and use it to complete the sentences that follow.**

Word List: dive, let, guarantee, think, travel, die, be with, visit

They were people who wanted (1) _____ to the bottom of the ocean to visit the Titanic, the ship that sank in 1912. It might seem strange (2) _____ a place where the huge disaster of the Titanic took place, but in 2023, some adventurous people tried (3) _____ to the bottom of the ocean but met with failure when their submersible imploded.

Maybe, in their minds, they liked (4) _____ that visiting the Titanic is sort of like paying respect to the people who died on the Titanic. They might have hoped (5) _____ the people who died at the bottom of the lonely ocean. To be fair, they had warned the people who went with them on the excursion that it could be dangerous. They had never pretended (6) _____ complete safety.

I am sure that the operators of the submersible didn't intend (7) _____ on the day that they left for the bottom of the ocean. They knew that the ocean at depths of close around 3800 meters (12,500 feet) could completely and instantly crush the submersible. But they didn't want (8) _____ fear stop them.

Answers *show/hide*

1. to travel	5. to be with
2. to visit	6. to guarantee
3. to dive	7. to die
4. to think	8. to let

2. **Complete the sentences below by adding your own infinitives. Then, share your sentences with a partner.**

1. I want to	_____
2. I intend to	_____
3. I don't pretend to	_____
4. I refuse to	_____
5. In the past, I tried to	_____

Answers will vary.

3.3 Verb + Infinitive + Object of the Infinitive

The object of a verb is usually a **noun**.

Example

I gave **water** to my dog.

Infinitives also **act as the object of a verb**. However, **in addition** to acting as the object of a verb, they themselves can **also** have their own object.

Example

I like **to hit** *baseballs* at the baseball field.

Verb + **Infinitive** + *Object of the Infinitive*

- Notice here that the infinitive '**to hit**' has its own object—baseballs.

Exercises

1. **Recognize and then underline the objects of infinitives in the following paragraph.**

Note: Since an object is always a noun or noun phrase, and a gerund or infinitive used as the object can also take the place of a noun, the object of a gerund or infinitive could be another gerund or infinitive (example: I am enjoying playing the guitar). There is one infinitive that is acting as the object of **another** infinitive in this paragraph. Be sure to find the object of an infinitive that is **itself** an infinitive.

Every soccer team in the world hopes to win the World Cup someday. No one plans to lose the prize. They practice for hours a day because they hope to hear the cheers of the crowd from their home country as they work to become heroes in the eyes of their fans. They refuse to give up on their dreams. They really try to avoid the disappointment of the children who idolize them, and they really don't want to see their fellow countrymen riot in the streets after their team loses in the final match of the tournament. They hope not to need to fake an injury just to achieve a victory. So, they buck up and grit your teeth as they go through another practice in the rain.

Answers *show/hide*

Every soccer team in the world hopes to win **the World Cup** someday. No one plans to lose **the prize**. They practice for hours a day because they hope to hear **the cheers** of the crowd from their home country as they work to become **heroes** in the eyes of their fans. They refuse to give up on **their dreams**. They really try to avoid the disappointment of the children who idolize them, and they really don't want to see **their fellow countrymen** riot in the streets after their team loses in the final match of the tournament. They hope not to need **to fake an injury** just to achieve a victory. So, they buck up and grit your teeth as they go through another practice in the rain.

2. **Insert the nouns from the word list into the sentences below to provide an object of the infinitive.**

Word List: a life, childhood, all of his wealth, fun, childhood diseases, his money

Jon hopes to give (1) _____ to charity some day. He tries to live (2) _____ of generosity. He has always intended to use (3) _____ to cure (4) _____. This is because he wants children to have (5) _____ and to enjoy their (6) _____.

Answers *show/hide*

1. all of his wealth	4. childhood diseases
2. a life	5. fun
3. his money	6. childhood

3. **Complete the following exercise by adding an object following the infinitives in the sentence.**

1. Someday, I hope to get

.

2. I hope to qualify for

.

3. I intend to give

.

4. I hope to travel to-

.

5. I refuse to call

.

Answers will vary.

3.4 Adjectives Followed by Infinitives

Some adjectives can be followed by infinitives. This is common in sentences that use an adjective as the subject instead of an infinitive as the subject. Remember that participles (either active or passive) can serve as adjectives.

Examples

It is important to organize your desk before you begin to work.

It was surprising to hear that my brother was accepted into an elite university. (active participle)

I was astonished to receive a scholarship for \$10,000.

3.4.1 Common Adjectives Followed by Infinitives

happy to	prepared to	astonished to
fortunate to	motivated to	surprised to
content to	anxious to	unlikely to
upset to	excited to	likely to
sorry to	careful to	certain to
disappointed to	hesitant to	embarrassed to
determined to	reluctant to	proud to
willing to	afraid to	ashamed to

For a list of verbs followed by gerunds and infinitives, check [appendix C](#).

Exercises

1. **Use the verbs from the word list below to fill in the blanks that follow adjectives, which can be in the participle form. Note that adjectives such as sorry, sad, upset, excited and disappointed are frequently followed by infinitives such as to hear, to see, to learn, or to discover.**

Word List: spend, hear, see, die, come in last, not add, win

1. She was determined	the chess game.
2. You are very unlikely	in an airplane accident. They are very
	rare.
3. Evangeline was content	her time reading books.
4. I was disappointed	that I could not get the apartment that I
	wanted.
5. Jason was ashamed	in the race in his gym class.

6. The accountant was careful	an extra zero into the long
number.	
7. She was excited	her name on the list of people accepted
into the program.	

Answers *show/hide*

1. to win	5. to come in last
2. to die	6. not to add
3. to spend	7. to see
4. to hear	

2. **Complete the following exercise by adding an infinitive following the adjectives in the sentence.**

1. I am content	.
2. I am excited	.
3. I am motivated	.
4. I was surprised	.
5. I am unlikely	.

Answers will vary.

3.5 Infinitive of Purpose: In Order To

The phrase 'in order to' is used as an infinitive that expresses purpose. It tells the reason for an action.

Examples

He called **in order to** confirm that he could not come to the birthday party.

Aoi went to the market **in order to** buy some miso paste.

Philippe bought a huge bouquet of flowers **in order to** impress his girlfriend.

When expressing purpose, the words ‘in order’ can be omitted from the phrase ‘in order to’.

Examples (from above)

He called to confirm that he could not come to the birthday party.

Aoi went to the market to buy some miso paste.

Philippe bought a huge bouquet of flowers to impress his girlfriend.

Sometimes the order of the infinitive purpose is different in a sentence. Because the infinitive of purpose acts as an adverb, just as a preposition phrase can be used as an adverb, it can be placed at the beginning of the sentence.

Example

William worked all night **in order to get his paper in on time**.

In order to get his paper in on time, William worked all night.

Exercises

1. **Use the following verbs from the word list to create infinitives in order to complete the sentences using an infinitive of purpose.**

Word List: get, reduce, get into, increase, achieve

1. I tried to get a new job in order _____ my salary so that I could pay my bills.
2. Mohammed contacted fifty former classmates in order _____ his sales targets.
3. We all joined a health club in order _____ better physical condition.
4. Companies sometimes reduce their number of employees in order _____ costs.
5. The government has started to provide childcare in order _____ more women in the workforce.

Answers *show/hide*

1. to increase	4. to reduce
2. to achieve	5. to get
3. get into	

2. **Complete the following sentences with your own phrase using 'in order to'.**

1. I sometimes fix my own car in order to _____ .

2. I went to the dentist in order to .

Answers will vary.

3. **Now, add 'in order to' + rest of sentence in the following:**

1. Vladimir read the newspaper .
2. Yasmin always rides a bicycle to work .

Answers will vary.

4. **Complete the following sentences with a verb phrase and a phrase using 'in order to'.**

1. I always in order to .
2. I never in order to .
3. I every day in order to .

Answers will vary.

5. **Next, write two sentences of your own sentences using 'in order to'. This time, omit the words 'in order' from the phrase 'in order to'.**

1. .
2. .

Answers will vary.

3.6 Infinitives of Agency: Someone Causes Someone Else to Do Something

Infinitives of agency are used when someone causes someone else to do something. The agent of the action is the person who causes someone else to do something. There are different degrees of agency. Someone may force someone to do something, or they may simply let them do something (give them permission). There are certain verbs which are used to express agency. Normally, when a verb has an action as its object rather than a noun, the action is expressed as a gerund or infinitive. However, verbs of agency are followed by the base form of the verb instead. In some ways, they function as modals.

Verbs of agency include: make, have, let, help and get.

- We use these for talking about things that someone may cause, require, or permit another person (or animal, machine or object) to do.
- Use make, have, and let + object + base form of the verb
- The form of infinitives of agency is:
 - Person or situation causing someone to do something + verb of agency + intended doer of the action + base form of the verb
 - Here, the base form of the verb is used instead of the infinitive form

Example

My boss made [me] do the project again.

My boss	<u>made</u>	[me]	~~to~~ do	the project again.				
Subject	+	<u>verb of agency</u>	+	[doer of action]	+	base form of the verb	+	possible object

The bad weather made [me] feel depressed.

The instructor had [us] give a presentation in class.

My parents often let [me] stay out until 12:00 midnight on weekends.

The textbook was very good and **it** helped [me] understand algebra better.

Exercise

Use the following words and phrases, which are not in the correct order, to make sentences that use verbs of agency. Be sure to use the correct form of the verb that follows the main verb + doer of the action.

1. sick / made / the greasy food / feel / at the restaurant / me
2. had / dress up / the host / us / in a costume / of the party
3. me / my friend / his expensive new sports car / drive / let
4. helped / working with refugees / us / the futility* / of war / understand

*futility = uselessness

Answers *show/hide*

1. The greasy food at the restaurant made me feel sick.
2. The host of the party had us dress up in a costume.
3. My friend let me drive his expensive new sports car.
4. Working with refugees helped us understand the futility of war.

3.7 Other Patterns Used with Infinitives

There are several patterns that can be used with verbs followed by infinitives.

Already covered:

1. **Infinitives as the Object of a Verb:** Verb + Infinitive
2. **Adjective + Infinitive**

Other Patterns:

1. **Verb + Object + Infinitive:** This pattern is often used as a shortened form of an infinitive of purpose.

Example

I programmed this app ~~in order~~ to predict my calorie usage after I run a certain route on a map.

2. **Verb + Pronoun + Infinitive**

Example

I want her to call me at noon.

3. **~~Preposition + Infinitive~~ (not used):** Unlike a gerund, an infinitive cannot be used as an object of a preposition.

Example

I want to keep ~~on to~~ study for my exam. (here, there is a verb/preposition combination)
 I want to keep **on** studying for my exam. (here, there is a verb/preposition combination)

Exercises

1. **Put the following words in the correct order to create a sentence that uses the *Verb + Object + Infinitive* pattern.**

1. to Miami / rented / Juan / a car / to travel
2. his credit card / for a new jacket Arturo / to pay / used
3. to text her parents / always borrows / Mina / her friend's phone
4. Sanjay and his brother / to the football game / my car / to drive / borrowed
5. Anika / to create / a beautiful design / used / a new app

Answers *show/hide*

1. Juan rented a car to travel to Miami.
2. Arturo used his credit card to pay for a new jacket.
3. Mina always borrows her friend's phone to text her parents.
4. Sanjay and his brother borrowed my car to drive to the football game.
5. Anika used a new app to create a beautiful design.

2. **Put the following words in the correct order to create a sentence that uses the *Verb + Pronoun + Infinitive* pattern.**

1. to call / asked / I / my sister / her
2. me / to create / my supervisor / a report / told

3. instructed / us / to use / a new offensive strategy / the team leader
4. them / I / to be / very organized / find
5. Gita / a very nice birthday party / me / always gives

Answers *show/hide*

1. I asked her to call my sister.
2. My supervisor told me to create a report.
3. The team leader instructed us to use a new offensive strategy.
4. I find them to be very organized.
5. Gita always gives me a very nice birthday party.

4.0 Using Gerunds and Infinitives for the Past, Present, and Future and for Realistic and Unrealistic Situations

4.1 When do I Use a Gerund and When do I Use an Infinitive?

Many people are confused by the difference between Gerunds and Infinitives.

- It is obvious that they are written differently.
 - Gerund = ‘-ing’ form of the verb without the verb ‘BE’ (~~am~~ walking)
 - Infinitive = ‘to’ + base form of the verb (to walk)
- They are **both** used for the same purpose—to talk about actions rather than expressing action itself.
- They can **both** be used to express action as nouns in a clause or sentence.

So, why are there two different forms for this? When do we use Gerunds and when do we use Infinitives?

The difference is that:

- **Gerunds** are used to speak about past or present actions and realistic situations.
- **Infinitives** are used to talk about future actions or situations that are unrealistic or impossible. They are often used to express future desires, plans, or wishes.

Examples

Examples of Verbs Followed by Gerunds:

- Walking for exercise is good for your health. (present)
- I enjoyed meeting your family. (past)

Examples of Verbs Followed by Infinitives:

- I would like to work as a mechanic. (desire)
- I plan to graduate by spring. (future plan)
- I would like to build a house with a swimming pool on the moon. (not possible)

4.2 Verbs Followed by Gerunds

Verbs that are **followed by gerunds** often express an action that is a part of a daily routine or habit, either past or present. In any case, they are used to express action and are used for actions that happened in the past or that happen in the present.

Examples

admit

avoid

consider

delay
deny
discuss

enjoy
finish
keep

practice
quit
recommend

4.3 Verbs Followed by Infinitives

Verbs that are **followed by infinitives** express something in the future and often express something that is more of a hope or wish. Some verbs followed by an infinitive, such as 'hope' or 'plan', are obviously for the future, and many can be implied to indicate an action in the future.

Examples

agree
aim
appear
arrange
decide

demand
expect
fail
hope
intend

learn
offer
plan
refuse
want

4.4 Verbs Followed by Either a Gerund or an Infinitive, With no Change in Meaning

Some verbs can be followed by **either** a Gerund or an Infinitive. However, for some of these, the meaning changes depending on if you use a gerund or an infinitive after the verb.

Examples

begin
hate
like

continue
enjoy
prefer

start
try

Some gerunds or infinitives have a **current action** but with a **continuing aspect** to them. In this case, you can usually use either a gerund or an infinitive.

Examples

You need **to start** your test now. (you should start now, but you will obviously continue)

Starting your assignment now is a good idea.

Continue working on your project! (you will work on it now, but it will continue into the future)

Study Tip

It is usually easier to tell when a verb is followed by an infinitive because the verb, such as 'hope' or 'plan', itself seems to **suggest a future action**. Some verbs are followed by a Gerund, and it is usually hard to tell if it **suggests a past or present action** or if it suggests a **future action**.

Then, some verbs can be followed by either a gerund or an infinitive. There are fewer verbs followed by an infinitive, but there are many verbs that are followed by a Gerund and verbs that can be followed by **either** a Gerund or an Infinitive. There are also verbs that can be followed by either a Gerund or an Infinitive but for which the meaning changes depending on which you use.

It would be a lot of work to memorize which verbs are followed by a Gerund, which are followed by an Infinitive, and which can be followed by either a Gerund or an Infinitive. **However**, we **can usually predict** that certain words will be **followed by an infinitive** because the verb itself (e.g. hope) suggests a future action.

So, if you intend to memorize which verbs are followed by a Gerund and which by an Infinitive (or either a Gerund **or** an Infinitive), **memorize the ones that are followed by an infinitive**. All the others we can assume can be followed by a gerund. For the ones that can be followed by **either** a Gerund or an Infinitive, we can just **choose to always use a gerund**. Then, if we memorize which verbs are followed by an infinitive, almost all other verbs* can be followed by a Gerund.

* **However**, we **also** do need to memorize the verbs that can be followed by either a Gerund or Infinitive but with a change in meaning depending on whether you use a Gerund or an Infinitive after the verb.

Exercises

1. **Without looking at charts of verbs that are followed by either a gerund or infinitive, try to predict whether or not the following verbs are followed by a Gerund or an Infinitive. Put 'g' next to those that would likely be followed by a Gerund and put 'i' next to those that would likely be followed by an Infinitive. All these verbs can be changed to either *only* a Gerund or an Infinitive. None of them can be changed to either a Gerund OR an Infinitive.**

1. enjoy
2. decide

3. expect
4. keep
5. quit
6. learn

7. plan
8. discuss
9. hope
10. finish
11. intend
12. practice

13. want
14. recommend
15. aim
16. avoid

Answers *show/hide*

1. g
2. i
3. i
4. i
5. g
6. i

7. i
8. g
9. i
10. g
11. i
12. g

13. i
14. g
15. i
16. g

2. **Change the following verbs to either a gerund or an infinitive. All these verbs can be changed to either a gerund or an infinitive. A few of them can be changed to either a gerund OR an infinitive. The verbs may be in the subject or object position in the sentence.**

When listing a series of infinitive-action nouns in parallel, remember that you do not need to repeat 'to', as follows: "I like to swim, hike, and play football."

It seems like (1) _____ (be) an astronaut would be a rewarding and exciting career. I enjoy (2) _____ (explore) new things, so in the future I don't expect (3) _____ (have) a boring career. I will never quit (4) _____ (try) new things, and I never want (5) _____ (avoid) things that are a challenge. I will begin (6) _____ (take) courses in science, aeronautics, and astrophysics. I think that I would enjoy (7) _____ (study) these things. I aim (8) _____ (travel) to space within 15 years at the maximum.

I discussed (9) _____ (follow) my dreams with my academic advisor, and he suggested (10) _____ (decide on) what motivates me. It may be difficult, but I just need (11) _____ (keep on) going, (12) _____ (continue) along my path, even if the going gets rough sometimes. This will teach me (13) _____ (quit, not) just because there are obstacles. I have decided (14) _____ (do) this. My first step is (15) _____ (learn) to fly an airplane.

Answers *show/hide*

1. being	11. to decide
2. exploring	12. to keep on
3. to have	13. to continue
4. trying	OR
5. to avoid	continuing
6. taking	14. not to quit
7. studying	15. to do
8. to travel	16. to learn
9. following	OR
10. deciding on	learning
OR	

3. **Finish the following sentences using your own ideas. Use either a gerund or an infinitive.**

1. I prefer _____ .
2. Mateo quit _____ .
3. Malik prefers _____ .
4. My father expects _____ .
5. I avoid _____ .
6. Liam likes _____ .
7. My mother recommends _____ .

Answers will vary.

4. **Finish the following sentences using your own ideas. Use a verb followed by a noun or pronoun plus a gerund or an infinitive.**

1. My mother often asked _____ to _____ .
2. My friends expect _____ to _____ .
3. My teacher always wanted _____ to _____ .
4. My father expects _____ to _____ .
5. My grandmother wanted _____ to _____ .

Answers will vary.

4.5 Verbs Followed by Either Gerunds or Infinitives, but With a Change in Meaning

Some verbs can be followed by either a gerund or an infinitive. However, the following verbs have different meanings, depending on whether a gerund or an infinitive is used.

Table 7.2 Verbs Followed by Either Gerunds or Infinitives

Gerund	Infinitive
Remember	
When you use this verb followed by a gerund, it means that you have a memory of something that happened in the past. Example I remember going to the desert.	When an infinitive is used after this verb, it means that you remember something that needs to be done. Example I remembered to bring the key for my office.
Forget (This is the Same as ‘Don’t Remember’)	
When you use this verb followed by a gerund, it means that you forget doing something that you actually did do. Example I forget calling my mother on her birthday. I thought that I did, but maybe I didn’t. I don’t remember calling her.	When an infinitive is used after this verb, it means that you do not remember something that you should or must do. Example Forgetting to turn off the water in the bathtub can cause a huge amount of water damage.
Try	

When you use this verb, followed by a gerund, it means that you did something, but the effect was not expected. Example I tried studying more, but it didn't help.	When an infinitive is used after this verb, it means that you attempted to do something, but it was not possible to do it. Example I tried to turn the key, but the lock was stuck.
Regret	
When you use this verb, followed by a gerund, it means that you did something in the past, but now you wish that you didn't do it. Example I regret yelling at my boss. Now I may lose my job.	When an infinitive is used after this verb, it usually means that you are telling someone some bad news. Example I regret to tell you that you did not get the job that you interviewed for.
Start	

When you use this verb, followed by a gerund, it means that someone is at the beginning of an action.

Example

I started studying at 3:00 p.m.

When an infinitive is used after this verb, it usually means that there is a purpose for the action.

Example

I started to study a week ago, so that I would not fail the exam.

Exercise

Write two sentences for each verb. One sentence should use the verb followed by a gerund and the other sentence should use the verb followed by an infinitive.

1. Remember

- a. Please remember (invite) _____ my friend Anne to the party. It would be nice to see her again.
- b. I don't remember (turn the stove off) _____ before I left the apartment. Could you check to make sure it is off.

2. Forget

- a. I forget/don't remember ever (need) _____ money for food.
- b. I forgot (tell) _____ you, the basketball practice has been cancelled.

3. Try

- a. If you can't open a jar, try (use) _____ a rubber band around the lid to help you grip the lid.
- b. They really tried (start) _____ a new restaurant, but they couldn't get

enough customers.

4. **Regret**

- a. We regret (inform)
- b. I regret (not visit)

you that your car's engine needs replacing.
my friend when I was in her city.

5. **Start**

- a. If he doesn't start (practice)
play in the concert.
- b. You should start (do)

now, he might not be ready to
the test now.

Answers *show/hide*

1. **Remember**

- a. to invite
- b. turning the stove off

b. to start

2. **Forget**

- a. needing
- b. to tell

4. **Regret**

- a. to inform
- b. not visiting

3. **Try**

- a. using

5. **Start**

- a. practicing
- b. to do

5.0 Transforming Nouns into Gerunds and Infinitives

In a research paper, paraphrasing is often used to shorten or clarify a known text. As a strategy for paraphrasing, which is taking a text and putting it into your own words, you may substitute nouns for gerunds.

Example

A reduction in emissions is possible by the introduction of solar panels as a power source.
Reducing emissions is made possible by introducing solar panels as a power source.

Exercise (Difficult): Transforming Nouns into Gerunds and Infinitives

Read the paragraph below, which uses academic nouns and verbs that can be changed to Gerunds, Infinitives, or Infinitives of Purpose. Change the following noun or verb forms to Gerunds, Infinitives and Infinitives of Purpose.

Note: Sometimes the spelling of a noun form is quite different than a gerund form. In this case, first change the noun form to a verb form and then add '-ing'.

Communication skills with family and with significant people in our lives is important for the **maintenance** of those relationships. These skills are important because they **prevent** misunderstanding and **promote** positive **interactions**. This helps with **the development** of feelings of trust in our **relationships** with others, because it **protects** the vulnerabilities of others and **contributes** to a feeling of intimacy. If you **have** good skills in communication, it also works for interpersonal relationships at work.

Having skills in (1) (communication) with family and with significant people
 in our lives is important for (2) (maintenance) those relationships. These
 skills can help (3) (prevent) misunderstanding and (4)
 (promote) a positive way of (5) (interaction). This
 helps (6) (development) feelings of trust in (7)
 (relationship) to others. It strengthens our ability (8) (relationship) with

others, because it serves (9) (protect) the vulnerabilities of others and (10)
 (contribute) to a feeling of intimacy. (11) (have)
 good skills in (12) (communication) does the same for interpersonal
 relationships at work.

