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**Grammar**



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## **Preface**

This material is designed as courses in English Grammar for second year level students at Mohamed Lamine Debaghine at Setif 2 University. This document, specifically, has come into existence in the light of the need for a reference in Grammar that best suits the level and needs of English Foreign Language second year students. This document could potentially be adapted for use in parallel with other documents such as, books and textbooks. In fact, the materials included here have been developed by the author over a number of four years of professional experience in teaching English Grammar at Setif 2 University, in conjunction with other courses, articles, books, and textbooks which are all acknowledged and cited. In this respect, this document has come to its current state through compiling a number of files and lectures into this document where all its materials are intended primarily for pedagogical purposes.

This pedagogical document is designed with an idea that Grammar is so wide field of language; I have restricted almost this document to the EFL Tenses according to the syllabus. This document, in fourteen lectures, has discussed the following topics, introduction into English language verbs, simple present versus present continuous tenses, simple past versus past continuous tenses, present perfect versus present perfect tenses, past perfect versus past perfect tenses, simple present versus will + infinitive for future, present continuous versus be going to for future, future simple versus future continuous, and future perfect versus future perfect continuous tenses. The document has also integrated tables and figures to illustrate some sections. It is worth to mention that this document included at the end a section for evaluation.

The current document includes also a number of techniques that help in a way or another to make this material feasible and practical. Some of them are as follows: the general outline of the document, table of contents, list of tables, general objectives, procedures and activities. More specifically, it includes at the beginning of each lecture a brief description of the lecture and a number of key objectives of every stage for every lecture.

To sum up, the author hopes through it to be helpful to English Foreign Language second year students at the Department of English Language and Literature at Setif 2 University.

## **General Objectives of the Document**

The main aim of this document is to provide English Foreign Language students with a basic knowledge of the English Grammar in order to make them able to use English verbs and tenses appropriately. Furthermore, the systematic incorporation of the lectures from basic into advanced issues will help students, at the end, to master well English Grammar. So the lectures aim to equip students with the necessary knowledge and skills which make them able to use and address issues through the



medium of English Grammar in areas related to language forms, and functions. To conclude, the current document will help students to achieve the following general objectives:

1. To get a general overview of how Grammar function in the overall language use.
2. To be familiar with the English language verbs.
3. To be able to deal with forms, meanings and uses of the present tenses altogether.
4. To be able to deal with forms, meanings and uses of the past tenses altogether.
5. To be able to deal with forms, meanings and uses of the future tenses altogether.
6. To be able to distinguish between the three time stages in terms of tenses, forms, meanings and uses altogether.
7. To be able to deal with forms, meanings and uses of the conditional types altogether
8. To gain a thorough understanding of the forms, meanings and uses of the passive versus active voice.
9. To gain a thorough understanding of the forms, meanings and uses of the direct speech versus indirect speech.
10. To understand the importance of each lecture and task in the evaluation process.
11. To understand the importance of each lecture and task in the process of using grammar appropriately in real life situations.

## **Classroom Interactional Procedures**

In order to ensure a better teaching and learning process of English Grammar, the current document set a number of working procedures for each lecture and task. The common procedures followed in each session are as follows:

- Devote the first minutes “up to the five minutes are usually sufficient” for a brief revision in order to make the relationship between the previous topic and the current one.
- Provide a hard copy of each lecture to students. Of course, each printed handout consists of the whole lecture including exercises.
- Discuss the general outline of the lecture in relationship with the topic title, the main points of the lecture, procedures, and the terminal and secondary objectives of every section of the lecture.
- Interact with the class as a whole about the content through discussion, examples, illustrations, and study questions.
- Re-explain briefly the lecture and then explain the instructions of each exercise and do at least one sample example and then devote some few minutes to students to complete the exercise. Students should talk about their answers to a partner or other students in a small group. It is important to

remember that the practical sessions must be pair or group work and students-students or teacher-students interaction must be encouraged.

- Finally, discuss the keys to the exercises with the class as a whole. Different and similar answers of the students must be highlighted, discussed, and appreciated.
- Extra related work must be assigned to the students outside classroom in the form of homework, field work, role play, projects workshops and any available related material. This procedure help the teacher to check whether each key term of the lecture have been understood and help the students to invest what they have learned in the classroom in their real-life situations.
- These procedures are repeated in each session either exactly as they are or with very slight modifications.
- Students and teacher are not obliged to discuss all the materials and exercises in each lecture. It is up to them to select some of them for classroom discussion and keep others outside classroom to be discussed.



# Lecture One

## Introduction into English Verbs

### Description of the lecture

This lecture presets a macro picture of the English language verbs. It explores key concepts of the parts of speech, verbs definition, classes of verbs, all sub-groups of verbs, basic forms of verbs, subject and predicate agreement, time and tense. Through the developments of the lecture students will become familiar with the types and uses of verbs in tenses and sentences. In this respect, the emphasis is on the basic forms of verbs and the ways of their modifications. Key content of the lecture includes two sections; lecture and exercises.

### Objectives of the lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the verbs of English language.
2. List the different classes, types and sub-groups of verbs.
3. Enable learners to reflect more on the specific basic forms of verbs.
4. Enable learners to identify the possible modification of verbs in a sentence.
5. Raise learners' awareness about the subject and predicate agreement.
6. Understand the concept of time, tense in relationship with verbs.
7. Raise learners' awareness about the role of verbs on the subsequent lectures

### Introduction to Parts of Speech

There are many thousands of words in English language but they can all be classified into one of what is called part of speech. Now, what are these parts of speech? They are quite simply different classes of words "eight parts". They can be grouped into two main groups; content words and functional words. The following table presents the part of speech with more details.

<b>English Language Words</b>	
<b>• Content / Lexical Words</b>	<b>• Functional / Grammatical Words</b>
<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Articles</li> <li>• Prepositions</li> <li>• Pronouns</li> <li>• Conjunctions</li> </ul>

## 1. Definition of a Verb

A verb is a word or a phrase with which we can make an assertion. What is asserted is either an action or state of being. Every sentence must have a verb. Example;

- I hit the ball. (It refers to an action.)
- He is asleep. (It refers to a state.)

## 2. Groups of Verbs

We understand from the previous definition and examples that there are two groups of verbs; state and action verbs.

### 2. 1. Action Verbs

They are also called “Dynamic Verbs”. Most action verbs refer to physical actions and describe events which happen in limited period of time, and have a definite beginning and end. Action verbs have both simple and progressive forms.

### 2. 2. State Verbs

They are also called “Non-conclusive Verbs”. Most state verbs describe states which continue over a period of time and need not to have well defined beginning and end. State verbs cannot usually have a progressive form and they express meanings such as being, having, opinions, thinking, perception, wants and feelings.

## 3. Verb Classes

There are two classes of English verbs: ordinary verbs and auxiliary verbs. The following table presents the classes as well as all the sub-groups of verbs.

Verbs