Answers *show/hide*

1. communicating
2. maintaining
3. to prevent
4. to promote
5. interacting
6. developing
7. relating
8. to relate
9. to protect
10. to contribute
11. Having
12. communicating

EXERCISE BOOK

This section contains all of the exercises contained in this book. Print this section out to do them by hand.

CHAPTER 1 EXERCISES

I. Verbs: Introduction and Review

1.0 What do Verbs Do? Review of Verbs

1.5 Main Verbs, Helping Verbs and Linking Verbs

Write ‘mv’ (main verb), ‘hv’ (helping verb), or ‘lv’ (linking verb) in front of the following sentences.

1. She is looking at her photos.
 2. Mei runs a small business in Beijing.
 3. Francisca seems tired today
 4. Alondra is studying in the library.
 5. Mr. Huang was a librarian.
 6. Jason seems a little disturbed by the teacher’s comments.
 7. Ms. Kennedy is a Systems Analyst.
 8. Manon has been working on her essay.
 9. Yan exercises every day.
 10. Abbad will be 32 years old next year.
-

III. The Simple Tense

1.0 Introduction

1.1 Writing the Simple Present Verb Tense

1. **Write the 3rd person form of these singular verbs.**

1. have

2. buy
3. try
4. fall
5. brush
6. drive
7. carry
8. write
9. study
10. join
11. worry
12. wash
13. ask
14. exercise
15. play
16. pass
17. match

2. **Write the correct form of the Simple Tense verb in the blanks below. Be sure to check whether the subject is singular or plural (some nouns are count nouns, some nouns are non-count nouns). Then, write the third person singular verbs in the correct form.**

Sergei, Andrei, and Tatiana (1) (know) each other very well. They went to elementary school together and also (2) (play) in a band together. Sergei (3) (be) a very good guitar player, and he (4) (have) a great voice. Andrei (5) (have) very good rhythm, so he (6) (lay down) the beat. Tatiana (7) (sing) very well and has a powerful voice.

Sometimes, Andrei and Tatiana (8) (collaborate) together and write music. Sometimes they (9) (play) some traditional music from their region because this music (10) (be) what their mother still (11) (sing). One thing that (12) (inspire) them is to write songs about love and harmony.

These three friends (13) (travel, often) to small towns in their region to give concerts of their music. Now, however, they are thinking about their future life. They (14) (make, don't) a lot of money with their band. In addition, Tatiana (15) (plan) to get married to her boyfriend in the summer. They (16) (want) to start a family someday, but for now they both plan to start university in the fall.

1.3 When do We Use the Simple and Continuous Tenses?

In the blank on the left write:

- 'x' for no time limits/unclear time limits
- 'r' for repeating action
- 'p' for permanent actions, situations (facts, historic facts, laws and principles)
- 'e' for essence (definitions) and existence

1. Unfortunately, pandemics are a regular part of human history.
2. Hamid loves chicken and rice.
3. A virus spreads through the air
4. The tides follow the movement of the moon.
5. Different animals go extinct and new species form in the development of life on earth.
6. Thousands of asteroids hit the earth every year.
7. Music with predictable structures is common in classical music.
8. My alarm clock wakes me up at 5:00 a.m.
9. The weather is always sunny in the desert.
10. University studies require hard work.
11. Narcissism is a Personality Disorder where a person thinks only of themselves.
12. It rains almost every afternoon in Florida.

2.0 The Simple Tense and Time

Look at the examples below. What are they examples of? Some things may more than one answer; in that case, put a comma between the answers (i.e. d, r). After you are finished, discuss your choices with a partner. Which situations could include more than one category? Why?

- Write 'd' for descriptions of normal on-going life (actions with no time limits/unclear time limits).
- Write 'r' for repeated actions and habits.
- Write 'p' for permanent actions and situations (facts, historic facts, laws and principles).
- Write 'n/a' for situations that use non-active verbs.

1. 21 million people live in the city of Mumbai, India.
2. The train leaves at 8:00 a.m.
3. I usually read the newspaper before work.
4. Successful work habits consist of efforts, attitudes and people skills.

5. Eating sugar has serious effects on your health.
6. University life includes hard work, new friends, and interesting studies.
7. The 3-day Thai water festival includes things such as water fights, music, dancing, eating and drinking.
8. Makena is a person who likes to have everything organized. She makes and follows schedules closely and checks the time constantly.
9. The annual Throne Speech is given every year for the first new session or meeting of a government. The speech is given by a representative of a king or queen who talks about the plans and goals of the government.
10. This is a beautiful area. It is surrounded by mountains, has a beautiful and fast-flowing river, and is covered with tall pine trees. Many eagles also live here.
11. Winter in the Northwest is unpredictable. Sometimes, the weather is mild and warm, but other times it is cold and snows a lot—sometimes up to 5 feet of snow. But one thing is sure—there will always be a lot of rain.
12. Good government consists of trustworthy leaders, fair laws, and concern for the citizens of the country.
13. Quantum mechanics operates in ways that we don't understand, and which are not always completely predictable.

3.0 The Simple Present Tense

3.1 Using the Verb BE for Descriptive Sentences in the Simple Present

Add a descriptive word after 'BE'.

1. The campus of my university	(BE)	(adjective)
2. The students	(BE)	(adverb or preposition phrase)
3. The schedule	(BE)	(adjective)
4. Its reputation	(BE)	(adjective)
5. Its official animal mascot	(BE)	(noun)
6. The classes	(BE)	(adverb or preposition phrase)
7. The library	(BE)	(noun)
8. My dorm roommate	(BE)	(noun)
9. The professors	(BE)	(adjective)
10. My transportation to the university	(BE)	(noun)

3.2 Using the Verb 'BE' in Making Yes/No Questions

Write the questions for these answers. Be sure to use the correct pronoun for the questions.

1. **Question:** ?
Answer: Yes, the test is on Tuesday.
2. **Question:** ?
Answer: No, the noodles are finished.
3. **Question:** ?
Answer: No, my friends are not from Bangladore. They are from Mumbai.
4. **Question:** ?
Answer: Yes, the class starts at 9:00 a.m.
5. **Question:** ?
Answer: No, my homework is not finished.
6. **Question:** ?
Answer: No, it's not in May. My vacation is in July.
7. **Question:** ?
Answer: No, I do not like coffee.
8. *Make your own question and answer.*
Question: ?
Answer:

3.3 Making Information Questions in the Simple Present Using the Verb BE

1. **Write the correct form of the verb BE in the blanks below. Be sure to use the correct form of the Verb BE. It must have correct Subject/Verb Agreement. Remember that the subject and verb are switched in questions.**

1. Where my textbook?
2. Who the actors in this movie?
3. What climate change? Could you explain it?
4. What the important points in this chapter?
5. When the start of the fall semester?
6. How the apple pie? Do you like it?
7. Where the university library?
8. When spring break?

9. What your friends do on the weekend?
10. Where some good restaurants in this area?

2. **Write the questions for these answers:**

1. **Question:** ?
Answer: My book is wet because I dropped it in the bathtub.
2. **Question:** ?
Answer: Your coat is in the closet.
3. **Question:** ?
Answer: The pharmacy is on the corner of 1st Street and 10th Ave.
4. **Question:** ?
Answer: The concert is at 7:30 PM?
5. **Question:** ?
Answer: The lights are off because the power is out.
6. **Question:** ?
Answer: My home is in San Francisco.
7. **Question:** ?
Answer: My favourite kind of music is jazz.
8. **Question:** ?
Answer: It is in downtown San Francisco.
9. **Question:** ?
Answer: We are late because our train was late.
10. **Question:** ?
Answer: The test is about personality disorders.

3.4 Making Information Questions in the Simple Present Using the Verbs Do/Does

3.4.1 'Wh' Questions

Write the questions for these answers. Answers may vary slightly.

1. **Question:** ?
Answer: This road goes to Chiang Mai.
2. **Question:** ?
Answer: He doesn't eat ice cream because it is unhealthy.

3. **Question:** ?
Answer: The movie starts at 10 o'clock.
4. **Question:** ?
Answer: These books go on the third shelf.
5. **Question:** ?
Answer: They want to eat in a fastfood restaurant.
6. **Question:** ?
Answer: They are going to Hawaii because they want to enjoy the sun.
7. **Question:** ?
Answer: Some people play golf to relax.
8. **Question:** ?
Answer: They don't live in a house because it is too expensive in this city.
9. **Question:** ?
Answer: A panda bear eats bamboo.
10. *Make your own question and answer.*
Question: ?
Answer:

3.4.2 Making Information Questions with 'How'

Write the questions for these answers:

1. **Question:** ?
Answer: She drinks 4 liters of water a day.
2. **Question:** ?
Answer: This box of oranges weighs 5 pounds.
3. **Question:** ?
Answer: I go running three times a week.
4. **Question:** ?
Answer: This test is very difficult.
5. **Question:** ?
Answer: She is completely fluent in Spanish.
6. **Question:** ?
Answer: They spend too much money on video games.

3.5 Writing the Negative of the Verb and Emphasizing the Positive with the Helping Verb Do/Does and Don't/Doesn't

Write the correct negative form of the Simple Tense verb in the blanks below. Be sure to write the third person singular verbs in the correct form. Include the helping verb don't/doesn't if needed.

Mr. Taka is a mountain climber, but he (1) _____ (like, not) heights. So, when he climbs, he (2) _____ (look, not) down below him at the ground. The friends that he climbs with (3) _____ (understand, not) this. They love the thrill when they look down and (4) _____ (see, not) anything but air below them. They think it is beautiful, so they sometimes joke with him about it. “Why do you climb, when you are afraid of heights”, they ask? But he (5) _____ (do, not) for the beauty and enjoyment of climbing. He does it because he (6) _____ (want, not) fear to win in him. He thinks that if he keeps doing it, that someday he will lose his fear of heights. He also knows that fear (7) _____ (go away, not) unless you face it. At least his friends (8) _____ (think, not) that he is a coward.

3.6 Use of Adverbs of Frequency and Time Expressions

1. **Write the correct form of the verb/time expression in the blank.**

The Spread of Slang

Slang is an informal form of speech. It is (1) _____ (use, almost always) by a culture within a culture—a subculture. It's more common with teens, because teenagers (2) _____ (want, always) to have an identity (who they see themselves as being) that is different from their parents and from adults. Teens (3) _____ (identify, always) more with their friends than with their parents or family. They would (4) _____ (want, never) to use the same slang that their parents used back in the old days.

In the past, teenagers would (5) _____ (hear, sometimes) on a movie, a TV show or in a song on the radio. Those TV shows were (6) _____ (produced, almost always) in California. So, the language used in those shows naturally came from California. This is where it gets interesting.

Many people in California (7) _____ (try, usually) to look and sound current or cool. So, young people like to pick up new slang that starts there. One of the coolest sub-cultures in Los Angeles, where most movies and TV shows were made, was the beach sub-culture. Surfing in the waves was a big part of the Beach subculture, and many surfers were teenagers, so they would (8) _____ (make

up, often) new words or use words in new ways, so that they wouldn't sound like their not-so-cool parents. They would (9) (call, sometimes) their friends 'dude'—as in "Hey dude, what are you doing after school?" They also had special words to describe waves. A big wave that was rolling and twisting around was called 'gnarly'. Strangely, a cool car was described as 'bad'—as in "That is a bad car."

However, things are changing rapidly. People are more likely to be entertained on the internet now. Creative content can be made anywhere and by anyone. So, will we soon be using slang that started on a farm or a ranch? Horse slang?

2. **Describe your present life as someone who is new in your country.**

OR

Describe your life after high school—your life as an adult.

- **Descriptions/Normal Life:** List five things that were typical things that happen in your life as an adult (how is different from your life as a child or teenager) OR your life as someone who is new to this country.
- **Facts and Definitions:** List five things that are important for an adult to do in order to survive and do well in the adult world. What does it mean to be an adult (what is an adult)?
- **Habits/Repeated Activities:** List five habits that help an adult to do well as an adult. What things should they do regularly.

4.0 The Simple Past Tense

4.3 How to Write Simple Past Tense

4.3.1 Spelling of Verbs When '-ed' Is Added

Write the past tense of these regular verbs that end in '-ed'. Write the correct '-ed' form.

1. start:
2. wait:
3. help:
4. wipe:
5. occur:
6. happen:
7. hope:

8. hop:
9. cry:
10. rain:
11. explain:
12. commit:

13. refer:
14. listen:
15. promise:
16. pull:
17. smile:
18. hurry:
19. study:
20. stay:
21. step:
22. try:
23. offer:
24. swipe:

4.3.2 Spelling of Irregular Verbs

1. **Write the past tense forms of the following verbs. All are irregular verbs.**

Yesterday, I (1) _____ (speak) with Ajulo about the resume that he (2) _____ (submit) to our company. I (3) _____ (say) that he (4) _____ (impress) me with his education at several top universities. He also (5) _____ (write) a very good cover letter, which I (6) _____ (read) with interest.

When I later (7) _____ (question) him about his work experience, he (8) _____ (speak) about working at several small but innovative companies. He also really (9) _____ (understand) the concept of teamwork. He (10) _____ (draw) me in' with his sincerity. It (11) _____ (be) easy to trust him, and I (12) _____ (feel) confident that he would make a good employee.

2. **Write the past tense forms of the following irregular verbs:**

1. drive:
2. drink:

3. swim:
4. understand:
5. can:
6. break:
7. have:
8. run:
9. take:
10. feel:
11. fight:
12. build:
13. put:
14. say:
15. sell:
16. ride:
17. keep:
18. hang:
19. wear:
20. win:
21. think:
22. sleep:

3. Write the past tense forms of the following verbs. Some are regular and some are irregular.

This is the same exercise found in the section on the Simple Present. The exercise is being repeated to show that the same principles of time apply to the past. However, now it is in the past form.

Sergei, Andrei, and Tatiana (1) (know) each other very well. They went to elementary school together, and they also (2) (play) in a band together. Sergei (3) (be) a very good guitar player and he (4) (have) a great voice. Andrei (5) (have) very good rhythm, so he (6) (lay down) the beat. Tatiana (7) (sing) very well and has a powerful voice.

Sometimes, Andrei and Tatiana (8) (collaborate) together and write music. Sometimes they (9) (play) some traditional music from their region because this music (10) (be) is what their mother (11) (continue) to sing. One thing that (12) (inspire) them, however, is to write songs about love and harmony.

These three friends (13) _____ (travel, often) to small towns in their region to give concerts of their music. Now, however, they are thinking about their future life. They (14) _____ (make, don't) a lot of money with their band. In addition, Tatiana (15) _____ (plan) to get married to her boyfriend in the following summer. They (16) _____ (want) to start a family someday, but for now, however, they both plan to start university in the fall.

4.3.3 Negative Form of Past Tense Verbs

1. **Write the following verbs in the negative form of these past tense verbs. If they are irregular, also change them into their irregular form. When you are finished, write them again, but this time in their contracted form.**

Negative Form:

1. run:
2. sell:
3. jump:
4. eat:
5. draw:
6. call:
7. step:
8. speak:
9. take:
10. feel:
11. put:
12. lose:

Contracted Negative Form:

1. run:
2. sell:
3. jump:
4. eat:
5. draw:
6. call:
7. step:
8. speak:
9. take:

- 10. feel:
- 11. put:
- 12. lose:

2. In the spaces below, write the correct form of the past tense verbs that are in parenthesis.

Alfredo (1) _____ (enjoy) sports of all kinds. He (2) _____ (hope) that one day he would become a famous athlete. In fact, when he was in high school, he would do anything to get involved in sports. He especially loved skiing, but he didn't have skis because they were so expensive. One day, he read a book about someone who (3) _____ (rob) a bank to get some money. They (4) _____ (walk) into a bank, pointed a gun at the teller, and (5) _____ (demand) money. Alfredo thought that it was a great idea, and he decided that he could get money by robbing a bank. But he (6) _____ (need) to prepare carefully. First, he (7) _____ (list) the things he would need: a mask to cover his face, a gun to threaten the bank teller, a note to give the teller, and a bag to hold the money. Then, he (8) _____ (need) to write down what he would say in the note.

Alfredo (9) _____ (plan) the bank robbery carefully. He (10) _____ (commit) to doing it. But as the day came closer, he (11) _____ (start) to get scared. He heard about someone who (12) _____ (rob) a bank, but everything went very wrong. The bank robber (13) _____ (study) the bank carefully, so he would know where to go. But, when he got to the bank and (14) _____ (recite) what he wrote out and (15) _____ (studied) at home, it forgot what he wrote out. This made him very nervous. Then, he (16) _____ (drop) the gun and (17) _____ (slip) on the floor. He hit his head, but when (18) _____ (called) for help, they (19) _____ (call) the police instead. When he started to plan the bank robbery, he (20) _____ dream of all the money he would get, he (21) _____ (anticipate) something much easier. But, I guess it is impossible to plan for everything that can happen.

3. Write the past tense of the verbs in parenthesis in the blanks before them.

Story of Albert Einstein (past tense)

Albert Einstein (1) _____ (be) an amazing scientist. He was born in Ulm, Germany in 1879, and he (2) _____ (live) in Germany for much of his life. Then, in 1895, Einstein (3) _____ (move) to Switzerland, where he (4) _____ (study) mathematics and physics. He (5) _____ (return) to Germany in 1914 to work with in a university and an academy of

science.

Then, in 1933, he (6) _____ (visit) the United States. While Einstein (7) _____ (be) there, Hitler came into power in Germany, and because of this, Einstein (8) _____ (move) permanently to the United States.

Einstein is most famous for some his scientific work. He (9) _____ (write) the most famous scientific equation in history, $E=MC^2$. Almost anyone can tell you this equation even if they don't understand it. People also know Einstein because he (10) _____ (develop) two of the most famous scientific theories of all time, the Theory of Relativity and the Theory of Quantum Mechanics. Although Einstein was most famous for his science, He (11) _____ (win) the Nobel Prize in Physics in 1921.

4. Write about the following things on a separate piece of paper:

- Describe your high school years.
- List five things that were typical things that happened in your high school. What was life normally like in high school?
- What is true of high school students? What facts describe high school students? Define a high school student.
- What were some regular activities or events at your high school?

5.0 The Simple Future Tense

5.1 How to Write the Simple Future Tense: Two Forms

Decide what purpose the verb is for following situations. Write the following letters in the blank on the left.

- pl = Plans
- pr = Prediction
- prom = Promise
- qd = Quick Decision

1. The economy will do well in the next quarter.

2. We will have a good time at the school dance.
3. It will be sunny tomorrow.
4. We are going to go to the mall this afternoon.
5. Don't worry. We will finish the project by Thursday.
6. We are driving to the mall right now. Do you want to come with us?
-OK, I'll come with you.
7. I will graduate in the spring. I have all the credits that I need to graduate.
8. If you don't wash your hands, you will likely get the flu. It is going around right now.
9. I am going to play tennis on the weekend. Do you play tennis?
-Yes, I love tennis. Do you need a partner?
10. We will go hiking on Saturday. The weather forecast looks good.
11. I need someone to watch the dog while I go to the store. Can anyone do it for me?
-I will. I am staying here to study for the whole afternoon.

5.2 Future in the Past

5.2.3 Negative of 'Future in the Past'

1. **Choose whether the following situations are predictions, plans or intentions (or promises).**

Some questions may have more than one answer. Write your answers in the following manner:

Example: pl, pr

- pr = predictions
- pl = plans
- i = intentions/promises

1. Jacob was going to travel to Beijing, but he got sick.
 2. I knew that the power would go out when I saw the powerful wind and lightning.
 3. Hamad was going to pay for the dinner at the restaurant, but he forgot his wallet.
 4. They said that they would meet us at 7:00.
 5. Nelly said that she was going to see her mother on the weekend.
 6. WeiWei thought that she was going to be able to buy tickets for the concert, but they were sold out.
2. **Insert the correct 'Future in the Past' form of the verb in the blank before each verb. First identify whether the sentence is for:**

- pr = predictions
- pl = plans
- i = intentions/promises

Then, write the correct form of the verb in the blank. In some cases, more than one answer is possible.

1. He said _____ (watch) a movie with us after he finished his work for the day.
2. He was told that he should work hard and have a positive attitude. These habits (help) him for the rest of his life.
3. I knew that Jared _____ (come, not) to the dance.
4. They thought that the restaurant _____ (be) cheap, but it was expensive.
5. Maria said that she _____ (call) her mother in the morning.
6. He thought that _____ (win) the lottery for sure, but he forgot to buy the ticket.
7. When she practiced her violin for hours during high school because she _____ (apply) to study music at Julliard School of Music.
8. Everyone thought that they _____ (get married, not).
9. My friend promised me that he _____ (pay back) the money I lent him.
10. After he studied the performing arts at Berklee, he _____ (go on) to become a famous actor.

5.2.4 Questions with 'Future in the Past'

Change the following sentences into a yes/no question.

1. He would be able to wash the dishes in the evening.
2. I was going to come to the party. However, I wanted to see my friends.
3. Ahmed was going to buy his friend a birthday present.
4. Julio would be willing to wash the dishes.
5. Lily was going to go hiking. This was because she loved the mountains.

5.2.5 Time Clauses with 'Future in the Past'

1. **Identify the subordinate/dependent clause by putting /slashes around it/. Then, underline the main verb in this dependent clause. Notice that it is in the simple tense. Finally, double-underline the verb in the independent clause, which will be in the simple future tense.**

1. I will call you when I arrive at the airport.
2. After we return from vacation, we will need to get ready for the fall semester.
3. When the storm is over, we can go outside for a walk.
4. While he washes the dishes, he's going to listen to the news.
5. I will clean the apartment after I have washed the dishes.

2. **Write the correct form of the verb in the clauses below. Use the either 'will' or 'going to' in the main/independent clause and the simple present tense in the dependent adverb clause of time.**

1. When Ahmed (graduate) with his from university, he (have) a double major in biology and engineering.
2. I (apply) to rent a bigger apartment after I (start) my new business.
3. After Katrina (reaches) her goal of climbing a 3,000-meter mountain, she (try) to climb a higher 5,000-meter mountain peak.
4. I (speak) more professionally when I (finish) this communications class.
5. I (study) for five hours for my final exam when I (wake up).

IV. Continuous Tense: Expansion and Exercises

4.0 How to Write Continuous Verb Forms

4.2 Spelling of Verbs When '-ed' and '-ing' are Added

1. **Write the following verbs with the '-ing' form according to the chart above. Learning the '-ing' form of the verb is very important because it is used for continuous tense verbs, gerunds, and active participles, all of which are very common in English.**

1. twist:

2. stare:
3. miss:
4. employ:
5. lie:
6. begin:
7. forget:
8. fight:
9. hope:
10. list:
11. sip:
12. send:
13. buy:
14. regret:
15. insist:
16. start:
17. mandate:
18. enjoy:
19. die:
20. excite:
21. drop:
22. carry:
23. win:
24. lend:
25. care:
26. tie:

2. **Underline** the simple and continuous tense verbs in the following paragraphs. Remember, there are past, present, and future tense verbs in the following paragraphs.

In addition, there are words that look like simple and continuous verbs, but they are actually gerunds and infinitives, verbs used like nouns. So, pay careful attention to the verb form.

Gerunds look like continuous tense verbs, but they are missing the verb 'BE'. (i.e. Jorge enjoys *walking*) *Infinitives* look like simple tense verbs, but they have 'to' added in front of the verb (I want *to walk* around the building).

Furthermore, there are sometimes adverbs which are added to the verbs, often between the

verb 'BE' and the main verb. So, be careful. This can be a challenge.

History of Technology for Listening to Music

Thomas Edison invented the phonograph in 1878. Before that, people could only listen to live music. If you wanted to hear music, someone needed to play or to sing for you. The only other way that you heard music was to play an instrument yourself, or to sing. People sang while they were doing their work or while they were sitting around their house in the evening. Of course, if there was a party, a group of musicians often performed music for the people at the party.

Then, the phonograph changed everything. People could listen to the phonograph while they were cleaning their house or maybe while they were doing some accounting at their kitchen table. Eventually, inventors produced smaller and smaller devices that could play music. Finally, in 1979, Masur Ibuka invented the Walkman, a cassette tape player that was so small that you could carry it with while you were travelling or exercising.

Who knows what will happen next. The music industry is always looking for ways to expand their music audience and save money. Instead of paying a famous person to create music and sing on an album, the music industry can save money by creating their own music with a computer-generated voice. In addition, Artificial Intelligence means that ordinary people are now creating their own music. They are making their own music on a laptop and (are) substituting their own voice with the voice of a famous singer. Musicians will need to be creative if they want to make money in the future. But they themselves are using AI to create music, and they will still find a way to create a career in music. But maybe we will go back to the past and begin playing and singing ourselves—we will be hearing our own voices again.

3. This exercise has two parts:

- **First, read each paragraph. Then, choose an appropriate time word or phrase from the list below, and write that time word or phrase in the [blanks in square brackets] below. These [blanks in square brackets] are for time words. After you are done, check your work. The time words are written in [exercise 4](#) below.**
- **If you can, also write in the correct form of the verb in the numbered blanks. If that is too difficult, you can first finish the time words and then go to [exercise 4](#) below, which has the time words written in, and complete writing in the continuous tense verbs.**

Time Words:

- between 1936 to 1942
- by the end of the war
- in the 1950's and early 60's
- by the time you read this
- between the late 60's and early 70's
- soon after that
- from 1998 to 2011
- many decades later
- in April

- 2001
- soon
- while
- while
- while
- now
- someday
- someday
- someday

- a. The history of space travel actually started with weapons of war. The first rocket was actually a German missile named the German V-2 rocket. [] German rocket scientists (1) (develop) and (2) (test) it. Although it was a missile, it could actually travel into space. Then, through the rest of the war, it (3) (terrorize) the rest of Europe. At first, it wasn't very accurate, but [], it was (4) (hit) its targets almost 100% of the time.
- b. Although the V-2 rocket could fly into space, at that time, it (5) (be, not) used for space exploration. The first nation to launch something into space was Russia. [], the Soviet Union (6) (send, already) satellites, dogs, and humans into space. The first satellite was the Russian Sputnik, a simple metal ball with four antennae pointing backwards. [] it (7) (orbit) the earth, it sent a simple 'beep' that could be picked up by people on the earth.
- c. [], the human race (8) (launch) rockets regularly into space. [], the Americans were busy. They (9) (send) astronauts to the moon. Then, the United States developed the space shuttle. [], many nations around the world (10) (cooperate) to build the international space station. They (11) (add, continuously) modules to the ISS []. In 1995, the first humans were sent to live on the ISS.

- d. [], astronauts from many different countries (12) (live) and (13) (work) on the ISS. They (14) (study) the space environment. The (15) (do) experiments and (16) work hard, but they (17) (have fun) while they (18) (live) there. [], the Canadian Astronaut Chris Hadfield traveled to the ISS. [] he (19) (live and work) there, he maintained an active social media presence. [] he was there, he had some plans. He (20) (record) a music album about space while he was in space.
- e. [], many nations and even individual visionaries (21) (try) to reach the next goal in space. They know that [] people (22) (live) on the moon. [], they (23) (travel) to and (24) (live) on Mars. Maybe, [], there will be people who (25) (live and work, already) on Mars.

4. See instructions on [exercise 3](#).

- a. The history of space travel actually started with weapons of war. The first rocket was actually a German missile named the German V-2 rocket. Between 1936 to 1942, German rocket scientists (develop) and (2) (test) it. Although it was a missile, it could actually travel into space. Then, through the rest of the war, it (3) (terrorize) the rest of Europe. At first, it wasn't very accurate, but by the end of the war, it was (4) (hit) its targets almost 100% of the time.
- b. Although the V-2 rocket could fly into space, at that time, it (5) (be, not) used for space exploration. The first nation to launch something into space was Russia. In the 1950's and early 60's, the Soviet Union (6) (send, already) satellites, dogs, and humans into space. The first satellite was the Russian Sputnik, a simple metal ball with four antennae pointing backwards. While it (7) (orbit) the earth, it sent a simple 'beep' that could be picked up by people on the earth.
- c. Soon, the human race (8) (launch) rockets regularly into space. Between the late 60's and early 70's, the Americans were busy. They (9) (send) astronauts to the moon. Then, the United States developed the space shuttle. Soon after that, many nations around the world (10) (cooperate) to build the international space station. They (11) (add, continuously) modules to the ISS from 1998 to 2011. In 1995, the first humans were sent to live on the ISS.
- d. Many decades later, astronauts from many different countries (12) (live) and (13) (work) on the ISS. They (14) (study) the space environment. The (15) (do) experiments and (16) work hard, but they (17) (have fun) while they (18) (live) there. In April 2001, the Canadian Astronaut Chris Hadfield traveled to the ISS. While he (19) (live and

work) there, he maintained an active social media presence. While he was there, he had some plans.

He (20) _____ (record) a music album about space while he was in space.

- e. Now, many nations and even individual visionaries (21) _____ (try) to reach the next goal in space. They know that someday people (22) _____ (live) on the moon. Someday, they (23) _____ (travel) to and (24) _____ (live) on Mars. Maybe, by the time you read this, there will be people who (25) _____ (live and work, already) on Mars.

4.3 Writing the Negative Form of Continuous Tense Verbs

Write the negative form of the verb in parenthesis in the blank below.

- Misaki _____ (buy, not) a new car.
- Jorge _____ (study, not) in the library.
- Tatiana and Zhara _____ (work, not) on the weekend.
- In court, the witness said that Amandeep _____ (driving, absolutely, not) too fast on the highway.
- Fumio _____ (BE, not) careful when he broke his arm while skiing.
- They _____ (get, not) married until next year.
- Malia _____ (pay, not) attention when she made the mistake on her test.

4.4 Making Questions with Continuous Tense Verbs

1. Change the following answers into yes/no questions.

- We are going to John and Maria's graduations.
?
- We will be studying for the test on Saturday.
?
- They will be going to the party on the weekend.
?
- He was eating at a restaurant every day.
?
- I am not going to the mall today.
?

2. Change the following answers into information questions. First, write the correct continuous

form of the verb in the blank to the left of the verb. Be sure to use the correct form of the past, present or future form of the verb BE. Then, change the sentence into an information question using the appropriate question word.

1. Tonight's dinner party (happen) on 72nd street in New York.
Question: ?
2. Everyone (arrive) to the dinner party at 6:30 p.m. tonight.
Question: ?
3. Ajulo and Marta (plan) to come for dinner because they were sick.
Question: ?
4. Hanh (bring) a great vegetarian dish for dinner.
Question: ?
5. After the dinner, everyone (sitting) around and (watch) a movie.
Question: ?
6. Everyone (go) home at midnight.
Question: ?
7. Tomorrow, everyone (feel) tired.
Question: ?

6.0 Writing Past, Present and Future Forms of the Continuous Tense

In the boxes below, write the Past at Future Continuous forms of the Continuous Verbs. Remember and/or review the spelling rules for writing '-ing' forms of verbs, which were given at the beginning of this chapter. They are for a limited time (not ongoing), have clear time borders (action starts, continues, and stops), happen at a specific time (not general time), and time is always mentioned or can be implied. They also are written in the same form—'BE' + '-ing' form verb (using the past and future forms of the verb 'BE').

Past Forms of Continuous Tense Verbs (was/were -ing)

Past Continuous

1. resist:
2. blare:
3. kiss:
4. apply:

5. tie:
6. resign:
7. regret:

8. light:
9. cope:
10. twist:
11. flip:
12. bend:
13. tell:

Future Continuous

1. beget:
2. enlist:
3. harm:
4. recreate:
5. employ:
6. reply:
7. recite:

8. mop:
9. marry:
10. win:
11. send:
12. compare:
13. try:

6.1 Making Questions Using the Continuous Verb Tense

Change the following sentences into questions using the continuous tense. The sentences are in the simple tense.

Example:

This dog runs in the park. (where)

Where is this dog running?

Present

1. Mei works at 6:00 p.m. (what time)
2. John cleans his room every day. (how often)
3. Maxim calls us from work. (from where)
4. Lourdes fix her car. (why)

Past

1. I cleaned my apartment yesterday. (what, do)
2. I cleaned my apartment yesterday. (when)

7.0 Comparing Continuous and Simple Tense Verbs

1. **Fill in the blanks below with the correct simple past and past continuous tense of the verb in (parenthesis).**

Earthquake!

I (1) (work) at the office yesterday, when suddenly, the earth (2) (begin) to shake. It (3) (be) an earthquake, and it (4) (be) severe. Everyone instantly (5) (panic) and some people (6) (start) to yell, "Get down!" Everyone (7) (scramble) to climb under their desks, and they (8) (cover) their heads. Many books began to fall, and soon everything (9) (fall) off of the shelves. Computers (10) (slide) all over the tops of the desks, and some (11) (fall, even) onto the floor. The shaking seemed to last forever, but finally it (12) (stop). Everyone (13) (be) in a state of shock, but they (14) (start) to climb from under their desks. The boss (15) (start) to go around and he (16) (ask) if anyone was hurt. Luckily, everyone was okay, but it (17) (take) about 30 minutes for people to start cleaning [gerund]. But soon, everyone (18) (clean up, busily), but they (19) (talk, constantly) about what had

just happened.

2. **Fill in the blanks below with the correct simple future and future continuous tense of the verb in (parenthesis).**

My Dream Job of the Future

I can just imagine working [gerund] at my dream job in the future. I (1) (sit) at a huge desk, with a powerful graphics-capable computer sitting on it. I (2) (work) as an advertising specialist [gerund in compound noun] in a massive advertising agency [gerund in compound noun]. But first, I (3) (quit) my job working [active participle] as a Barista at StarStruck Coffee. It was a great job, and it helped to pay for my university degree, but it was just a stepping stone [gerund in compound noun] to my future career. All day, I (4) (field) calls from advertising executives from brand name companies such as 'Know Jeans', 'Lectra Motors' and 'Peer Card-Ins' clothing. I (5) (make) appointments with marketing representatives and (6) (work) with them to create impressive and attention getting videos and online ads. The company I (7) (work) for (8) (pay) me massive amounts of money, and I (9) (spend) it on luxury items like expensive cars and luxurious condos in prime locations around the world. For now, I am currently working at my summer job to help pay those bills while I am attending a local college, but someday, I (10) (get) my real job—working [present participle] in advertising.

3. **Decide whether the verbs in (parenthesis) should be in the Simple Tense or the Continuous Tense. Then write the correct form of that verb in the blank to the left of the verb.**

Jouji and his sister, Junko, (1) (be) twins, but they are very different from each other. Jouji (2) (have) a quiet personality, while Junko is friendly and sometimes loud. While they (3) (grow up) they did many things together and made up many stories about their stuffed animal toys. Sometimes they made videos about their funny stories.

But now, they (4) (be) older and they are finished high school. They both moved from Tokyo last year and now they (5) (study, both) in North America. Junko (6) (study) filmmaking at the Praett Institute in Brooklyn, New York, and Jouji (7) (study) dentistry at the University of Montreal.

Their aunt, Kumiko, (8) (live) in Vancouver, Canada, so last year Jouji and Junko (9) (study) English in Vancouver so that they could approve their English test score. Last

year was difficult for Junko because New York (10) (be) very different from Tokyo, and when she (11) (take) the train to Brooklyn, she sometimes (12) (feel) a little afraid. Sometimes the train (13) (come) late, which (14) (happen, never) in Tokyo. But this year, Junko (15) (enjoy, really) her studies in filmmaking.

While [time, not contrast] some of her instructors (16) (teach) at the Praett Institute, they (17) (work, also) on movies, so students often help their instructors while they are making movies. But this week, Junko (18) (plan) her own short movie. Every day, she (19) (have) a lot of work to do. She (20) (do, must) a lot of reading, and she (21) (watch, must) at least part of a movie every day to learn the techniques (how to) of film-making. When she (22) (have) time, Junko (23) (go) to Starlucky's to have coffee with Yuan, her friend from Beijing. They (24) (laugh, always) and (25) (encourage) each other in their studies.

Jouji (26) (be) a quiet person, and he (27) (study) a lot. He (28) (get, always) very high grades in his classes. Last year, he was studying biology and chemistry. This semester, he (29) (take) physiology [the study of the human body] and basic dentistry methods. He (30) (spend) a lot of time in the library, but when he (31) (have) free time, he (32) (enjoy) going to downtown Montreal.

About half of the people in Montreal (33) (speak) French and the other half (34) (speak) English. Jouji (35) (feel, often) like he (36) (live) in two countries at the same time. These days, he (37) (meet) with a friend who (38) (teach) him a bit of French. This year, Jouji (39) (live) in an apartment with a friend and they (40) (shop) for food every week. Sometimes the person who is at the check-out counter (41) (speak, not) any English, so Jouji tries to use his limited French. He (42) (practice) French whenever he (43) (need) a break from studying physiology, so Jouji (44) (learn, slowly) French.

Every week Jouji and Junko (45) (talk) to their mother and father by Skype. Living away from home is sometimes difficult, but they (46) (try) not to feel homesick while they (47) (study) in North America. But any time that they are homesick, there are a lot of Japanese restaurants in both Montreal and Brooklyn to help them feel a little more comfortable. Also, every semester, they (48) (fly) to see each other. One semester, Jouji (49) (go) to Brooklyn, NY, and the next semester, Junko (50) (go) to

Montreal. They enjoy their time and they are able to see many new and interesting places.

4. **Use the appropriate past, present or future forms of the following continuous or simple forms of the verbs. First decide if the verbs should be past, present or future. Then decide whether the verbs should be simple or continuous and write the past, present or future forms of these verbs.**

Mei's New Job

Last year, Mei (1) _____ (get) job as a software engineer for a video game production company, after she (2) _____ (study) software engineering at a University that was well-known for its software engineering program. This job (3) _____ (be) Mei's dream job. Every day, she (4) _____ (be) able to work on video games. It is a very creative job.

Last week, she (5) _____ (propose) a new game to her supervisor. Her supervisor loved it and on Monday, her supervisor (6) _____ (tell) her that she could start working on it. So, Mei is very happy, and all this week she (7) _____ (work, busily) on her new project. On Monday, she immediately (8) _____ (start) to work on the design of the video game. All day on Tuesday, she (9) _____ (work) on a schedule for completing the project. Then yesterday, she spent the whole day dreaming about the characters for her video game.

This project (10) _____ (demand) a lot of time and energy from Mei. For the next six months, she (11) _____ (work) 24/7 on this project [24 hours a day, 7 days a week]. When it is finished, other programmers on her team (12) _____ (need) to check to make sure everything is working correctly. They (13) _____ (check) and (14) _____ (recheck) every little part of the game. Then, they (15) _____ (recruit) professional game players to test the game. The professional players (16) _____ (play) the game again and again and then they (17) _____ (make) suggestions for improvement. While this (18) _____ (happen), May (19) _____ (worry, always) that something in the game will not work. But that is just part of this job. It can be stressful, but it is also fun and creative.

CHAPTER 2 EXERCISES

I. Introduction and Overview

Choose whether the sentences with the perfect tense are used for *time* or for *cause and effect*. Put ‘t’ for time and ‘ce’ for cause/effect. For some questions both answers may be correct.

1. Mary **has owned** this car for three years. I like it.
2. They **have owned** this car for 15 years. Maybe it is time for a new one.
3. She **had hiked** this trail many times in her life, but she still got lost.
4. They **have called** ten times since this morning.
5. They **have called** ten times since this morning. I wish they would stop calling me.
6. By tonight, I **will have finished** my research paper.
7. I **have worked** on my research paper for three weeks.
8. I **have worked** on his research paper for three hours. I need a break.

2.0 How to Write the Perfect Tense

1. **Write the Perfect Tense in the Present of the following verbs. Some are regular verbs, and some are irregular verbs.**

1. go:
2. sleep:
3. walk:
4. call:
5. appear:
6. have:
7. tell:
8. write:
9. contact:
10. analyze:

2. **Now write the Perfect Tense Verbs in the Past.**

1. go:
2. sleep:
3. walk:
4. call:
5. appear:
6. have:
7. tell:
8. write:
9. contact:
10. analyze:

3. **Write these verbs in the Future Perfect Tense.**

1. go:
2. sleep:
3. walk:
4. call:
5. appear:
6. have:
7. tell:
8. write:
9. contact:
10. analyze:

II. Using the Perfect Tense for Time

2.0 Past, Present and Future Perfect Tenses

1. **Underline all of the past, present and future perfect verbs in the following paragraphs.**

Elif had just finished her internship at the Biotechnicorp Lab in Surrey, UK. She had learned many new things. She had scanned the chromosomes of fifty people, looking for signs of a genetic disorder which causes a blood disorder. She had also worked with a couple of well-known researchers who had

discovered a new way to treat a certain kind of cancer.

Overall, it has been a good experience for her. She has enjoyed working on with a team of brilliant and dedicated scientists who are working to treat troubling diseases. She has felt pride in her work and has found that this is truly a career that she can dedicate herself to.

Elif imagines herself in her career ten years from now. She wonders if she will have discovered something which could help treat cancer or maybe cure some other disease. She thinks about all the people for whom she will have improved their quality of life. She also thinks of all the wonderful people whom she will have worked with.

2. Put the correct form of the Perfect Tense in the blank before the verb. Use past, present and future perfect forms.

Past Perfect

When Melanie moved out of her parent's home and into her own apartment, she (1) _____ (live) with them as an adult for eight years. She was happy to move out on her own, and she was excited about living with Lisa, who (2) _____ (be) her friend since before they (3) _____ (meet) in university. Before this, Lisa (4) _____ (work) at her father's company as a marketer for 5 years, and she (5) _____ (increase) sales by 35% in one year. But this was soon about to change.

Present Perfect

He (6) _____ (decide) to finally go ice skating. It seems a bit scary because he (7) _____ (have, never) good balance. Although all of his friends can skate, he (8) _____ (avoid, always) it. Whenever they (9) _____ (ask) him to go skating with them. He (10) _____ (say, always) that he is too busy to go.

Future Perfect

Looking into the future, unless the human population (11) _____ (change) their consumption patterns, there will be terrible effects of climate change. By the later part of this century, the global temperature (12) _____ (rise) by up to 2°. At that time, we (13) _____ (experience) natural disasters, and increase in extreme weather, and global food insecurity. Climate change will (14) _____ (cause) conflict over water and food resources.

This even (15) (result) in some wars.

3.0 Using Time Words and Phrases with the Perfect Tense

1. Write ‘for’ (for total time), ‘since’ (for starting time), or ‘by’ (for until this time) in the blank.

Present

1. He has worked at the clinic five years.
2. She has lived in that house 1982.
3. Jon has not cleaned his room three weeks.
4. Lily has worked on this project Tuesday of last week.
5. They have been to ten different counties the time that they got married.

Past

1. She had already finished reading five chapters this last Wednesday.
2. They had not eaten five hours when their flight finally arrived.
3. Pablo had not slept two days, before his job interview. So, he was tired.
4. Mahmud had seen his family four years when he finally returned to his country.
5. He had not eaten the night before.

Future

1. He will have driven ten hours by the time he arrives in Seattle.
2. I will have completed answering all of my email 10 o'clock tonight.
3. She will have worked thirty years when she retires next year.
4. By next year, they will have been friends ten years.

*Note: In the future, *since* is not used because no matter how long the action lasts, the starting point is the same.

2. Using the Past Perfect Tense, write about three things you did in the past (that you are no longer doing). Be sure to identify when you stopped doing them. For how long did you do them?

Example: When I finally finished my project last week (when I stopped doing it), I had worked on it for two weeks.

- 1.
- 2.
- 3.

3. **Using the Present Perfect Tense, write about three things that you have completed recently or have just completed. For how long have you done them to this point in the present?**

Example: I have worked on my resume for four days.

- 1.
- 2.
- 3.

4. **Using the Future Perfect Tense, write about three things that you will complete in the future. Maybe you have already started them, but they will be complete in the future. How much time, work or effort do you think it will take you to complete them?**

Example: By this time next year, I will have owned my car for four years and will have driven it for about 150,000 kilometers.

- 1.
- 2.
- 3.

4.0 Other Adverbs Used with the Perfect Tense

1. **Write the appropriate time word in the blanks below. The verb may be in the past, present, or future.**

1. Has she arrived _____? She was supposed to be here at 3 o'clock.
2. I have _____ finished my research paper and now I'm going to hand it in.
3. Have you _____ gone skydiving?
4. No, I have _____ even been in an airplane. I'm afraid of heights.
5. I haven't finished it _____. Can you give me another two hours?
6. Emily had _____ left home when it began to rain. Luckily, she could easily go back and get her umbrella.
7. _____, the project has gone well. We should be finished it within a few days.

2. **Match the verb from the list below each with the sentences that it goes with it in the blanks below (the best context). Then, write the correct form of the verb in the blank of the sentence with the matching context.**

Past: see, live, work, finish

1. He _____ for five years as a bookkeeper when he finally got a job as an accountant.
2. They _____ watching TV when their friend showed up.
3. Carlos _____ 40 movies by the time he was 10 years old.
4. John _____ in London for 20 years when he finally moved back to the country where he was born.

Present: own, practice, eat, study

1. Julia _____ sashimi. She is afraid to try it.
2. Jackson _____ three cars since he was in high school.
3. They are graduating the spring. On average, they _____ music at the academy over ten years.
4. I started practicing serving tennis balls at 3:00 p.m., so I _____ for two hours.

Future: fix, complete, travel

1. When Mustafa finally finishes fixing his car, he _____ the motor, the transmission and the front bumper.
2. When Julia graduates, she _____ the requirements for a major in science and a minor in both math and engineering.
3. Jakub _____ to five different countries after he comes back from his last trip to Morocco.

3. **In this exercise, examine how the Perfect Tense is used for the past, present and future.**

Reading this should help your brain to connect the abstract ideas of the perfect tense with how you could use it in real life.

After reading the article, discuss the two connecting points which are used for the perfect tense. When did an action or actions begin and when did they end? Remember that, for the perfect tense, connects two points, a time or action in the past with the time of speaking which comes after that. In the present perfect, the end point in time is assumed to be the present.

Playing the Double Bass! Jane Little—An Inspiration

I play the double bass. You know, the violin that is big as a person and has a very ‘deep’ voice. It’s called the double bass because it plays the same notes as the cello, only an octave lower. So, it ‘doubles’ the cello.

I started to play the double base in high school because my father **had given** [past perfect] it to me as a gift. I played it for a while but then got busy with other things in life, and I quit. Then, I started playing it again as an adult. Here is my story.

Past

When I finally quit playing [this is the later time marker] the double bass, I **had played** the double bass for about 5 years. I **had started** to play the bass in high school. Then, I went to college, and I continued to play the bass. Even though I **had never played** in an orchestra before [from the time I was born], and I was no longer a youth, I joined the local youth orchestra. By the time I **had graduated** from college, I **had played** in the youth orchestra for three years [total time].

Soon, however, I got busy with my chosen career, and I quit playing the bass. Then, one day, I remembered my days of playing the bass, and I thought, “I should start playing again.” So, I found a local community orchestra and started to play with them.

Present (with some past)

Today, I am still playing with this community orchestra. At this point in time, I **have played** with the orchestra for about five years now. Since starting to play the bass again, it **has always been** challenging. I **have taken** lessons and **have learned** many new things. I **have played** with some very good musicians and **(have) made** many new friends. By the end of the last season, I had played eight of Beethoven’s major symphonies and other works.

I don’t know how long I will continue to play the double bass. It is a difficult instrument to play, and it is hard on the body. By the time I am old, I don’t know how long I **will have played for**. My body **will have been** beaten up by the bass. I **will have probably developed** back problems and neck problems. However, what gives me hope is that I do know of one woman, Jane Little, who started playing the double bass with the Atlantic Symphony Orchestra in 1945 at the age of 16. She actually died while playing a concert with the orchestra at the age of 87. When she died, she **had played** with the orchestra for 71 years. They said that she literally died doing what she loved. I hope that someday I **will have played for as long as she did**.

Questions for writing practice:**Past**

1. How long had the writer been playing the double bass when he/she quit (after playing in a professional orchestra)?
2. The youth Orchestra which the writer played for in the past asked the writer to play the double bass with them even though the writer had not done something yet. What had the right or not done?
3. For how long have the writer not played the bass when he began to play it again?

Present

1. For how long has the rider been playing the bass after starting to play again?
2. Since starting to play the bass again, what has the writer's experience been like? What are some things that the write has experienced or done?

Future

1. What will have happened to the writer's body by the time he/she gets old?
2. For how long had Jane Little been playing double bass with the Atlantic Symphony when she died?

4. **Using the Past Perfect Tense, write about three things you did in the past (that you are no longer doing). Be sure to identify when you stopped doing them? For how long did you do them?**

Example: When I finally finished my project last week (when I stopped doing it), I had worked on it for two weeks.

- 1.
- 2.
- 3.

5. **Using the Present Perfect Tense write about three things that you have completed recently or have just completed. For how long have you done them to this point in the present?**

Example: I have worked on my resume for four days.

- 1.
 - 2.
 - 3.
6. **Using the Future Perfect Tense, write about three things that you will complete in the future. Maybe you have already started them, but they will be complete in the future. How much time, work or effort do you think it will take you to complete them?**
- Example:* By this time next year, I will have owned my car for four years and will have driven it for about 150,000 kilometers.

- 1.
- 2.
- 3.

III. The Perfect Continuous Tense

1. **Write the Present Perfect Continuous forms of the following verbs:**

1. drive:
2. worry:
3. focus on:
4. start:
5. fly:
6. look:
7. feel:
8. drop:
9. build:
10. tear:

2. **Now write the Perfect Tense Verbs in the Past:**

1. drive:
2. worry:

3. focus on:
4. start:
5. fly:
6. look:
7. feel:
8. drop:
9. build:
10. tear:

3. Write these verbs in the Future Perfect Tenses:

1. drive:
2. worry:
3. focus on:
4. start:
5. fly:
6. look:
7. feel:
8. drop:
9. build:
10. tear:

4. Underline the verbs in the Perfect Tense and double underline the verbs in the Perfect Continuous Tense. Note: There are some regular Perfect Tense Verbs.

Mitsuka had left to his university class early in the morning. There had been a typhoon the day before, and it had rained heavily all night. But by the morning, the rain had stopped and Mitsuka left home and took the bus to the subway train station to go to his classes. But it took an unusually long time to get to the train station. The traffic was terrible. Then, when the bus crossed the bridge right before the train station, he saw that the water in the river had risen unusually high. Luckily, the dykes on each side of the river had stopped the water from flowing into the area around it.

But when Mitsuka got to the station, he found out that the rain had flooded the subway and the trains were not running. But rather than taking the bus, which had taken one hour to reach the train station from his home, he decided to walk instead. He crossed the bridge and started to walk along the road to his home. He had been walking along the road, but he had not been looking at the river behind him.

Then, he looked back and noticed that water had started to come over the sides of the dykes. It had been starting to flow across the road in front of him. A man had been trying to cross the water on his motorcycle, but the fast flowing water swept his motorcycle away from him. Then Mitsuka decided that he had to get out of the area as fast as possible. He had been walking across the road, but he quickly decided to go towards a big hill to the west of him. Finally, he got there, and he was happy to be safe.

V. Action and Time in the Perfect Continuous Tenses: Past, Present and Future

4.0 Perfect Continuous Tense

Choose the word from the following list that matches the context of the sentences below. Then, make sure you use the proper form of the verb to write the Present, Past and Future Perfect Continuous Tenses in the following sentences.

Present Word List: work, travel, edit, live, clean (not)

1. He _____ at the clinic for five years, and he will probably continue to work there for at least two more years.
2. She _____ in that house since 1982 (she is not planning to move).
3. Jon _____ his room lately. It is so messy. I wonder when he will clean it.
4. Lily _____ her writing since Tuesday of last week, but she should be done soon.

Past Word List: travel, eat (not), read, call (not), sleep

1. She _____ constantly for three weeks, and her vision was getting blurry.
2. They _____ on their flight from Austria when the Steward finally brought them a meal.
3. Pablo _____ for days because he was nervous about his job interview. So, he was tired when he did the interview.
4. Mahmud was working in a different city, but he _____ his family lately because his work is so busy.
5. They _____ all over the world before they got married. Then they had two children, and they

were too busy to travel.

Future Word List: work drive, spend, send

1. He _____ for ten hours by the time he arrives in Seattle.
 2. Because Pablo keeps sending me so many voice messages, I _____ so much time answering them that I don't have time to do my work.
 3. She _____ for thirty years by the time she retires next year.
 4. By next year, they _____ letters to each other as friends for ten years.
-

VI. Perfect Continuous Tense: In-Depth Comparison with Other Tenses

4.0 Two Ways of Expressing Time and Action: Point in Time vs Period of Time

1. **In this exercise, examine how the Perfect Tense and the Perfect Continuous Tense are used in the past, present and future. Reading this should help your brain to connect the abstract ideas of the perfect tense with how you could use it in real life. First, underline the verbs in the *Perfect Tense* and put the verbs in the *Perfect Continuous Tense* /between slashes/.**

After reading the article, discuss the two connecting points which are used for the perfect tense. When did an action or actions begin and when did they end? Remember that the perfect tense connects two points, a time or action in the past with the time of speaking which comes after that. In the present perfect, the end point in time is assumed to be the present.

The world has been changing rapidly because of technology. It seems like the pace of change keeps increasing and increasing. It has been increasing exponentially. For example, from the time that personal computers were first invented until now, computers have been getting faster and faster and they have been getting more and more powerful.

In the past, machines started to do the work of humans, but more and more, robots have been doing the

work that people have done before. But, to this point, this has been physical work. Now, professional jobs that require thinking and creativity are also being eliminated, and they are being done by machines—computers.

Transportation has also been changing. Since the time that gasoline cars have driven down our roads, they have become more and more sophisticated. They have become more and more complex. But they are being replaced by other types of transportation. Trains have also been changing to the point where now they have been travelling on magnets or in tubes at speeds at which only airplanes could fly in the past.

All of this has made people afraid of the New World. They will soon be in a place where their jobs will have disappeared.

2. Using the Perfect Continuous Tense, write three sentences on the following topics:

- a. **What are three things that have been happening in the world recently that are likely to continue for a while (but with time limits—not forever)?**

- 1.
- 2.
- 3.

- b. **What are three things that you have been doing recently? Use the Perfect Continuous Tense to write your sentences.**

- 1.
- 2.
- 3.

3. Choose the Perfect Tense or the Perfect Continuous Tense in the paragraph below. Then, write the correct verb form in the blanks in front of the verb that is in parenthesis. The tenses could be in the Past, Present, or Future.

Sakarno (1) _____ (have) a hard time lately, and he doesn't know when it will end.
 Everything (2) _____ (go) wrong. First, he (3) _____ (have) a number of problems
 with his car. His engine (4) _____ (make) funny noises, and he (5) _____ (have)
 problems with his brakes. His air conditioning (6) _____ (quit), and it is very hot outside.
 His radio (7) _____ (have, also) working, and he loves to listen to music. Before the radio
 broke, he (8) _____ (listen) to slow soothing music, because it helped him to relax. But now,

he doesn't have a way to calm down after work, so this (9) (be) difficult for him. His stress level (10) (rise), so he can't get to sleep at night. He (11) (be) tired at work for the last week. He (12) (do, not) a good job either, so his boss (13) (be, not) happy with him. He (14) (get along, never) well with his boss, and now it's even worse. He (15) (think) a lot about quitting lately. He imagines that someday he (16) (have) enough, and he's worried that he will suddenly just quit. But then, he remembers that he (17) (have) trouble paying his bills, too, so if he quit, it would be another disaster.

VII. Cause-Effect

1.0 Cause/Effect Relationship

1. **Choose whether the following Perfect Tense verbs have a Single Cause (write 's' in the blank), a Single Repeating Cause (write 'sr') or a Cumulative Cause (write 'c').**

1. I have broken my phone, and I missed an important call.
2. Joji had been late so many times that his boss is considering dismissing him.
3. Why has she not called yet? I am beginning to be worried.
4. The world has emitted so much carbon that the climate is changing rapidly.
5. Climate change is happening exponentially because snow cover has decreased by 30% in the North. Snow reflects heat and slows climate change.
6. I had forgotten about my assignment that was due, so it was late. The instructor reduced my grade by 15%.
7. Every month, I have put \$100 in my savings account. By the end of the year, I had enough money to buy a new cell phone.

2. **Match the possible effects of the initial action in the Perfect Tense.**

Cause
(1) Yasmin has not eaten breakfast.
(2) An increase in administrative costs has impacted the net profit of many companies.
(3) Conflict at work has had negative effects on everyone.
(4) Stock prices for technology have increased over the last five years.
(5) Her friends have planned a birthday party for her.
(6) Inflation has risen by 15%.
(7) Chiara is going to work but has forgotten her wallet.

Effect
(a) Revenue was up by 23% this year, defying expectations.
(b) She is very hungry.
(c) They are busy getting everything ready.
(d) People are having trouble affording food.
(e) She doesn't have money for the bus fare.
(f) Sick leave has increased by 10%.
(g) Many companies are struggling.

3. After you have matched the causes and effects above, make sentences by combining the clauses for both cause and effect. Use connecting words to create subordinating clauses of cause and effect. Be careful to use the correct conjunction, which can either be a conjunction for 'cause' and a conjunction for 'effect'. They can be either coordinating conjunctions or subordinating conjunctions. You could also leave them as independent clauses using adverbs, transitions or conjunctive adverbs (examples: so, therefore, as a result, however, although).

Examples:

- I have been working hard on creating this accounting app, **so** I should finish this week.
(coordinating conjunction)
- **Because** I have been working hard on creating this accounting app, I should finish this week.
(subordinating conjunction)
- I have had some trouble with creating this accounting app. **However**, I should finish this week.
(conjunctive adverb)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

2.0 Perfect Tenses for Cause and Effect

Match the clauses on the left with the effects on the right.

Example: 100 – z

(100) I have been studying a lot lately.

(z) I think that I can get an 'A' average this year.

Cause
(1) She has been learning to play the guitar
(2) Jasmin has been getting sick a lot lately
(3) Our company has been increasing sales
(4) My sister has been looking for a new job
(5) We have been traveling for 10 hours
(6) My mother has been calling me every day
(7) I have been running 3 miles every day.

Effect
(a) revenue is up by 15%.
(b) I hope to do three miles in thirty minutes soon.
(c) if this keeps up, it will drive me crazy.
(d) she hopes to be a singer-songwriter.
(e) we should be in Barcelona soon.
(f) she is missing a lot of work.
(g) she should be able to get something soon. There is a big need for accountants now.

CHAPTER 3 EXERCISES

II. Building Compound and Complex Sentences

1.0 Compound Sentences: Joining Two Independent Clauses

1. In the paragraphs below, underline the coordinating conjunctions that join independent clauses. Double underline the coordinating conjunctions that join only words or phrases.

A Short Biography of Nikola Tesla

Nikola Tesla did more to advance our understanding of electricity than any other person in the history of humanity. He had an incredible understanding of physics and engineering and had studied physics and engineering, yet he never finished a degree in these subjects.

Telsa was born in Croatia to his parents, Milutin and Duka, in 1856. His father was a priest in the Eastern Orthodox Church, and his mother's father was also a priest of the same Eastern Orthodox Church. When he was a child, he studied German, math, and religion. He developed an interest in electricity by watching one of his professors conduct experiments in class.

He was highly creative and built an electric motor that worked with alternating current, and he also drew up plans for a 'flying machine'. He eventually moved to New York, and he began working for Thomas Edison, who invented the first practical light bulb. However, the methods that Edison and Tesla used were very different, so Telsa and Edison eventually went their separate ways. Edison used 'direct current' in his electrical systems, but Edison used 'alternating current'.

Edison also discovered X-rays, and he later used radio waves to build a wireless broadcasting tower. He worked on other projects, including turbines, a remote-control boat and man-made lightening.

2. Decide on the relationship of the ideas in the two clauses below, then add the correct coordinating conjunction in the blank in each sentence. Tesla hoped to send pictures over radio waves, but a financial crash and other misfortunes at the time prevented him from

completing this.**Use:** For, And, Nor, But, Or, Yet, So

1. Mateo missed three days of class, he was sick.
 2. Jan was frustrated by his boss's lack of support, he confronted him during a meeting.
 3. Nanami was usually very busy, she always found time to help her friends.
 4. Sofie did not always come on time, did she show an interest in the work.
 5. Alessi was very good at math, she was also good at physics.
 6. Filip couldn't sleep, he was worried about his exam the next day.
 7. Filip didn't like vegetables very much, he ate them for his health.
 8. Emre was very good at writing, he always tried to avoid it.
 9. Rama could choose a career in management, he could go in the direction of training workers.
 10. Jakub was not afraid, was he unwilling to try new things.
 11. Juan and Rosa worked hard at their dance lessons, they were soon winning dance competitions in their region.
 12. Thomasa played the guitar, he also played drums.
 13. Fatma was expected to win the tennis tournament, she somehow came in last.
3. **When you use the Coordinating Conjunctions 'but' and 'yet', they both show that the clauses that they join are opposite or different from each other. However, 'yet' has an additional meaning in that the clause that is opposite to the first was not expected to be the result.**

Example: She was rich, yet she drove a cheap, old car.

- Usually, when someone is rich, we expect them to drive an expensive car, but here the second clause shows that it is opposite to that expectation—she drives a cheap, old car.

Fill in the blanks with either 'but' or 'yet'.

1. Jakub was very good at soccer, his parents pressured him to focus on his studies.
2. Alessi found university to be very difficult, she always got good grades.
3. Rama thought that he was taking the highway to Seattle, he was actually on the wrong road.
4. William was a very good driver, he seemed to get into accidents frequently.

5. Sofie wanted to have Chinese food for dinner, she decided on Vietnamese food instead.
6. Isabella loves to sing, she also plays guitar.
7. Mateo is a very friendly person, people don't seem to like him.

4. Join the following clauses with one of the Coordinating Conjunctions. The clauses may not be in the correct order, so be sure to put the clauses in the correct order first. With some sentences, there may be two possible answers. Be sure to capitalize the first word at the beginning of the sentence and add a period at the end. Also, add a comma after the first clause in the sentence.

1. Juana was usually at work by 6:00 a.m.
she got a lot of work done before others showed up.
2. He was usually not well-liked
he was quite arrogant.
3. He was a little late.
Luis had problems on the freeway this morning
4. he never combed his hair
Sebastion was always well-dressed
5. His new car was very elegant and fancy
it didn't get very good gas mileage.
6. before the meeting she had to quickly print it out again
her report got soaked in the rain on the way to work
7. I also like to go to the festivities of other cultures.
I enjoy eating at different ethnic restaurants
8. the cities of Tokyo and New York both have huge populations
the city of Tokyo has far less violent crime.
9. should you listen to someone's private conversation.
you should not walk between two people who are talking in Japan
10. he might have lost his wallet (it)
his wallet (it) could have gotten stolen.

5. Complete the sentences using each of the Coordinating Conjunctions.

1. She was very poor in university, (so)
2. Ahmed didn't speak English when he moved to England (and)
3. Jared looked for a job for two months, (but)

4. Jason had never left his own country (nor)
 5. Akira had never been to Korea (but)

Write your own complete sentences using the Coordinating Conjunctions that follow.

6. _____ (yet)
 7. _____ (so)
 8. _____ (but)
 9. _____ (or)
 10. _____ (for)

2.0 Complex Sentences: Joining an Independent Clause to a Dependent Clause

2.1 Common Subordinating Clauses and their Meanings

2.1.1 Time

1. **Choose the correct Subordinating Conjunction of time from the list to go in the blanks below.**

(while, before, after, when, until, since)

- People have been travelling on jet planes _____ the first jet airliner was put into service in 1949.
 - _____ the first supersonic jet liner, the Concorde, was invented, it would take around nine hours to fly from New York to London. With the Concorde, people could make the trip in around 3 hours.
 - Passengers must listen to a safety presentation _____ an airliner takes off.
 - _____ a jet takes off, the landing gear is pulled up into the fuselage.
 - _____ they are on a long journey on an airplane, airline companies often serve meals to the passengers.
 - _____ an airplane hits severe air turbulence, some passengers get sick.
2. **Join the two clauses and add the indicated subordinating conjunction of time to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if**

needed.

1. Most people start a new business. They need to borrow money for start-up costs. (when)
 2. Someone applies for a business loan at a bank. They need to develop a sound business plan. (before)
 3. They are waiting to hear if their business loan has been approved. Most potential entrepreneurs are waiting anxiously to see if their dream will be realized. (while)
 4. There is much to be done before a business can open. Their business loan has been approved. (after)
 5. The time that a business plan is developed. Until the time that the business opens can be many years. (since)
 6. You actually open your business. You can't possibly know everything that will be needed. (until)
- 3. Finish the sentences with either an independent clause or a dependent clause of time. When writing dependent clauses of time, you must use the subordinating conjunction of time in the brackets. Note that some dependent clauses of time already have a subordinating conjunction of time.**

1. Since the first wheel was invented, _____.
2. _____ the earthquake happened. (after)
3. _____ until she finished the movie.
4. When Karna opened her gift, _____.
5. _____, she slowly started to relax. (while)
6. _____, you must call your mother. (before)

2.1.2 Cause/Effect

1. **Choose the correct Subordinating Conjunction of cause/effect from the list to go in the blanks below.**

(now that, as, since, because, in order that, so, so that)

1. _____ she had arrived in Paris, Emre was excited to see the famous Louvre Museum.
2. _____ the lake was frozen over, Jan and his friends decided to go skating.
3. _____ Fatima could travel to Bulgaria, she had to change trains five times.
4. Riko bought a rail pass when she arrived in Italy _____ she could travel to most of the famous places.

5. it was so hot and humid in India, Adam had to buy a few new cooler shirts when he arrived.
6. Maria was overwhelmed when she moved to San Paolo, she actually came from a small town.

2. Join the two clauses and add the indicated subordinating conjunction of cause/effect to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed. There is a blank in front of each clause so that you do not need to write out the entire sentence. In the correct blank, simply add the correct subordinating conjunction and a comma, if necessary. Capitalize the first letter of the sentence if there is no conjunction at the beginning of the sentence.

1. in university in the US, some professors want students to call them by their first names they believe that their authority should not be used to intimidate students. (since)
2. in Japan, university may not be seen as the most important thing for your career companies or organizations often train their employees extensively. (because)
3. students can graduate with a Bachelor's degree within four years many of them are taking summer courses. (so that)
4. there is more of an emphasis on practical knowledge in American universities students are often given assignments that are applied to the world outside of the university. (now that)
5. theoretical knowledge is regarded as important in European and Mexican universities students may do more reading in classical literature than in other universities. (as)
6. many companies want their employees to be able to do research many students are required to be involved in research together with her professors in university. (because)

3. Finish the cause/effect sentences with either an independent clause or a dependent clause.

1. Because he had been travelling for two weeks, .
2. He couldn't find an apartment close to his school, so .
3. As the bank was not opened on the weekend, .
4. Now that Diego had recovered from his virus, .
5. Since the requirements to become an accountant had changed while Juana was in university, .
6. Merve (she) bought three tickets to the concert so that .

2.1.3 Opposition

1. **Choose a Subordinating Conjunction of opposition from the list to go in the blanks below.**
There could be more than one possible answer for some of them.

(although, though, even though, whereas, while)

1. some people are skeptical of the idea that your brain works at night, research shows that it often works to solve problems while you are sleeping.
 2. The energy in your muscles is derived from adenosine triphosphate (ATP). your brain runs on glucose.
 3. ATP is long-lasting energy, glucose gets used up quite quickly.
 4. many people work very hard, they are sometimes inefficient and don't get much done.
 5. long hours of studying can help you, short bursts of intense study may be more effective.
2. **Join the two clauses and add the indicated subordinating conjunction of cause/effect to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed. There is a blank in front of each clause so that you do not need to write out the entire sentence. In the correct blank (the one that takes the conjunction), simply add the correct subordinating conjunction and a comma, if necessary. Capitalize the first letter of the sentence if there is no conjunction at the beginning of the sentence.**

1. autocratic leaders can make an organization respond very quickly to markets
 there is a potential for serious mistakes to be made without the input of their employees. (while)
2. an organization with a leader who follows the 'Servant Leadership' model may have
 difficulty in moving everyone in the same direction when needed they often have high
 employee satisfaction and good will. (even though)
3. autocratic leaders usually do not take the ideas of their employees seriously
 in a democratic leadership style, employees' ideas are encouraged, leading to many innovative ideas.
 (whereas)
4. a transformational leader can inspire their employees with a sense of purpose
 employees may become too dependent on their leader for motivation. (though)
5. in an organization with a Laissez-Faire style leader, employees may feel that
 management expectations are not clear the employees in an organization with a
 transactional style leader knows exactly what is required of them. (while)

6. _____ an organization with a democratic leadership style may lack the speed needed to operate in a highly competitive business environment _____ when they do move forward, their strategy is usually effective. (although)

3. **Finish the cause/effect sentences with either an independent clause or a dependent clause.**

1. Although he was completely exhausted at the end of the semester
2. Even though his favorite football team won
3. While Marianna was quite outgoing and friendly
4. Though Raul had spent so much money on making his apartment luxurious
5. Make your own sentence:
6. Make your own sentence:

2.1.4 Condition: A Cause/Effect Relationship

1. **Choose a Subordinating Conjunction of condition from the list to go in the blanks below. There could be more than one possible answer for some of them.**

(if, unless, even if, whether or not, only if, in case (that))

1. _____ we will be able to keep global warming under 2° Celsius may depend on whether certain climate ‘tipping points’ can be avoided.
2. There is a danger that the Atlantic Meridional ocean current could shut down _____ we are able to keep global warming under 2° Celcius.
3. We will see more and more crop failures throughout the world _____ we move more quickly to address climate change.
4. _____ there is a continuing drought in many countries, food prices will become unaffordable for many, even for countries with a strong economy.
5. Many people will become malnourished (even in developed countries) _____ food security is not given more attention.
6. _____ food security is addressed will the possibility of world conflict be kept to a minimum.

2. **Join the two clauses and add the indicated subordinating conjunction of condition to connect them. Be sure to attach the conjunction to the correct clause and add a comma in the correct place if needed. There is a blank in front of each clause so that you do not need to write out the entire sentence. In the correct blank, simply add the correct subordinating conjunction and a comma, if necessary. Capitalize the first letter of the sentence if there is no conjunction at the beginning of the sentence.**

1. climate change is addressed as an emergency will depend on international leadership instead of political games. (whether or not)
2. we will be able to avoid severe shortages of food and other goods countries work together. (only if)
3. we are addressing climate change more urgently and immediately countries will still need to spend more and more on natural disasters such as floods over the next decades. (even if)
4. countries will need to prepare to deal with persistent price inflation we keep seeing natural disasters continue to happen. (in case)
5. we may be able to avoid the worst impacts of climate change the trend of increasing development of clean energy continues at the current rate. (if)
6. people are willing to adopt new clean energy solutions it doesn't matter what is available. (unless)

3. **Finish the cause/effect sentences with either an independent clause or a dependent clause.**

1. If I could afford an electric vehicle
2. Even if I wanted to buy an electric vehicle
3. Unless I live close to public transportation
4. Whether or not my country invests in clean energy
5. Only if I can afford an electric vehicle
6. In case I can't take public transportation to work

Exercises

1. **Identify elements of compound and complex sentences and add appropriate punctuation (commas).**

First, underline the conjunction, either Coordinating or Subordinating, in each sentence.

Then, in the **blank** on the left, identify whether the sentence is a compound sentence (c) or a complex sentence (cx).

Next, if it is a **complex sentence**, put the **dependent clause /between slashes/**. The dependent clause has a subordinating conjunction as part of the clause rather than being physically independent of either clause, as is the case with Coordinating Conjunctions.

Finally, if the dependent clause in a complex sentence comes first in the sentence, add a **comma** after the dependent clause. If the sentence is a compound sentence, be sure to add a **comma** after the first independent clause but before the Coordinating Conjunction.

Examples:

- cx /After the private company Space X was able to re-use its first rockets by landing them safely back on earth/, it was able to send a rocket to the International Space Station.
- c Space X was able to re-use its first rockets by landing them safely back on earth, and it was also able to send a rocket to the International Space Station.

1. The Russians were the first to send a rocket into space in 1957 but the Americans were the first to land astronauts on the moon.
2. While the Americans were the first to send a dog into space the Russians sent the first person into space.
3. After the Americans launched the space shuttle, Columbia, into space in 1981 the Russians followed with their own shuttle, the Buran, in 1988.
4. The first module of the International Space Station was sent to space by the Russians and the United States sent the second module shortly after.
5. The space station was delivered as separate parts (modules) so they had to be assembled in space using astronauts and a robotic arm, the 'Canadarm2'.
6. China sent its first human into space in 1988 and it landed its first probe on the moon in 2013.
7. China's landed its first probe to the moon in 2013 before they landed a lunar rover (vehicle) on the far side of the moon in 2019.
8. Apollo 11 was successful in landing the first people on the moon yet just two missions later, Apollo 13 had to return without landing on the moon.
9. Because of the failure of an oxygen tank on Apollo 13 it had to return to earth without landing on the moon.

10. Mamoru Mohri was the first male Japanese astronaut in space and Mukai Chiaki was the first female Japanese astronaut.
11. When the first Canadian, Marc Garneau, went to space his two children just thought he was going to Disney World.
12. India's first lunar rover explored the South Pole of the moon after China's first lunar rover explored the far side of the moon.
13. While the first rover to land on Mars was the American 'Sojourner' no human has yet landed on Mars.
14. If the private company, Space X, is able to land people and build a colony on the moon in a joint program with NASA it hopes to send people to Mars someday.

2. **Join two clauses with the Subordinating Conjunction that follows the two clauses. Add commas and appropriate conjunctions in the correct place to sentences with two clauses. First, write them with the independent clause first in the sentence, and then write them with the dependent clause first in the sentence.**

Example:

- A. **We will watch a movie. We will eat dinner. (after)**

- We will watch a movie after we eat dinner.
- After we eat dinner, we will watch a movie.

1. Yolanta is careful with her money. Her husband is not. (while)
2. A violent earthquake caused a tsunami in Japan. The Fukushima nuclear plant was damaged. (because)
3. I take notes in class. I always check them and complete them. (after)
4. You travel to a new city and don't know where you are. You can use GPS to find your location. (if)
5. Canada increased its immigration targets in July 2022. Its population increased by over one million people by the next year. (when)
6. Bruce bought a new car. He wouldn't need to keep paying repair bills. (so that)
7. It didn't rain all summer last year. Many trees began to die. (so)

CHAPTER 4 EXERCISES

II. The Four Conditionals: Details and Exercises

1.0 Real or Realistic Actions or Situations

1. **Put /slashes/ around the 0 Conditionals in the following paragraph. Underline the Dependent If Clause (the cause) and double underline the Independent Clause (the effect).**

The Laws of Nature: Predictable Effects

The results of doing dangerous things are predictable. Yet, some social media influencers are putting their lives at risk to get that incredible picture that will get them thousands of views. They think that they can break the laws of nature, for example, the law of gravity. If an object is 500 feet above the ground, it will fall, unless there is something to keep it from falling.

Yet some social media stars forget this rule and get too close to the edge of a cliff and fall to their deaths. Another example is Einstein's calculation of $E=MC^2$. This, in simple terms, says that, if something heavy goes very fast, it has a huge impact when it hits something. Yet, some people forget about this rule when they drive their sports cars at 160 kph (100 mph) on a busy highway, while they are paying more attention to their camera than to their driving. Here is a prediction to think about. If you think you can break one of the laws of nature, you have probably failed your physics class.

2. **Underline the 1st Conditional verbs in the following paragraph. Put /slashes/ around the Dependent If Clause (the cause) and #pound signs# around the Independent Clause (the effect).**

Thinking of the Consequences

If people don't get serious about reducing carbon emissions, it will have serious consequences in the future. In fact, the consequences seem to be happening much sooner than we expected. However, it will not be an easy path. If we don't confront our current attitudes towards the production of unnecessary goods, we will continue to dump huge amounts of carbon into our atmosphere. But it will also necessitate the confrontation of those who have a bigger interest in their own profits than in what is good for the planet, which also means what is good for every single person on the planet, including

themselves.

The attitude of some of these entities was, “If we produced this harmful products, it didn’t really matter—as long as I can benefit.” Perhaps some of them also thought that if they stuck my head in the sand like an ostrich and pretended that the effects would not really happen, it would somehow all work out in the end—wishful thinking. Or perhaps they thought that bad things only happen to other less powerful people and not to them—they themselves will not be affected by this.

But maybe if we all spend more time making friends and enjoying them, maybe we won’t need the short-term and addictive fix of buying one more thing, traveling to one more place, and spending one more hour building our castles in the sand. And if we quit buying the things we don’t really need, those that sell them will someday be washed away by the waves of the sea.

3. **Match the following causes with an appropriate effect. First, write the letter of each result clause in the left column next to the dependent conditional clause that it matches. Next indicate whether the conditional is a 0 Conditional or a 1st Conditional in the second column on the left.**

Example: 100. z

Dependent Clause (the Cause)
(100) If it rains

Independent Clause (the Effect)
(z) our flowers grow.

Dependent Clause (the Cause)
(1) If you study now,
(2) If there is a severe drought this year,
(3) If we buy a dog,
(4) When there is a solar eclipse,
(5) Whenever it is sunny out,
(6) If she drinks too much coffee,
(7) If there is a forest fire,

Independent Clause (the Effect)
(a) I think about going to a park.
(b) people travel from around the world to see it.
(c) many animals die.
(d) our lives will be busier.
(e) she gets a headache.
(f) you won't feel as much stress later.
(g) food prices will increase.

4. Write your own effect to finish the sentences below.

- If I spend too much time alone, .
- If I don't get enough time alone, .
- If my friends don't text me for a while, .
- Whenever I eat foreign food, .
- In the past, if I made my parents angry, .
- In the past, if my parents were angry with me, .

5. Write the correct form of the verb for either the 0 Conditional or the 1st Conditional in the blank next to the verb in (parenthesis). If there is a auxiliary verb in the past, be sure to use the past auxiliary form. Use the proper past, present, or future form for modals (see "Simple Modals and Verb Tenses" on chapter 6 part II).

Past

1. If the waves (be) too big, we (go out, not) in our kayak.
2. Whenever the bell (ring) on last day of school, we all (rush out) of the classroom and cheered.
3. If there (be) an economic recession, small businesses (need, often) to take out a loan to keep their business going.
4. If my parents (have) enough time, we (go) to the beach.
5. Sometimes when I (have) a birthday, and if my parents (have) enough money, they (plan) a party for me.

Present

1. If you (blow up) that balloon too big, it (pop, can).
2. We (have, can) lunch together if you (come) to my house at noon.
3. If Jorge (charge, not) his phone tonight, he (be able, may not) to call us if he needs help.
4. If Karna (increase) sales by 5% this year, he (get) a raise.
5. Yuka (be) sure to visit her grandfather if she (travel) home on New Year's day.

Future

1. If Sara's plane (arrive) late tomorrow, I (be able, not) to pick her up from the airport.
2. If Giulia (finish) her presentation tomorrow, she (be able, may) to go camping with us on the weekend.
3. If he (go) shopping this afternoon, Adam (want) to buy new shoes.
4. Rosa (own) a coffee bean farm. If she (get) a good crop this year, she (buy) a new coffee bean roaster for her processing mill.
5. If Elif (get paid) on Friday, she (want) to visit her parents on the weekend.

6. Write sentences which make a future prediction if the following events happen or the following situations arise.

1. If you graduate from university, what will your future life be like?
2. What is something that you want to happen in the future? What will happen if it does not

happen?

3. What will happen in the future if robots or computers take over 80% of all jobs? What will we need to do to deal with the effects of that situation?
4. What will happen if I get my dream job in the future?

2.0 Unrealistic or Impossible Situations

2.1 The 2nd Conditional

1. Uses of the 2nd Conditional:

- Write 'ie' in the blank next to the Conditional Sentence that talks about imaginary effects.
- Write 'p' in the blank next to a Conditional sentence which makes a prediction.
- Write 'a' in the blank next to a Conditional sentence that gives advice.

1. If Guadalupe were here, we would probably get into an argument.
2. If Martin had studied engineering instead of literature, he might have had a job by now. But, I don't think he would be happy as an engineer.
3. If the supervisor were here, she would have us get organized before we started working.
4. If my mother were you, she would definitely save more money.
5. If I were to practice just 60 minutes a day, I could probably learn to dance much better.
6. If Marianne were a famous singer, she would buy a huge house and throw huge parties.
7. If the weather were sunnier, a lot more people would be coming to this beach.
8. If my family were not so loud, we could actually have a better conversation. But that is not likely to happen!
9. If I were to practice just 60 minutes a day, I could probably learn to dance much better.
10. If I were you, I would apologize to your brother. He's quite mad at you right now.

2. **Underline the 2nd Conditional verbs in the Following Paragraph. Put /slashes/ around the Dependent 'if' Clause (the cause) and #pound symbol# around the Independent Clause (the effect). Be careful, some of the verbs are 0 or 1st Conditional Verbs. You don't do anything**

4. **Complete the following sentences using your own main clause.**

1. If I were a restaurant owner, _____.
2. If you were an astronaut, _____?
3. _____ if my friend were here right now.
4. If my mother were here right now _____.
5. _____ if the world had the same gravity as the moon.
6. If I were president of my country _____.
7. _____ if my country were as cold as Antarctica.

5. **Complete the following sentences using your own 2nd Conditional clause.**

1. _____, she would get really angry.
2. Juan could sing at the wedding _____.
3. I would get a job as a pizza delivery driver _____.
4. I would almost 'live' at the beach _____.
5. You could save a lot of money _____.
6. _____, I would learn to play the tuba.

6. **Match the conditional 'if' clause with the appropriate effect or result.**

Conditional Clause (If Clause)
(1) Even if I can finish my assignment on time
(2) If I had not come back so late last night
(3) If Andrii gets accepted into graduate school
(4) If Alejandro finishes work early
(5) Even if I work late tonight

Independent Clause (Result)
(a) he will study architecture.
(b) he wants to eat out with us tonight.
(c) I will still not get a good grade.
(d) I still have to get up at 5:00 to go to work.
(e) I wouldn't be drinking so much coffee today.

2.2 The 3rd Conditional

1. Identify the key aspects of the following 3rd Conditional Clauses. Underline the 3rd Conditional verbs in the following paragraph. Put /slashes/ around the Dependent 'if' Clause (the cause) and #pound symbols# around the Independent Clause (the effect). Underline the verbs in *both* the Dependent and Independent 3rd Conditional clauses. Be careful, some of the verbs are 0 or 1st Conditional Verbs. You don't do anything with them.

***Note:** In this exercise, not all of the Conditional Clauses are in the same sentence as the result clause. For some, the Conditional Clause is in the form of a sentence that is a question. The result clause is in a separate sentence.

The Benefits of Peace

What if many of the wars that have happened in the past had not happened? How would the world be different now? For one thing, if these wars had not happened, the world would probably be more prosperous. So much of our human work has been destroyed in wars. If all of these efforts, buildings and infrastructure had not been destroyed, those efforts would not have had to be made again. Instead, all of that energy and time could have been saved for something more productive.

Then, of course the most important thing is that, if so many human lives had not been lost in war, we could have avoided all of the grief and pain that this has caused for family, friends and nation. Maybe people who start wars think that they will gain something. This is an illusion. There are only losers in war. We always underestimate the cost of war. If so many of our world leaders had not lived under an illusion of power or wealth gained through war, they would have actually had a much better, peaceful and stress-free life.

Instead, what if we had used the money and energy that we spent on war to help those we are in conflict

with? Maybe the improved relationships between countries would have had economic and political benefits. Certainly, war costs a lot more than peace. In contrast to what world leaders may think or have us believe (for their own benefit), peace results in more prosperity than war. If we had been more creative in solving conflicts, maybe a better solution could have and been thought of.

Maybe it is impossible to stop wars, but wouldn't it be better to try harder to stop wars and try to solve conflict in a more creative way? Creativity is the opposite of conflict. Peace always starts long before wars ever happen—it compassionately treats the 'other' as a human being long before conflict builds into an uncontrollable disaster.

2. **Match the Conditional Clause (cause) with the correct Independent Clause (effect).**

Example: 99. z

Conditional Clause (If Clause)

Conditional Clause (If Clause)
(1) If the moon had formed a little closer to the Earth
(2) If people had reduced carbon emissions earlier
(3) If I had chosen a career as a tour guide
(4) If I hadn't finished high school
(5) If I had studied Japanese instead of English
(6) If I had taken up mountain climbing as a hobby
(7) If I had practised the drums a lot more

Independent Clause (Result)

Independent Clause (Result)
(a) we might not have such severe weather now.
(b) I could be playing in a band right now.
(c) I might be working at a low-wage job now.
(d) I think I might not be alive right now.
(e) we would have massive tides.
(f) I might be traveling around the world now.
(g) I might be living in Japan right now.

3. In the following sentences, first decide if the clause is the conditional clause (with 'if') or the main clause. Then, write the correct form of the 3rd Conditional Verbs in the blanks below. Remember, in sentences with a dependent adverb clause, the main clause or, on the other hand, the subordinate clause, can come first in the sentence.

- If I _____ (eat, not) that greasy hamburger, I would be feeling better now.
- Josie _____ (be) here by now if she hadn't taken the wrong bus.
- If our baseball team _____ (try) a little harder, maybe we would have won the game.
- If Alejandro hadn't been so stubborn, I might _____ (agree) to working with him.
- If the paramedic _____ (do, not) CPR on the injured man, he might have died.
- If Lee _____ (take, not) a different route to work yesterday, he might have been in that bad accident on the highway.
- I might _____ (pass) yesterday's engineering test, if I had studied a little harder for it.
- We would have gone to the beach yesterday if it _____ (rain, not).
- That factory might not have needed to shut down if they _____ (have, not) so many problems with the quality of their products.
- What if he hadn't made that terrible mistake in his singing audition? He might _____ (win) the audition. The rest of his performance was amazing.

4. Complete the following sentences using your own main clause or conditional clause.

- If I had been born in a different country, _____ .
- If my parents would have _____ ,
I _____ .

3. If my parents wouldn't have _____, I _____.
4. If I hadn't _____, I _____.
5. If I had been born ten years earlier, I _____.
6. _____, I would learn _____ (language).
7. _____.

5. Are the following situations the 0th, 1st, 2nd, or 3rd Conditionals? Match the conditional If Clause with the appropriate effect or result.

Conditional Clause (If Clause)
(1) Even if I can finish my assignment on time
(2) If we had not come back so late last night
(3) If Andrii gets accepted into graduate school
(4) If Alejandro finishes work early
(5) Whether or not I can well sleep tonight

Independent Clause (Result)
(a) he will study architecture.
(b) he wants to eat out with us tonight.
(c) I will still not get a good grade.
(d) I still have to get up at 5:00 to go to work.
(e) we wouldn't be drinking so much coffee today.

CHAPTER 5 EXERCISES

I. Introduction to Comparatives

1.0 Structure

Underline the comparative forms in the following paragraphs.

When I went back to visit the city I grew up in, I was surprised by the things that had changed and by the things that had not changed. First of all, I went to visit the house I grew up in. The new owner had made it bigger, and it looked newer because he had renovated it. The new owner must have seen me standing there looking at the house for a long time, so he came out to talk to me. I explained that it was the old house I used to live in, and, surprisingly, he invited me in to see the changes he had made.

Some things had not changed. The living room was in the same place as it had been, and it was just as cozy as it had been. Likewise, the kitchen was the same, except that it had new appliances—the stove and fridge were newer, but the cupboards were just as old as they had always been.

Some things had changed, however. The new owner had made some rooms bigger and added some new rooms to better accommodate guests. There was less space in the yard because of the added rooms. The whole house felt more spacious, and because he had added some new bigger windows, the rooms inside were brighter, and they felt less gloomy.

All in all, I think he made the new house better. But I missed the house I grew up in. To me, my old house had a greater connection to my childhood.

2.0 Comparatives for Showing Similarities and Differences

In the paragraphs below, underline the comparative forms that show differences or similarities.

You can tell that Kenji and Daisuke are definitely brothers because they share many of the same traits; however, they are also different in many ways.

First of all, they look almost the same, but Daisuke is a little taller than Kenji. Daisuke has a slightly wider face than Kenji, but Kenji's face is a little longer. Daisuke is the older brother, while Kenji is the younger brother. So, it is not surprising that Daisuke works harder and takes charge more than Kenji. Kenji is of course a little less serious than Daisuke.

Kenji likes to hang out with his friends more than Daisuke does. Kenzie has longer hair than Daisuke, and his clothes are a little more fashionable; however, Daisuke is just as friendly as Kenji. They both enjoy sports,

but one likes football, while the other likes baseball. These are both team sports. When it comes to individual sports, Daisuke likes sports that require a high degree of discipline, like cross-country running. Kenji, however, likes sports that allow him to meet other people, so he likes golf.

2.2 Comparative and Superlative Adjectives

1. **Write the comparative and superlative forms of the following adjectives. Remember that some may use ‘more/less’ or ‘the most/the least’ or may have irregular forms. Practice using ‘less’ and ‘least’ for some of your answers.**

1. capable	10. noisy
2. good	11. able
3. kind	12. considerate
4. bad	13. magical
5. honest	14. cold
6. fortunate	15. much
7. silly	16. clever
8. constructive	17. huge
9. little	18. busy

2. **Fill in the blanks using either the comparative or superlative form of the adjective that is given.**

- Although Min was two years _____ (young) than her brother, when Min was twelve years old, she was _____ (tall) than her brother.
- Do you know who the _____ (rich) man in the world is?
- In mathematics, $5a > 3b$ means ‘ $5a$ ’ is _____ (great) than ‘ $3b$ ’.
- The _____ (tall) animal is the giraffe.
- Feng is _____ (generous) person that I know. He is always paying for others when they eat out together. On the other hand, maybe he is also _____ (wealthy).
- When I was a child, the _____ (constructive) person in giving feedback on my math assignments was my mother. What she said was never helpful because she actually knew _____ (little) about math than I did.
- Although my younger brother was _____ (small) than my older brother, he was _____ (noisy) and _____ (loud).
- Although the durian fruit is probably the _____ (smell) fruit in the world, many people consider it to be the _____ (tasty).
- In comparison to Italian, learning Japanese is considered to be much _____

(difficult) for Europeans to learn.

10. Do you think that shrimp tastes _____ (good) than fish?

2.3 Adverbs

1. Write the comparative and superlative forms of the following adverbs.

1. completely	11. hard
2. forcefully	12. noisily
3. carefully	13. ably
4. well	14. considerately
5. candidly	15. rare
6. lazily	16. bad
7. easily	17. cleverly
8. fast	18. eagerly
9. quick	19. anxiously
10. carelessly	

2. Fill in the blanks using either the comparative or superlative form of the adverb that is given.

- He did his work _____ (able) than his coworkers.
- Of all the people in the class, his calculations in accounting were done _____ (carelessly).
- Because he practiced the piano _____ (eagerly) than most other kids, he soon reached a professional level of playing.
- Because she often spoke _____ (casually) than most of the people at work, sometimes people thought that she was not very professional.
- When he cleaned his room as a child, he often did it _____ (quickly) than of all his brothers and sisters.
- In comparison with math, I found that I learned languages _____ (easily).
- Diamonds are _____ (rarely) found than gold.
- Of all the people playing tennis in the tournament, Hua played _____ (good), and she won the competition.
- In the first decade of the 21st century, Usain Bolt ran _____ (quickly) of any person alive.
- Because Yasmin did her work _____ (completely) than her brother, her teacher often treated her more kindly.

2.4 Using 'Than' in Comparisons with Adverbs and Adjectives

1. **Combine the following sentences into one sentence. Use 'than + aux verb or main verb' in the sentence you write. Follow the two different patterns given above.**

Example: My jokes are funny. My brother's jokes are funnier.

- My brother's jokes are funnier than mine.
- My brother's jokes are funnier than mine **are**.

1. To me, dogs are scary. Bears are scarier.

2. Algebra is hard. Trigonometry is harder.

3. Skating is exciting. Skiing is more exciting.

4. Meeting with my supervisor is stressful. Meeting with the CEO is more stressful.

5. My older brother is kind. My younger brother is even more kind.

2. **Complete the sentences below using the information given above it. Use 'does' in your sentence.**

Example: Pia works hard. Anong works harder.

- Anong works harder than Pia **does**.

1. Juan tells funny jokes. Carlos tells funnier jokes.

Carlos tells funnier jokes _____.

2. My father talks very loudly. (But) My uncle talks more loudly.

My father talks very loudly _____.

3. My bicycle needs repairs. My car needs even more repairs.
My car needs even more repairs .
4. The financial planner works carefully. The accountant works more carefully.
The accountant works more carefully .
5. My biology instructor gives hard assignments. My anatomy instructor gives harder assignments.
My anatomy instructor gives harder assignments .

2.5 Using 'As + As' for Things that are the Same

Write sentences comparing the two people, things, or animals listed. Then, use the adjective and comparative word that reflects the meaning in (parentheses).

Example: John, Susan, friendly (same):

- John is as friendly as Susan is.

1. Samuel, Kareem, hard-working (same):
2. Emma, Sara, works, diligently (same):
3. Dolphins, human, smart (nearly the same):
4. Empire State Building in New York (102 stories), Willis Tower in Chicago (108), tall (almost):
5. Mount Kilimanjaro in Tanzania (5,995 m, 19,340 feet), Denali Mountain in Alaska, USA (6,190 m, 20,310 feet), high (nearly):
6. Haru, Miumi, play cello, well (nearly same):
7. Chao, Feng, as good at basketball (same):

2.6 Comparing Quantities (How Much There Is of Something) Using More, Less, and Fewer

1. **Look at the following nouns and make short sentences. Decide whether or not they are count**

or non-count nouns. Then, use either ‘more’, ‘fewer’, or ‘less’ to compare them. In this exercise, we use > for ‘more than’ and < for ‘less than’. The first thing mentioned is what you should start with in your sentence. If there is a mixture of count and non-count nouns, the noun for which you use ‘more’, ‘less’ and ‘fewer’ should be considered as the noun that determines which word of quantity you use (more, less, or fewer). You should also add -s/-es to the noun if it is countable.

Example: apple > orange

- There are more apples than oranges. (countable)

1. water < milk
 2. machines > people (at the factory)
 3. thunder < clouds
 4. furniture < rooms to put them in
 5. milk < coffee
 6. anger > peace
 7. country < language
 8. grapes < people to eat them
2. **Create sentences using ‘more’, ‘less’ and ‘fewer’. First, decide whether the nouns are count or non-count and decide which comparison word to use. Then, guess or predict which of the pair of words has the greater quantity in the world. Finally, use one of the additional words and phrases given below to write a sentence or sentences. Try to use all the following three sentence patterns.**

Examples:

- The world has many lakes. There are fewer oceans. (two separate clauses)
- There is more salt water in the world than fresh water. (use one clause with two things being

compared using ‘than’)

- The world has more salt water than fresh water. (use one of the things being compared as the subject of the sentence—use one clause with two things being compared using ‘than’)

1. butterflies/mosquitoes (in the world)
2. locusts/plants (during some years, in some countries)
3. rice/wheat/in North America/in China (with two clauses, use the coordinating conjunction showing contrast—‘but’)
4. amount of land/Canada/Russia
5. lions/tigers/in the world
6. times of war, times of peace/in general/in history
7. people in India/people in China
8. usage of French/usage of English/in Canada
9. Chinese speakers/English speakers
10. Write three of your own sentences

2.7 Degrees of Comparison: Strengthening Comparatives

Form sentences from the following words or phrase, adding comparative words to them. While you are doing it, also add words to strengthen them. You can use the words below to strengthen or add nuance to the comparatives.

- a little
- somewhat (weak)
- a bit (weak)

- much, a lot (strong)
- far (very strong)
- even (by a degree better)
- absolutely (highest degree)

Example:

Einstein/I/intelligent

Einstein was a lot **more intelligent** than I am.

1. dog/turtle/fast
2. Einstein/me/good at physics
3. trucks/SUVs/heavier
4. cows/giraffes/short
5. grizzly bears/lions/big
6. gold/silver/expensive

CHAPTER 6 EXERCISES

II. Social Function of Modals: Modals for Social Interaction and Engagement

4.0 Categories of the Social Function of Modals

4.1 Willingness, Promises and Intentions

1. **Underline the modals in the following sentences. When you are finished, discuss with a partner whether each is a modal of willingness, promises, or intentions.**

Imagine that you are the CEO of a rocket company. You are very good at building rockets, but you don't know how to make them actually fly. You need to find another company that can (ability—not willingness) build the equipment and computer programs that are needed to control the rockets. You have a number of companies that are applying to do this work, but they seem to have different levels of confidence.

Contractor #1 says that they can do this—they have the ability and willingness to do this.

Contractor #2 says that they are going to do this. They seem to have a lot of confidence that they can do it, and they seem to have plans to do it. But last year, they said that they could do it, but they got too busy with something else, and then told you that they had to back out (but... maybe someone else was actually paying them more money?). Now they say that their schedule is clear and that they are going to do this. They already have it in their schedule, and they have plans to do it. Well, they have a lot of plans, but you wonder if they really mean it when they say that they are going to do it.

Contractor #3 doesn't seem to have as much confidence as company #2. They said that they should be able to do this. But maybe they mean that they have the ability to do it but not the time? Or maybe they have the time but are not sure if they have the expertise to do it. Their plans don't seem to be set in concrete (firm/solid).

Contractor #4 can't do it. They are very capable and trustworthy. They do what they say they will do.

Unfortunately, they told you that they would do it, but that they are too busy. They did say that they don't want to miss this opportunity, but that they couldn't truthfully say that they can do it.

2. **Underline the modal and double underline the main verb in the following paragraph.**

A: I thought that you were going to clean up the apartment this morning.

B: I would do it, but I just got a call from my friend, and she wanted to go out for coffee. She did not get the job she wanted, so she was feeling a little depressed.

A: Well, couldn't you clean it up when you get back?

B: Well, I could, but listening to my friend made me tired, and I needed to rest a bit.

A: Okay, but it needs to be done. When are you going to do it?

B: Ahh. I would do it now, but I need to get some groceries. I have nothing to eat. I could do it this evening after dinner, but I will definitely do it by tomorrow morning.

3. **Decide the best modal to use in the following sentences and write it in the blanks below.**

Choose from 'can', 'will', 'going to', and 'should be able to'. For negative forms, use 'would'.

1. A: I am having trouble finding a way to my doctor's appointment tomorrow. Would anyone be able to help me?

B: Well, if you want a ride, I _____ do it.

2. A: We really need to submit the proposal for the building project by Monday.

B: Well, I have been working hard on it. It is almost done; I _____ submit it on time.

3. A: Do you think that you could come to the dance on Saturday?

B: It sounds like fun, and I _____ go, but unfortunately I need to see my friend in the hospital.

4. A: Are you really intending on returning this library book tomorrow? Do you really have time to go to the library?

B: I said that I _____ do it, and I _____.

5. A: I'm _____ do some hiking tomorrow. Do you want to come with me?

B: But is supposed to rain tomorrow.

A: I don't care. I have been planning this for weeks already, and I have a good rain jacket.

6. A: I heard that you _____ be attending Ivy University this fall.

B: Well, I was _____ go to Ivy, but I lost my job, and now I can't afford it.

7. A: It looks like you need a new pair of shoes.

B: I _____ buy a new pair, but I love these shoes. I don't usually wear them in public.

A: Oh, I see. But, really, they look like they are falling apart.

8. A: _____ you please help me! I have been trying for one hour to get this coffee machine to work.

B: Sure, I _____, but maybe you should just plug it in first.

9. A: I'm _____ drive to the grocery store. I have made up a list of the things I need. Do you want me to pick up anything for you?

B: Actually, I am having a friend over this afternoon. I'm _____ need some coffee.

10. A: Some of us in this class are getting together tomorrow at 3:00 to plan our project. Can you make it?

B: I _____, but I need to check my schedule first to make sure that I don't have any other meetings I need to be at.

4. **Write sentences that use modals for willingness, promises and intentions. Use 'can', 'will', 'going to', and 'should be able to'. For negative forms, use 'would'.**

1. What is something that you said as a promise in the past, but that you wish you had not promised? What did you say?
2. What is something exciting that you are going to do in the next year? What plans have you made?
3. If a friend called you right now and asked you to go to a restaurant for dinner, what would you say? (use either 'will' or 'would . . . but')
4. What is something that you are really hoping to do and maybe have already made some plans for, but you are not sure if it will work at this time?

4.2 Permission and Prohibition (Social Regulation)

1. **Underline any modal of Permission or Prohibition in the following descriptions for visiting these important royal palaces or capitol grounds and buildings.**

Rules for the capital grounds in Rome, Italy

- You are not permitted to enter with a motor vehicle.
- You are not allowed to damage plants or pick flowers.
- You may not dispose of your garbage on the grounds of the capital.
- You must use a leash if you have a dog.
- You must clean up after your dog if they leave a mess.

Rules for visiting the Emperor's Palace in Japan

The public is generally not permitted on the innermost grounds of the Emperor's Palace in Japan; however, on the day after New Year's Day and on the emperor's birthday, the public is allowed to enter the inner grounds to see members of the emperor's family. Of course, you are not allowed to get too close. The emperor's family appears on a balcony to give a short speech.

During the rest of the year, you may tour the outer grounds of the palace. However, you must make reservations to do this. You can also see the East Gardens of the Imperial Palace.

2. **Underline the modals in the following paragraph. Discuss with a partner why you think each was used in this context (or write your opinion in brief notes).**

Rules for Touring the U.S. Capitol Building

- You must go through a security check and leave all large items, such as backpacks, behind.
- Food and drinks are not allowed in the Capitol Building.
- You must not touch any objects of art, such as statues.
- You are not permitted to go into any areas that are blocked by ropes.
- You must not run, push, yell, or do anything that could disturb others or potentially damage the building.
- You may talk in the building, but you are asked to use a quiet voice.
- You may bring your cell phone into the building, but it must be turned off while you are in the building.

Rules for Touring Buckingham Palace (Palace of the Queen of England)

- You cannot bring food or drink onto the palace grounds, except for bottled water.
- If you would like to eat something, you may get food at the Garden Café.
- You may not bring a baby carriage onto the palace grounds; however, you can borrow a baby carriage. Breast-feeding your baby is also permitted.
- Carrying anything that could be used as a weapon, such as a knife, is not permitted on the grounds. It is illegal.
- Bicycles and skateboards are not allowed on the grounds.
- Visitors must be screened before entering. Before they are screened, they must remove anything made of metal from their pockets.

3. Write a modal for Permission and Prohibition from the following conversations.

Student A is someone who is not very polite, while Student B is someone who always tries to be polite. The teacher is quite traditional and is more formal.

School Situation

A: (1) I use your eraser for a minute? I made a mistake on my test.

B: Yes, you (2) , but I need it back right away. I also made a mistake.

Teacher: Excuse me, you (3) to speak during an exam.

A: Sorry, I was just asking Tomas if I (4) use his eraser.

Teacher: Well, next time you should raise your hand and ask me about it first.

A: Okay, well (5) I use Tom's eraser?

Teacher: Yes, you (6) . If he agrees, that is.

B: Yes, he (7) use my eraser.

Teacher: Yes, well then you (8) use his eraser.

4. Fill in the blanks with one of the following modals with the indicated verb: can, cannot, may, may not, BE permitted to, BE not permitted to, BE allowed to, BE not allowed to. Be sure to keep in mind the aspects of intensity and official functions of the modal. Remember that the phrasal modals 'BE allowed' and 'BE permitted' are not true modals. They are already verbs, so these forms must be followed by an infinitive.

1. We (use) our cell phones during the meeting. (use the past tense)
2. You (use) this study room while you are staying here.
3. You (get) a cold drink from the refrigerator if you are thirsty.
4. Starting next month, we (drink) coffee in the library. Maybe I won't keep falling asleep in the library anymore.
5. I (use) your phone to call for a taxi?
6. You (park) here only between the hours of 3:00 PM and 4:00 PM in the afternoon.
7. You (call) the office between the hours of 9 AM and 5 PM.
8. This sign says that only guests of the hotel (use) the pool.
9. I (use) one of these pens to fill out the application form?

5. Use the following phrases to write sentences that use modals for Permission and Prohibition. You will need to add the modal that is in [square brackets]. You may also need to add words

such as the verb 'BE' or change verbs to an infinitive form as you do this. You also may need to change the order of the phrases.

In some cases, there are two clauses, with one following the right arrow (→). Use the conjunction that is in the (round brackets).

Use 'can', 'cannot', 'may', 'may not', 'are permitted', 'are not permitted', 'are allowed', or 'are not allowed' for the following sentences:

1. [permitted]: take / employees / 15-minute break / every two hours
2. [may] anytime / call / she / after 3:00 p.m.
3. [permitted (not)]: after 10:00 p.m. / use the laundry facilities / residents
4. said that / the teenager's mom → [allowed (not)] is / stay out / after 10:00 p.m. / on school days / he
5. [can]: at my place / stay / you → (when) on your vacation / you / are
6. [may] the common room / use / of the building / residents → (if) they / one week in advance / reserve it

6. **Write six rules for visiting a zoo. Use the different modals that are indicated.**

1. (must not)
2. (not permitted)
3. (not allowed)
4. (can)
5. (must not)
6. (may)

4.3 Requests, Offers, and Obligations

1. **Underline the modals for requests, offers and obligations (can, could, would) in the**

conversation below.

A: Could you help me get a table from the store? You have a van, right?

B: Yes, I have a van. When would you like some help?

A: Are you available this Saturday?

B: Sorry, but I need to meet a friend this Saturday. But I could do it next Saturday.

A: Uhh. . . that won't work. I really need help this Saturday.

B: Well, like I said, I would help you, but I really have to see my friend on Saturday.

A: You could change your plans, right? I mean, why do you have to see your friend on Saturday?

B: No, you don't understand. She is a really good friend.

A: A better friend than me?

B: Well, no offence, but actually—yes. My friend and I are getting married this Saturday.

2. **Choose the right modal of requests, offers and obligations. Write 'can', 'could, or 'would' in the blanks below.**

I Need Help!

A: (1) _____ you go with me to choose a new phone? I don't know much about phones.

B: When (2) _____ you like me to go?

A: How about tomorrow in the afternoon?

B: Well, I can't go in the afternoon, but I (3) _____ go in the morning.

A: What about on Friday?

B: Well, I (4) _____ be able to go, but I really need to go to the dentist.

A: You sound quite busy. I don't want to bother you, but is there any time that you are able to go?

B: Well, I (5) _____ actually go right now.

A: Oh, that's too bad. I (6) _____ be able to go now, but I have to help my mother. I told her that I would bring her to the dentist.

3. **Complete the conversation with a modal for requests, offers and obligations. Use 'can', 'could', or 'would'. Some of these modals are actually modals of possibility, so they are not included as a question.**

Playing Badminton

A: I need someone to play badminton on the weekend. Are you free?

B: Yes, I (1) _____ play with you. I love badminton.

A: (2) _____ you play on Saturday?

B: Well, I (3) _____, but I need to get my groceries on Saturday.

A: How about Friday evening?

B: That would work. I can (possibility) definitely play on Friday evening. But I also have a request for you. (4) you lend me a badminton racquet? I broke mine last week.

A: Well, I (5) lend you my extra racquet. But you broke your last racquet because of clumsiness, and I am worried about it getting broken. It is very expensive.

B: No problem, if I break it, I (6) replace it.

A: Are you sure? Like I said, it is very expensive. It is a professional racquet. It cost me hundreds of dollars.

B: Oh, that is expensive. Maybe I can't (possibility) play.

4. **Complete the sentences that express a willingness to do something that cannot actually be done. Some clauses are the excuse for not being able to do something, and other clauses are the (impossible/unreal) offer to help.**

1. I would take dance lessons with you, but _____.
2. They would like to help learn to drive, but _____.
3. _____, but I am afraid of water.
4. I would take care of your cat while you are gone, but _____.
5. _____, but I really hate disco music.

4.4 Preference and Desires

1. **Fill in the blanks with a modal expression of preference or desire. Use the modal form that is in [brackets] at the front of the sentence.**
 - **If the preference is about an action (there is a verb in parentheses behind it), be sure to write the verb as an infinitive.**
 - **In a conversation the person who is answering uses the same modal that the person asking the question used.**

Example:

A: Do I need to finish this?

B: Yes, you do need to finish it (or "Yes, you do." for a short answer).

1. [like, would] I can speak Italian, so I _____ (visit) Italy someday.
2. [like, would] A: Which _____ (like, you) spaghetti or lasagna?
B: I _____ spaghetti.

3. [prefer, would] A: Which _____ (prefer) your daughter as a pet? A cat or a dog?
B: She _____ a dog.
4. [would] My friend is really thirsty. She _____ (like) some cold water if you have any.
5. [rather, would] A: _____ (take, you) the bus or ride a bicycle?
B: I _____ (take) the bus. I am very tired.
6. [like, would] A: _____ (like, you, leave) at 6:00 or at 7:30?
B: _____ (leave, I) as soon as possible, so 6:00 sounds good.
7. [prefer, would] A: Which hair style _____ (prefer, you)—straight, wavy or curly?
B: I _____ my hair to be curly.

2. Answer the following questions about desires and preferences. Use complete sentences. Then tell why you would choose what you have chosen. After you are finished, you may share your answers with a partner.

1. Would you rather have a dog or a cat as a pet?

Why?

2. Which country would you like to travel to?

Why?

3. If someone offered you a new car, what kind of car would you like?

Why?

4. Would you rather live in an extremely cold climate or an extremely hot climate?

Why?

5. Would you like to work as a dentist or as a realtor (sell houses or property)?

Why?

6. Would you prefer to live at the age you are or be a child of six years old?

Why?

7. What would you like to eat right now?

Why?

4.5 Advice and Obligation: Different Levels of Intensity

1. **Look at the situations below. What level of intensity would you use in the following situations: Weak? Medium? Strong? Write ‘w’ for weak, ‘m’ for medium, and ‘s’ for strong. If someone has an obligation to do something, write ‘mo’ for a medium obligation and ‘so’ for a strong obligation.**

1. Your friend doesn’t know which pants they should wear to a wedding.
2. Your mother is upset. Your mother’s friend forgot her birthday.
3. Your grandfather wants to learn to play an instrument. He wants advice on which instrument to play.
4. Your friend can’t decide whether to wear a sweater or a jacket.
5. Your uncle doesn’t want to attend his nephew’s wedding. He doesn’t like his nephew’s girlfriend.
6. Your friend is depressed. He just broke up with his girlfriend. He wants to see a movie, but he can’t decide whether to see an action movie or a romantic comedy.
7. Your friend just got her driver’s license, and she has been driving too fast.
8. Your younger brother wants to play football on the school team, but your parents want him to spend more time studying.
9. Your friend is sick and needs to stay home from classes. Students are required to contact the teacher if they are going to be absent, but your friend is not feeling well and doesn’t think it is important.

2. **Write advice for the above situations using a modal at the level of intensity that you have chosen. If the situation takes the form of an obligation, use a modal for obligation. Then, tell why you have made the suggestion.**

1. Why?
2. Why?
3. Why?
4. Why?
- 5.

Why?

6.

Why?

7.

Why?

8.

Why?

9.

Why?

III. Descriptive/Interpretive Function of Modals: Descriptions from the Speaker's Point of View (Opinion)

3.0 Introduction to Modals of Probability (Predictions or Certainty)

3.4 Using Modals of Probability in the Present, Past and Future

3.4.1 Probability in the Present: Modal + Verb BE + Modifier

1. The following paragraph uses modals of probability in the present. In Part A, underline the modals that express probability in the present. In Part B, indicate whether the modal that is used has weak, medium, or strong probability.

- A. Underline the present modals of probability in the following paragraph (could be, might be, should be, will be, must be, can't be, may be, must have).

A: I wonder why Abel hasn't sent out his graduation invitations yet.

B: Well, I heard that he had to cut back his class load last semester because he needed a job. It might be that he will not graduate this spring. I heard that he needed to get a job to pay for his classes.

A: That might be true, but he didn't need that many credits to finish his degree. He also told me

that he will be finished soon. It may be that he is just so busy that he didn't have time to send out the invitations yet.

B: Yes, but he should be finished with his classes already. Besides, the graduation is next week.

A: Well, it can't be that he is not inviting us. After all, we are good friends with him.

B: He does have a very poor memory. I wonder how he got through university. He has also been very busy lately. I can't think of any other reason for not sending them. He must have forgotten to send them. I'll call him to see if we are invited.

B. Now, in the space after the modal form, indicate whether the modal has weak, medium, or strong probability. w = weak, m = medium, s = strong

A: I wonder why Abel hasn't sent out his graduation invitations yet.

B: Well, I heard that he had to cut back his class load last semester because he needed a job. It might be (1) that he will not graduate this spring. I heard that he needed to get a job to pay for his classes.

A: That might be true, but he didn't need that many credits to finish his degree. He also told me that he will be finished (2) soon. It could be (3) that maybe he is just so busy that he didn't have time to send out the invitations yet.

B: Yes, but he should be finished (4) with his classes already. Besides, the graduation is nextweek.

A: Well, it can't be (5) that he is not inviting us. After all, we are good friends with him.

B: He does have a very poor memory. I wonder how he got through university. He has also been very busy lately. I can't think of any other reason for not sending them. He must have forgotten (6) to send them. I'll call him to see if we are invited.

2. Fill in the blanks with a modal form using the different probabilities for a certain level of probability (weak, medium, strong). Use the context of the sentence to decide whether a weak, medium, or strong modal should be used for that situation.

weak: could be, might be

medium: should be

strong: must be/must not be, has to be, can't be, will be

1. I have heard different things from different people, but I think that Darko sick.
2. Is that the person we were supposed to meet here? He told us that he has was quite short, with dark eyes, a beard, and long hair. This person has dark eyes, a beard, and long hair, but he is quite tall. It be him.

3. She _____ here by now. Her train was supposed to arrive at 1:30 p.m.
4. The time that they told us to be here _____ the right time. We have already waited 30 minutes for them.
5. At the airport . . .
 A: That _____ the taxi that we called. It seems like the driver is looking for someone, but there are other people waiting here.
 B: True, but we called a taxi 30 minutes ago, and these other people just arrived at the waiting area for the taxi. That _____ our taxi.
6. You _____ exhausted. How long were you driving to get here? Wasn't it fifteen hours?
7. Oh, my package has arrived. It _____ the new coat that I ordered last week.
8. Oh no! I missed my bus, and my appointment starts in 15 minutes. I had better call the doctor's office and tell them that I _____ late.

3. Finish the sentence or write another sentence to make predictions about the following using the different probabilities that are indicated.

1. My phone isn't working. (must be)
2. My friend hasn't texted me for three days. (might be)
3. The bus is late. (should be)
4. It is supposed to snow tomorrow. (will be)
5. No one has called about the table I have for sale. (must not be)
6. The weather forecast said that (should be)
7. Write your own sentences using the following modals:
 1. (could be)
 2. (must not be)
 3. (will be)

3.4.2 Probability in the Past: Must Have/Must Not Have

1. **The following paragraph uses modals of probability in the past. First, underline the modals that express probability in the past. Then, indicate whether the modal that is used has weak (write 'w'), medium (write 'm'), or strong (write 's') probability.**

A Bright Light

A: Did you see that bright light in the sky yesterday?

B: What bright light?

A: Well, it just lit up the whole sky, and it was just hanging there—not moving at all.

B: OK? Well, it must have been the moon then.

A: No, it couldn't have been. The moon was also in the sky—in another place.

B: What? Okay, then it could have just been a very bright star.

A: No, it couldn't have been. It was much brighter and bigger than a star.

B: OK. So, do you think it may have been a meteor?

A: No, it couldn't have been a meteor. It wasn't moving.

B: Well, you may not have seen a meteor, but are you sure that your mind is not playing tricks on you? Could you have stayed out a little late last night? Maybe you could have drunk a little too much last night, huh?

A: No, I was wide awake. I took a nap in the afternoon, so I couldn't have lacked sleep—and I didn't drink anything.

B: Well then, what do you think you could have seen?

A: I'm not sure, but it had windows in it, and I could see little green men inside of it.

B: Well then, I think that you must have been feeling a bit crazy then. Been to a doctor lately?

2. **Fill in the blanks with a modal form using the different probabilities for a certain level of probability (weak, medium, strong). Use the context of the sentence to decide whether a weak, medium, or strong modal should be used for that situation.**

Use 'must have', 'must not have', 'couldn't have', or 'would have' as the stronger modals of probability. Use 'may have', 'could have', 'may not have' or 'might not have' as the weaker modals of probability.

1. When Elif didn't call after being out until 2:00 a.m., her mother _____ (BE) so angry.
2. Some people think that the Great Chicago Fire of 1871 _____ (start) because a cow in a barn kicked a lantern over into the hay, lighting the barn on fire.
3. I don't know why Yusuf didn't come to the meeting. _____ (know) the right time. Did anyone tell him when the meeting started?
4. When a 'prank' Halloween radio broadcast of an alien Martian (Mars) invasion of Earth came over the radio, people _____ (BE) absolutely terrified.
5. The accident _____ (avoid). A black bear suddenly ran out of the trees beside the road at night, when it was very dark.
6. Filip _____ (taken) my suitcase by mistake. It looked exactly the same as mine.
7. When teacher Christa McAuliffe took off on the U.S. space shuttle on January 28, 1986, she _____ (know) about the explosion of the shuttle that was soon to happen.
8. When the first astronauts landed on the moon, they _____ (BE) amazed when they saw the

Earth from so far away.

9. Chiara (avoid) the embarrassment of making a mistake on her violin in front of 300 people if she had just practiced a little harder.
3. **Finish the sentence or write another sentence to make predictions about the following using the different probabilities that are indicated.**

Use ‘must have’, ‘must not have’, or ‘couldn’t have’ as the stronger modals of probability.

Use ‘may have’, ‘could have’, ‘may not have’ or ‘might not have’ as the weaker modals of probability.

1. When Jakob got here, he was all wet. (must have)
2. Caroline was so angry when she left her supervisor’s office. (must not have)
3. Julia decided to drive to Mexico instead of flying. (couldn’t have)
4. Aurora was so angry. (may have)
5. Yuka left her laptop at the restaurant. (could have)
6. Lukas ran out of gas on the way here. (may not have)
7. Krishna didn’t get the money that she had asked her parents for. (might not have)
8. Write your own sentences using the following modals:
 - a. (could not have, couldn’t have)
 - b. (must not have been)
 - c. (may have)

3.4.3 Probability in the Future: BE Going To

1. **The following paragraph uses modals of probability in the future:**

1. The world of our children will definitely be different than our world today. There will certainly be challenges ahead, but many people are already working on those challenges today. These people, including scientists, engineers and sociologists, have already been working on these problems, and they are going to continue working on solutions for cutting back on carbon emissions. The technology that is available now has already changed the way the future will look, and there is hope

that we will be able to solve at least some of the major challenges ahead.

2. We may be able to fix all of the problems ahead, but if we are going to solve these challenges, we should not let fear or negativity stop us from trying. If there is a any possibility that we may be able to solve them, we should try. There is too much at risk to just give up. We must take the attitude of, "If we can do it, we will do it."

Which paragraph has more modals of strong probability, Paragraph #1 or Paragraph #2? Put a check mark in the blank beside the correct answer.

1st paragraph

2nd paragraph

2. **In the following sentences, first decide if the sentence requires a modal of strong probability or weak probability. Then, write either a positive or negative modal of strong, medium or weak probability and add the base form of the verb that is given. It is possible to use either simple or phrasal modals. More than one answer might be possible.**

1. I'm not sure what the problem with your phone is. Your phone is quite old. We
(get) parts for it. We will try, but . . .
2. Your phone is quite old, but we can probably get parts for it. We (fix it).
3. I'm doubtful. Our new employee keeps coming in late for work. We (keep)
him as an employee.
4. Our customers really like this coffee. So, I (order) several boxes of it.
5. If Martina keeps avoiding studying, she (fail) the test.
6. When are you (buy) your train ticket?
7. I (visit) my friend in Vietnam on New Years.

3. **Write questions about your sentences above. Question #6 is already a question. Instead, change it to a regular sentence.**

- **When writing a question using 'should be able to' as the phrasal modal, use 'would' instead of 'should'.**

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.
- 7.

4. Finish the sentence or write another sentence to make predictions about the following using the different probabilities that are indicated.

1. Mike has saved up enough money for a new phone. (going to)
2. I have some free time in the summer. (might be able to)
3. John has the day off on Saturday. (should be to)
4. I am excited about graduating in the spring. When I graduate . . . (will)
5. When I go home on New Year's Day. (going to be able to)
6. I am super busy this week. (may not be able to)

5. Write sentences to make predictions about the future using the different indicated modals of probability for the future.

1. (going to)
2. (might be able to)
3. (should be able to)
4. (will be)
5. (must not be)
6. (may be able to)
7. (will)

4.0 Modals of Ability

4.3 Multiple Levels of Certainty are Possible

1. Underline the modals of ability in the following paragraphs.

In the past, the small California town of MacFarland wasn't exactly well-known. It was an agricultural town, with many of its residents being Mexican field workers. One day, however, a high school teacher,

Jim White, was hired by the high school. He had coached high school running teams in the past, but he didn't really see much potential for running as a sport in this small rural town—at least at first. The students in the school had never been able to participate in sports before. They were too busy working in the fields.

But one day, he became aware of the amazing running ability of some of MacFarland's students. Some of the Mexican field workers were high school students. They would go to school in the morning, and then quickly run out to the fields after school to help their parents in the vegetable fields and fruit orchards. Because of this, they developed an amazing ability. They could run very fast over long distances, and they were able to do it in heat that could reach 40° Celsius (over 100 degrees Fahrenheit).

So, Coach White began to form a plan. He thought that these young runners might be able to form a winning running team. But he realized that the students may not be able to run after school. Their parents needed them to work in the fields. But while he thought that they may not have been able to practice after school, he was able to convince their parents to let them join the team.

At first, they did not do well, but eventually they realised that they could do this. They were able to develop confidence, and they practiced hard. The students from MacFarland were able to win against other schools that were famous for winning competitions. Eventually, this team from MacFarland was able to win the California State Track and Field Championship in running.

2. Use the modals of probability in parentheses below and finish the sentence with your own ideas.

1. When I was a child, I	(able to, not)
2. In elementary school, I	(could)
3. When I was in high school, my family	(able to)
4. When I got my first job, I	(able to, not)
5. Right now	(can, negative)
6. So far in my life, I	(able to, perfect tense)
7. In the future, I	(able to, might)
8. In the next year, I	(able to, not)

4.4 Questions: Modals of Ability

Write questions of ability for the past, present and future that you would like to ask your family, parents, friends, or classmates. Indicate who you would like to ask the question to. Alternatively,

you could write questions for your classmates and then ask them. Write their answers. Use either simple modals or phrasal modals.

1. Person:
Past Question:
Answer:
2. Person:
Past Question:
Answer:
3. Person:
Perfect Tense Question:
Answer:
4. Person:
Present Question:
Answer:
5. Person:
Present Question:
Answer:
6. Person:
Future Question:
Answer:

5.0 Hypothetical Conditionals: Conditions in Abnormal or Hypothetical (Imaginary) Situations

5.1 Examples with Different Verb Tenses

1. **The following paragraph uses modals in conditions in abnormal or hypothetical (imaginary) situations using past, present, future and perfect forms of modals. Underline the present, future and perfect forms of modals in the conversation below.**

Excuses

A: I heard that you were needing help moving to a new apartment yesterday. In fact, I really wanted to help you, and I would have been able to help you, but I hurt my back, and I couldn't lift anything. I would have helped you in normal situations, but my doctor said that I needed to lie flat on my back. I even thought of calling some of my friends to try to help you, but they all said that normally they would

have helped you, but that they needed to study for an exam the next day—today. They're all in the same class. Luckily, this morning, my back was better, and I was at least able to go to my exam today.

B: (person needing help) Oh, good thing! Are you finished with your exam?

A: Yes, I think I did quite well actually. Because I was lying flat on my back yesterday, I was actually able to study a lot without being distracted with other things. Without that, I think I would've normally been distracted by other things like cleaning up my apartment.

B: Well, that's great, I'm glad you did well on your exam. Actually, though, because no one was able to help me yesterday, I still need help moving. Do you have some time this afternoon?

A: Ahh, well, I would, but I really should clean up my apartment. I mean, I would really love to help, but I just can't study with a messy apartment—you do understand, don't you?

B: Well, I would understand, but when I move out, **your** apartment—I mean **our apartment** will already be a lot cleaner.

2. **Practice with writing clauses for hypothetical conditions that are not desirable or possible situations. What is the desired result of an action that is not desirable or possible? Finish the sentences with a clause explaining why the desired result is not possible. Be sure to use either the coordinating conjunction 'but' or the conjunctive adverb 'however'.**

Examples:

- I would help you, but I need to study for an exam.
- I would help you. However, I need to study for an exam.

1. I would get up earlier,
2. My mother would have been kinder to me,
3. I could have gotten better grades in high school,
4. I would learn to play a new instrument. (use 'however')
5. I would get together with my friends more often,

3. **Practice writing clauses with modals for abnormal or hypothetical (imaginary) situations using past, present, future and perfect forms of modals. Add a condition that needs to happen to get the desired result, which is given. Remember that the condition, however, is not desirable or possible. Also, there are some blanks where you may need to add a word of your choice to describe the desired result.**

Example:

_____, but I don't have _____ to take care of it.

Answer: I would get a pet, but I don't have time to take care of it.

1. _____, but I really don't like _____.
2. _____ . However, I'm not very good at math.
3. _____, but I haven't learned how to speak French.
4. _____, but I wasn't very good at _____ when I
was young.
5. _____, but I really don't want to be a _____ as
a career.

5.2 Conditionals in Imaginary Situations

1. **The following paragraph uses modals of conditionals in imaginary situations. In the following passage, underline the modals of conditionals in imaginary situations.**

Contrasting Worlds

Imagine if we 'human animals' didn't take care of our animal family and they were all to go extinct. Even if we only caused the extinction of many of the animals on the Earth, it is hard to imagine a more dull and boring world. Hikers would not have to worry about encountering a bear on the trail because there wouldn't be any, but neither would they experience the joy of seeing a grizzly bear in the distance, minding its own business while feeding on salmon from a far. There would be no bald eagles floating in the sky. The African savannah would be empty, except for grass that is much longer than normal because there would not be any animals to eat it. The few birds that we would see would mostly be of the same breed—crows and brown scavengers, with no colourful hummingbirds flitting around and no vibrant parrots.

Children would go to the zoos and see only live insects or maybe a few small lizards, mice or rodents.

Instead of seeing elephants, tigers, and hippopotami, there would only be fake animatronic animals, moving clumsily in one place—front paws chopping at the air. Eventually, we would despair of seeing any of the live animals of the past, because once they're gone you will never bring them back—ever.

But then imagine if we humans were to start to see animals not as pests but as beings that make our world colourful and rich and which we have a relationship with. Instead of destroying them, we would help them to thrive, blossom, and flourish. Instead of seeing a few small elk herds roaming the meadows of the Rocky Mountains, we would see vast herds of them as far as the eye could see. Instead of seeing a few small flocks of flamingoes on a small lake, the lake would be bursting with pink from shore to shore to shore.

If we were to care and stop to think about the effects of our actions now, at least we would keep what we have now, though it is already less than before. It truly is an amazing, awe-inspiring world that we live in. What if we were to realize the riches of our extraordinary world? Wouldn't the sound of thousands of buffalo hooves pounding on the prairie be more exciting and worthwhile than staring at our phones for mind-numbing hours at a time?

2. Finish the following sentences using hypothetical modals and a base verb of your choice.

1. If I were a dolphin, _____.
2. If everyone had a flying car, _____.
3. If robots did all of our work, _____.
4. In a classroom with no tests, _____.
5. In a world where it was always winter, _____.

3. Write about your own imaginary world. First, identify the world you are imagining by completing the sentence below. Then, tell the condition that is necessary for this world to exist. Finally, use hypothetical modals to explain the effects that would be possible in this world if your condition is met.

Example:

The world you imagine is a world where everyone gets free candy.

The condition needed: In a world where everyone got free candy . . .

The possible results:

- Children would all be very happy.
- Parents would worry about their children's health.

- Dentists would soon be very rich.

The world you imagine is a world where

The condition needed:

The possible results:

- 1.
- 2.
- 3.
- 4.
- 5.

6.0 Habits in the Past: Used To

List five things that you or someone you know used to do but no longer do. First, write a clause telling what you or someone else used to do. Then, write a clause using ‘because’ as the coordinating conjunction. Finally, combine the two clauses.

Example:

Action: I used to drink a lot of soda.

Why you don’t do it anymore: I learned how much sugar it has in it.

Complete Sentence: I used to drink a lot of soda, but I quit drinking (or quit doing it) because I learned how much sugar it has in it.

1. **Action:**

Why it is not done anymore:

Complete Sentence:

2. **Action:**

Why it is not done anymore:

Complete Sentence:

3. **Action:**

Why it is not done anymore:

Complete Sentence:

4. **Action:**

Why it is not done anymore:

Complete Sentence:

5. **Action:**

Why it is not done anymore:

Complete Sentence:

CHAPTER 7 EXERCISES

I. Gerunds and Infinitives: Introduction and Review (All About Gerunds and Infinitives)

1.0 What do Gerunds and Infinitives Do?

Underline the gerunds and double-underline the infinitives in the following paragraphs.

If you are going to build energy-efficient high rises in the future, consider using mass timber beams instead of steel beams to build the structure. ‘Timber’ is another name for large pieces of wood or wood beams.

People are reacting to the huge amounts of energy that are needed to melt steel in order to make steel beams. Instead, you could use mass timber. Making mass timber includes taking narrow strips of wood and gluing them together under extreme pressure in order to make extremely strong and large beams of wood, which are used to construct the building.

Besides saving energy by avoiding the energy-intensive process of melting steel, you can also avoid the use of cement. Making cement is also a very energy-intensive process. The process of making cement includes a process in which you need to heat the cement to very high temperature. In addition, using mass timber means that carbon is actually stored in the wood when trees grow. Trees also take carbon out of the air and then replace it with oxygen. It seems like a great idea to use mass timber instead of steel and cement to build high rises.

2.0 Gerunds

2.1 Gerunds as Subjects

1. **Use a Gerund from the following list to complete the sentences.**

Word List: applying, organizing, calling, receiving, communicating, collecting.

1. your desk can improve your mental focus.
2. a friend when you are stressed can reduce your anxiety.
3. money for hungry children helped Jordan express his empathy.
4. your needs at work helps others to know how best to work with you.

5. a well-thought-out gift can make you feel appreciated.
6. for a job these days has become mostly online.

2. **Write your own gerund as a subject in the blanks below.**

1. \$200 could really make your day a good one.
2. a good job is not always easy.
3. with your parents is sometimes difficult.
4. a pet is usually a good experience.
5. a messy room can make you depressed.

2.2 Using Gerunds as Objects of a Verb: Verb + Gerund

1. **Underline the gerunds that serve as the object of the verb in the following paragraph.**

Karna enjoys eating healthy foods. He started cooking with a lot of fruit and vegetables about six months ago. Since he and many people in his country are vegetarians, markets that make buying vegetables and fruit easy are not hard to find. Cookbooks that specialize in cooking vegetarian food are common. Karna enjoys finding new spices to use, which makes tasting new dishes interesting and enjoyable.

What about you? Do you find trying your dishes exciting and pleasurable? Or, do you prefer sticking with your favourite foods? I recommend starting with something easy. You can find dishes that are similar to the dishes in your culture but are not too spicy or have tastes that you have not tried eating yet.

2. **Use a gerund from the following list to complete the sentences. First, change the verbs to gerunds.**

Word list: offend, get together, receive, meet with, wash, change, read

1. Kazuo appreciates cards from coworkers at New Years.
2. Jakub suggests for a picnic at the beach.
3. Our boss often delays employees because he has a very busy schedule.
4. I don't mind dishes by hand because it relaxes me.
5. If possible, Misako avoids others by checking her email at dinner.
6. I would consider jobs if I found a job that has better benefits.

7. Yasmin stops _____ when her eyes start to hurt.
3. **Put the following words or phrases in order using a Gerund as the Object of the sentence. One word is a Verb that must be changed to a Gerund. Remember that a Gerund might have its own object because it still has characteristics of a verb. Capitalize the first letter of the sentence.**
1. have you / helping / who has had an accident / ever considered / someone?
 2. keeps buying / because / lottery tickets / he hopes to get rich / Jason
 3. getting / are discussing / they / a new car / are
 4. my shoes / for work / cleaning / I / before I leave / want to finish
 5. at it / Alesia / by waving frantically / tried stopping the bus
4. **Answer the following questions using a gerund as the object of the verb. Share your answer with a partner.**
1. What would you like to stop doing?
 2. What would you like to start doing?
 3. What do you usually avoid doing?
 4. What would you consider doing if you had a lot of money?
 5. What would you consider doing if you had more courage?

2.3 Objects of Gerunds: Verb + Gerund + Object of the Gerund

1. **Add an object to the gerunds in the sentences below. Following the gerunds in the following sentences, add an object from the list below.**

Word List: lantern boats, food, the bears, guests, houses

1. Welcoming _____ is an important part of Bedouin culture and was often necessary for survival in the past.
 2. Feeding _____ in a national park causes them to become comfortable around people, but later they may become aggressive towards people.
 3. One of the festivals in Thailand includes releasing _____ with a candle in them into a river.
 4. In some parts of Southeast Asia, bamboo is common for building _____.
 5. One traditions of the Hindu religion includes giving _____ to guests.
2. **Put the following words or phrases in order using a gerund as the subject of the sentence. One word is a verb that must be changed to a gerund. Remember that a gerund might have its own object because it still has characteristics of a verb. Capitalize the first letter of the sentence.**
1. an exciting adventure / around the world / travel / is
 2. can give / a musical instrument / play / us / a lot of pleasure
 3. requires / a lot of effort / in our career / advance
 4. text / might annoy / every few minutes / your friends / them
 5. is important / when you move / adjust / to a foreign country / your expectations
 6. after a hard week of work / with friends / helps / meet
 7. punish / usually increases / your pets / their bad behavior
3. **Write your own sentences using the following gerunds as the subject of the sentence.**
1. Planning
 2. Calculating
 3. Taking care of

4. Dreaming of your future
5. (Your own Gerund)

2.4 The Negative Form of Gerunds

Transform the following positive sentences with gerunds to a negative form.

1. Remembering to take out the trash was often a husband's job in the United States.
(remember) to take out the trash results in overflowing trash bins.
2. Completing a project brings a sense of accomplishment.
(complete) a project often brings a sense of failure.
3. Sofie enjoys watching TV on a comfortable chair in the evening.
Sofie enjoys (be) busy in the evening.
4. Calling your friends on their birthdays is important if you want to continue the friendship.
(call) your friends on their birthdays can lead to hard feelings.

2.5 Using Gerunds in Descriptions: Subject + Linking Verb + Gerund Modifier

Reverse the underlined noun subject or object in the following sentences with the gerund that is currently serving as the subject or object of the sentences below. The sentences all follow the Subject + Linking Verb + Modifier pattern that is used to describe something or to give information about the subject.

Example:

Answering my email at work is an ongoing battle.

An ongoing battle is answering my email at work.

1. Watching King Kong destroy the city was the scariest part of the movie.
2. Finding the matching twin of a sock pair in your laundry is a challenge on laundry day.
3. Helping your parents when they get old is an important responsibility.
4. A bad habit of mine is not remembering where I parked my car in the parking lot.
5. Watching my dog chase its tail is something that makes me laugh.

2.6 Gerunds as the Object of a Preposition

1. **First, underline the verb, adjective or noun + preposition combinations in the following sentences. Then, indicate whether each sentence has either a verb, adjective, or noun followed by a preposition. Write ‘v’ for verb, ‘a’ for adjective, or ‘n’ for noun.**

1. My roommate keeps on playing his music loudly in the evening.
2. There is a possibility of not finishing the project on time.
3. Jason always works at answering his emails by the end of the day.
4. I always take advantage of summer by going camping.
5. This company aims at selling 1000 pairs of shoes by the end of the month.
6. Maria always forgets about taking her umbrella when it's raining.
7. I am concerned about the rising temperature of our oceans.
8. Freya is very effective at organizing her team to complete a task.
9. The process of applying for jobs can be discouraging.
10. Being aware of invading computer viruses is important for businesses.

2. **Make sentences by putting the following words or phrases in order. Remember that could be either verbs, adjectives or nouns followed by a preposition. Be sure to capitalize the first word in the sentence.**

1. not necessary for / in large cities with a good transit system / getting to / is / work / a car
2. are / working as a Senior Manager / very different from / a middle manager / the responsibilities of
3. very successful at / was / she / selling the products of her start-up company
4. listening / had grown tired of / to her roommates' complaints / she
5. the day / I / when I pay off my car loan / look forward to

3. **Complete the following sentences using a gerund as the object of a preposition. Answer the following questions using the same preposition combinations as the questions (i.e. verb + preposition, adjective + preposition, or noun + preposition combination).**

Example:

What are you excited about?

I am excited about graduation.

1. What are you effective at?
2. What are your habits? What do you make a practice of?
3. What are you concerned about?
4. What do you admit to doing when no one is around?
5. What exciting thing are you planning on doing in the next five years?

3.0 Infinitives

3.1 Using Infinitives as the Subject of a Sentence or Clause

1. **In the following paragraph, underline the infinitive that is used as the subject of the sentence. Include infinitives used in the formula using ‘It’ + adjective + infinitive. Be careful! Not every infinitive in the following paragraphs is used as the subject of the sentence. Some are used as the object of the verb.**

Communicating with someone from another country can be tricky. It is common to make serious mistakes without knowing the communication styles of someone from another country. For example, in the United States, people often interrupt what someone is saying by starting to talk before the other person is finished. To do this is very rude in Japan. It is important in Japan to let the other person completely finish what they’re going to say before you begin to speak. Also in Japan, it is common for people to spend some time thinking before they answer a question. It is necessary to give them time to do this.

On the other hand, in the United States, you still should not interrupt someone in the middle of a sentence at the least, and you should really not interrupt them in the middle of what they want to say. It is important to listen from a drop in tone at the end of a sentence, which indicates the end of the sentence. In addition, it is possible to tell when a person is finished what they want to say, because their tone gradually drops over the entire last sentence that they are speaking.

In the United States, it is necessary to show someone who is talking that you are actually actively listening. To just sit passively while they are talking communicates that you are not interested in what they are saying. Instead, it is important to nod your head and say something like ‘uh-huh’ while they are talking to show that you are listening.

2. **Use the following verbs in the word list and change them to infinitives. Then, use them as the subject of the following sentences.**

Word list: drive, ride, graduate, give, have

1. _____ a horse is a wonderful experience.
 2. _____ a car at the age of 15 is possible in some places.
 3. For some people, _____ a speech is worse than death.
 4. For some child prodigies, _____ from university at the age of 15 is possible.
 5. _____ good communication skills is important in our relationships.
3. **Now, change the above sentences to sentences that use the ‘It’ + adjective + infinitive pattern instead of using an infinitive as the subject of the sentence.**

- 1.
- 2.
- 3.
- 4.
- 5.

3.2 Infinitives Used as the Object of a Verb

1. **Use infinitives as the object of a verb in the sentences below. Change the verbs in the list below into an infinitive and use it to complete the sentences that follow.**

Word List: dive, let, guarantee, think, travel, die, be with, visit

They were people who wanted (1) _____ to the bottom of the ocean to visit the Titanic, the ship that sank in 1912. It might seem strange (2) _____ a place where the huge disaster of the Titanic took place, but in 2023, some adventurous people tried (3) _____

to the bottom of the ocean but met with failure when their submersible imploded.

Maybe, in their minds, they liked (4) _____ that visiting the Titanic is sort of like paying respect to the people who died on the Titanic. They might have hoped (5) _____ the people who died at the bottom of the lonely ocean. To be fair, they had warned the people who went with them on the excursion that it could be dangerous. They had never pretended (6) _____ complete safety.

I am sure that the operators of the submersible didn't intend (7) _____ on the day that they left for the bottom of the ocean. They knew that the ocean at depths of close around 3800 meters (12,500 feet) could completely and instantly crush the submersible. But they didn't want (8) _____ fear stop them.

2. **Complete the sentences below by adding your own infinitives. Then, share your sentences with a partner.**

1. I want to _____ .
2. I intend to _____ .
3. I don't pretend to _____ .
4. I refuse to _____ .
5. In the past, I tried to _____ .

3.3 Verb + Infinitive + Object of the Infinitive

1. **Recognize and then underline the objects of infinitives in the following paragraph.**

Note: Since an object is always a noun or noun phrase, and a gerund or infinitive used as the object can also take the place of a noun, the object of a gerund or infinitive could be another gerund or infinitive (example: I am enjoying playing the guitar). There is one infinitive that is acting as the object of **another** infinitive in this paragraph. Be sure to find the object of an infinitive that is **itself** an infinitive.

Every soccer team in the world hopes to win the World Cup someday. No one plans to lose the prize. They practice for hours a day because they hope to hear the cheers of the crowd from their home country as they work to become heroes in the eyes of their fans. They refuse to give up on their dreams. They really try to avoid the disappointment of the children who idolize them, and they really don't want to see their fellow countrymen riot in the streets after their team loses in the final match of the tournament. They hope not to need to fake an injury just to achieve a victory. So, they buck up and grit your teeth as they go through another practice in the rain.

2. **Insert the nouns from the word list into the sentences below to provide an object of the infinitive.**

Word List: a life, childhood, all of his wealth, fun, childhood diseases, his money

Jon hopes to give (1) _____ to charity some day. He tries to live (2) _____
 of generosity. He has always intended to use (3) _____ to cure (4) _____
 . This is because he wants children to have (5) _____ and to enjoy
 their (6) _____ .

3. **Complete the following exercise by adding an object following the infinitives in the sentence.**

1. Someday, I hope to get _____ .
2. I hope to qualify for _____ .
3. I intend to give _____ .
4. I hope to travel to _____ .
5. I refuse to call _____ .

3.4 Adjectives Followed by Infinitives

1. **Use the verbs from the word list below to fill in the blanks that follow adjectives, which can be in the participle form. Note that adjectives such as sorry, sad, upset, excited and disappointed are frequently followed by infinitives such as to hear, to see, to learn, or to discover.**

Word List: spend, hear, see, die, come in last, not add, win

1. She was determined _____ the chess game.
2. You are very unlikely _____ in an airplane accident. They are very rare.
3. Evangeline was content _____ her time reading books.
4. I was disappointed _____ that I could not get the apartment that I wanted.
5. Jason was ashamed _____ in the race in his gym class.
6. The accountant was careful _____ an extra zero into the long number.
7. She was excited _____ her name on the list of people accepted into the program.

2. **Complete the following exercise by adding an infinitive following the adjectives in the**

sentence.

1. I am content .
2. I am excited .
3. I am motivated .
4. I was surprised .
5. I am unlikely .

3.5 Infinitive of Purpose: In Order To

1. **Use the following verbs from the word list to create infinitives in order to complete the sentences using an infinitive of purpose.**

Word List: get, reduce, get into, increase, achieve

1. I tried to get a new job in order _____ my salary so that I could pay my bills.
2. Mohammed contacted fifty former classmates in order _____ his sales targets.
3. We all joined a health club in order _____ better physical condition.
4. Companies sometimes reduce their number of employees in order _____ costs.
5. The government has started to provide childcare in order _____ more women in the workforce.

2. **Complete the following sentences with your own phrase using 'in order to'.**

1. I sometimes fix my own car in order to _____ .
2. I went to the dentist in order to _____ .

3. **Now, add 'in order to' + rest of sentence in the following:**

1. Vladimir read the newspaper _____ .
2. Yasmin always rides a bicycle to work _____ .

4. **Complete the following sentences with a verb phrase and a phrase using 'in order to'.**

1. I always _____ in order to _____ .

2. I never _____ in order to _____ .
 3. I _____ every day in order to _____ .
5. Next, write two sentences of your own sentences using 'in order to'. This time, omit the words 'in order' from the phrase 'in order to'.
1. _____ .
 2. _____ .

3.6 Infinitives of Agency: Someone Causes Someone Else to Do Something

Use the following words and phrases, which are not in the correct order, to make sentences that use verbs of agency. Be sure to use the correct form of the verb that follows the main verb + doer of the action.

1. sick / made / the greasy food / feel / at the restaurant / me
_____ .
2. had / dress up / the host / us / in a costume / of the party
_____ .
3. me / my friend / his expensive new sports car / drive / let
_____ .
4. helped / working with refugees / us / the futility* / of war / understand
_____ .

*futility = uselessness

3.7 Other Patterns Used with Infinitives

1. Put the following words in the correct order to create a sentence that uses the *Verb + Object + Infinitive* pattern.
1. to Miami / rented / Juan / a car / to travel
_____ .

2. his credit card / for a new jacket Arturo / to pay / used .
3. to text her parents / always borrows / Mina / her friend's phone .
4. Sanjay and his brother / to the football game / my car / to drive / borrowed .
5. Anika / to create / a beautiful design / used / a new app .

2. **Put the following words in the correct order to create a sentence that uses the *Verb + Pronoun + Infinitive* pattern.**

1. to call / asked / I / my sister / her .
2. me / to create / my supervisor / a report / told .
3. instructed / us / to use / a new offensive strategy / the team leader .
4. them / I / to be / very organized / find .
5. Gita / a very nice birthday party / me / always gives .

4.0 Using Gerunds and Infinitives for the Past, Present, and Future and for Realistic and Unrealistic Situations

4.4 Verbs Followed by Either a Gerund or an Infinitive, With no Change in Meaning

1. **Without looking at charts of verbs that are followed by either a gerund or infinitive, try to predict whether or not the following verbs are followed by a Gerund or an Infinitive. Put 'g' next to those that would likely be followed by a Gerund and put 'i' next to those that would likely be followed by an Infinitive. All these verbs can be changed to either *only* a Gerund or an Infinitive. None of them can be changed to either a Gerund OR an Infinitive.**

1. enjoy

2. decide
3. expect
4. keep
5. quit
6. learn
7. plan
8. discuss
9. hope
10. finish
11. intend
12. practice
13. want
14. recommend
15. aim
16. avoid

2. **Change the following verbs to either a gerund or an infinitive. All these verbs can be changed to either a gerund or an infinitive. A few of them can be changed to either a gerund OR an infinitive. The verbs may be in the subject or object position in the sentence.**

When listing a series of infinitive-action nouns in parallel, remember that you do not need to repeat ‘to’, as follows: “I like to swim, hike, and play football.”

It seems like (1) _____ (be) an astronaut would be a rewarding and exciting career. I enjoy (2) _____ (explore) new things, so in the future I don’t expect (3) _____ (have) a boring career. I will never quit (4) _____ (try) new things, and I never want (5) _____ (avoid) things that are a challenge. I will begin (6) _____ (take) courses in science, aeronautics, and astrophysics. I think that I would enjoy (7) _____ (study) these things. I aim (8) _____ (travel) to space within 15 years at the maximum.

I discussed (9) _____ (follow) my dreams with my academic advisor, and he suggested (10) _____ (decide on) what motivates me. It may be difficult, but I just need (11) _____ (keep on) going, (12) _____ (continue) along my path, even if the going gets rough sometimes. This will teach me (13) _____ (quit, not) just because there are obstacles. I have decided (14) _____ (do) this. My first step is (15) _____ (learn) to fly an airplane.

3. **Finish the following sentences using your own ideas. Use either a gerund or an infinitive.**

1. I prefer _____ .
2. Mateo quit _____ .
3. Malik prefers _____ .
4. My father expects _____ .
5. I avoid _____ .
6. Liam likes _____ .
7. My mother recommends _____ .

4. **Finish the following sentences using your own ideas. Use a verb followed by a noun or pronoun plus a gerund or an infinitive.**

1. My mother often asked _____ to _____ .
2. My friends expect _____ to _____ .
3. My teacher always wanted _____ to _____ .
4. My father expects _____ to _____ .
5. My grandmother wanted _____ to _____ .

4.5 Verbs Followed by Either Gerunds or Infinitives, but With a Change in Meaning

Write two sentences for each verb. One sentence should use the verb followed by a gerund and the other sentence should use the verb followed by an infinitive.

1. **Remember**

- a. Please remember (invite) _____ my friend Anne to the party. It would be nice to see her again.
- b. I don't remember (turn the stove off) _____ before I left the apartment. Could you check to make sure it is off.

2. **Forget**

- a. I forget/don't remember ever (need) _____ money for food.
- b. I forgot (tell) _____ you, the basketball practice has been cancelled.

3. **Try**

- a. If you can't open a jar, try (use) _____ a rubber band around the lid to help you grip the lid.

- b. They really tried (start) a new restaurant, but they couldn't get enough customers.

4. Regret

- a. We regret (inform) you that your car's engine needs replacing.
b. I regret (not visit) my friend when I was in her city.

5. Start

- a. If he doesn't start (practice) now, he might not be ready to play in the concert.
b. You should start (do) the test now.

5.0 Transforming Nouns into Gerunds and Infinitives

Read the paragraph below, which uses academic nouns and verbs that can be changed to Gerunds, Infinitives, or Infinitives of Purpose. Change the following noun or verb forms to Gerunds, Infinitives and Infinitives of Purpose.

Note: Sometimes the spelling of a noun form is quite different than a gerund form. In this case, first change the noun form to a verb form and then add '-ing'.

Communication skills with family and with significant people in our lives is important for the **maintenance** of those relationships. These skills are important because they **prevent** misunderstanding and **promote** positive **interactions**. This helps with **the development** of feelings of trust in our **relationships** with others, because it **protects** the vulnerabilities of others and **contributes** to a feeling of intimacy. If you **have** good skills in communication, it also works for interpersonal relationships at work.

Having skills in (1) (communication) with family and with significant people in our lives is important for (2) (maintenance) those relationships. These skills can help (3) (prevent) misunderstanding and (4) (promote) a positive way of (5) (interaction). This helps (6) (development) feelings of trust in (7) (relationship) to others. It strengthens our ability (8) (relationship) with others, because it serves (9) (protect) the vulnerabilities of others and (10) (contribute) to a feeling of intimacy. (11) (have) good skills in (12) (communication) does the same for interpersonal relationships at work.

APPENDIX A: IRREGULAR VERBS CHART

Table A.1 Irregular Verbs Chart

Base	Past	Participle	Base	Past	Participle	Base	Past	Participle
be	was/were	been	fly	flew	flown	run	ran	run
bear	bore	borne	forget	forgot	forgotten	say	said	said
beat	beat	beaten	freeze	froze	frozen	see	saw	seen
become	became	become	get	got	gotten	sell	sold	sold
begin	began	begun	give	gave	given	send	sent	sent
bet	bet	bet	go	went	gone	set	set	set
bite	bit	bitten	grow	grew	grown	speak	spoke	spoken
blow	blew	blown	hang	hung	hung	spend	spent	spent
broadcast	broadcast	broadcast	have	had	had	shoot	shot	shot
break	broke	broken	hear	heard	heard	show	showed	shown
bring	brought	brought	hide	hid	hidden	shut	shut	shut
build	built	built	hit	hit	hit	sing	sang	sung
burn	burned	burned	hold	held	held	sink	sank	sunk
buy	bought	bought	hurt	hurt	hurt	sit	sat	sat
can	could	could have	keep	kept	kept	sleep	slept	slept
catch	caught	caught	know	knew	known	speak	spoke	spoken
choose	chose	chosen	lead	led	led	spend	spent	spent
come	came	come	learn	learned	learned	stand	stood	stood
cost	cost	cost	leave	left	left	steal	stole	stolen
cut	cut	cut	lend	lent	lent	stick	stuck	stuck
do	did	done	let	let	let	swim	swam	swum
draw	drew	drawn	lie	lay	laid	understand	understood	understood
dream	dreamt	dreamt	lose	lost	lost	take	took	taken
drive	drove	driven	make	made	made	teach	taught	taught
drink	drank	drunk	mean	meant	meant	tell	told	told
drive	drove	driven	meet	met	met	think	thought	thought
eat	ate	eaten	pay	paid	paid	throw	threw	thrown
fall	fell	fallen	put	put	put	wake	woke	woken

Base	Past	Participle	Base	Past	Participle	Base	Past	Participle
feed	fed	fed	read	read	read	wear	wore	worn
feel	felt	felt	ride	rode	ridden	win	won	won
fight	fought	fought	ring	rang	rung	write	wrote	written
find	found	found	rise	rose	risen			

APPENDIX B: NON-ACTIVE AND ACTIVE VERBS

1.0 Non-Active Verbs (Verbs of 'Being')

Time unlimited verbs (that are an important part of what/who something or someone normally is)

Table B.1 Non-Active Verbs

States of Mind 	States of Being or Existing 	Preferred Things 	Unwanted Things 	Things We Own or Want 	What Things are Made of 	Linking verbs and Related 'BE'	Reaction or Agreement 
know believe doubt recognize remember r suppose understa nd	appear cost owe weigh be	like appreciat e care about please (verb) prefer	dislike fear (verb) hate mind	belong possess own desire need want wish	consist of contain	hear sound seems looks (like) resemble	agree disagree mean promise amaze surprise

2.0 Verbs with Both Active and Non-Active/ Unlimited Meanings (Sometimes with Difference in Meaning)

Table B.2 Verbs with Active/Non-Active Meanings

Verb	Non-Active	Active
look	She looks happy.	She is looking at the sunset.
appear	He appears sad.	The moon appeared out of the clouds.
think	I think that this is a good car.	George was thinking about his test.
feel	Mary feels depressed.	Mary is feeling sick today.
have	Ken has a cold.	I am having fun at this park.
taste	This ice cream tastes good.	I am tasting the ice cream right now.
smell	The skunk smells bad.	She is smelling the flowers.
love	You love music, don't you?	I am loving my new apartment.
be	They are Italian.	Jason is being difficult today.
see	I see a butterfly.	We are seeing a movie tonight.

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APPENDIX C: VERBS FOLLOWED BY GERUNDS AND INFINITIVES

1.0 Gerunds

1.1 Verbs Followed by Gerunds

anticipate	finish	remember
admit	imagine	resist
avoid	involve	risk
acknowledge	keep	suggest
consider	mind	start
delay	miss	stop
discuss	quit	try
deny	practice	
enjoy	recommend	

1.2 Verbs + Preposition Followed by Gerunds

(only gerunds can follow a preposition)

argue about	use for	depend on
care about	believe in	go on
complain about	result in	insist on
forget about	specialize in	keep on
talk about	succeed in	plan on
worry about	look into	work on
aim at	feel like	admit to
work at	accused of	confess to
apologize for	approve of	object to
blame for	dream of	cope with
care for	hear of	deal with
forgive for	think of	
thank for	concentrate on	

1.3 Adjective + Preposition + Gerund

be accustomed to	forget about	provide with
be associated with	be guilty of	be qualified for
be aware of	be innocent of	recover from
be capable of	insist on	be relevant to
being committed to	be interested in	respond to
compared to	introduced to	be responsible for
be composed of	be involved in	be satisfied with
be concerned about	keep from	stop from
be connected to	being known for	subscribe to
consist of	being limited to	substitute for
contribute to	be located in	succeed and take advantage of
be convinced of	look forward to	take care of
be coordinated with	be made of	talk about
be disappointed in	object to	be terrified of
be done with	be opposed to	think about
be engaged in	participate in	retired of
be excited about	be prepared for	be upset with
being exposed to	prevent from	be used to
be familiar with	prohibited from	be worried about
be finished with	rely on	

2.0 Infinitives

2.1 Verbs Followed by Infinitives

afford	fall	need
agree	forbid	offer
name	forget	plan
appear	get	prefer
ask	hate	prepare
attempt	help	pretend
begin	hesitate	proceed
bother	hope	promise
can't stand	intend	prove
decide	learn	refuse
decline	like	regret
demand	love	remember
deserve	manage	request
desire	mean	say

seek
seem
start
stop

struggle
tend
threaten
try

volunteer
weight
want
wish

ABOUT THE AUTHOR

There are some students who love language and are motivated to study it for personal interest. However, for most language students, the motivation to study a language comes from more practical reasons, to gain access to something that they want—a better job, further education, or perhaps to gain entry into another country. This author has ‘been on the ground’ at the intersection between the classroom and the places that his students are trying to gain entry into, working in job placement, immigration amnesty, and adult and higher education. All of this has informed his understanding of the students he has worked with.

Having a concern for social justice and the plight of immigrants and refugees, this author worked in program and curriculum development for an Amnesty program for undocumented immigrants in California, also developing an ESL program for an adult education centre and a university transitions program for students entering university. He then worked with mostly Southeast Asian refugees in an employment preparation program in the San Joaquin Valley in California. Later, he also worked for a non-profit organization raising money for and purchasing medical equipment for a hospital in the Dominican Republic, supporting a drinking water supply project in Thailand and a construction project in Mexico.

His career then brought him to work in the administration and management of an international student exchange program and later as Program Director of a large multi-program international language institute in Los Angeles County. He also developed a transition program for students entering university. Scattered through all of this was the beginning of a career teaching EAP as an adjunct EAP instructor at various community colleges in central California and several universities in Orange County, including the University of California, Irvine, and California State Polytechnic University, Pomona.

Finally, after spending two and a half years studying Japanese and teaching English in Japan, he moved to the Metro Vancouver area of British Columbia, Canada, earning an MA in TESOL, teaching briefly at the University of British Columbia, and then beginning what has been an eighteen-year career of teaching in the English Language Studies Department at Kwantlen Polytechnic University, where he also served on the Senate, various committees, and finally as Co-Chair of the Department.

His education includes an MA in TESOL and other graduate studies in the areas of anthropology and linguistics, Southeast Asian studies, Education, world religions and philosophy. He holds California Community College Credentials for teaching Basic Education and also Philosophy and World Religions.

Underlying his approach to teaching English to students is the belief that people are very complex, and teaching includes the incorporation of an understanding of human psychology, cognitive processes, motivation, behaviour, creativity, and emotion. On top of that, the instructor must have an awareness of the very practical and ‘real life’ circumstances that students find themselves in. The author’s approach to teaching reflects all of this, incorporating Cognitive, Humanistic and Behavioral elements into instructional methods.

ChatGPT Version (Edited by the Author)

While some students study language out of personal interest, most are motivated by practical goals such as career advancement, further education, or immigration opportunities. This author has firsthand experience bridging the classroom and these aspirations, having worked in job placement, immigration amnesty, and in adult and higher education.

Driven by a commitment to social justice, international education, and the needs of immigrants and refugees, he worked to develop and establish an Amnesty program for undocumented immigrants in California (Kern County Community College District, designed ESL and university transition programs, and supported Southeast Asian refugees in employment preparation. His efforts extended internationally, raising funds for medical equipment in the Dominican Republic, and supporting a water supply project in Thailand and a construction initiative in Mexico. He also developed and facilitated consultations on Teacher Training and ELS education between officials from the Thailand Ministry of Education and key educators and educational administrators in the Los Angeles and Orange County areas.

In administrative roles, he managed international student exchange programs and directed a multi-program international language institute in Los Angeles. Then, throughout his career, he concurrently taught English for Academic Purposes (EAP) at various community colleges and universities, including UC Irvine and Cal Poly Pomona.

After studying Japanese for one and a half years near Nagoya and then teaching English in Toyota-shi, Aichi-ken, he relocated to the Metro Vancouver region in British Columbia, Canada, earning an MA in TESOL. This led to an eighteen-year career of teaching in the English Language Studies Department at Kwantlen Polytechnic University, where he also served on the Senate, various Department, Division, and Senate committees, and finally as Department Co-Chair.

Informing his work is the belief that learning integrates elements of human psychology, cognitive science, motivation, creativity, and emotion. His teaching approach combines cognitive, humanistic, and behavioural methods to address the complexity of human learning.

VERSIONING HISTORY

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1.0	[Publish date]	Pressbook Created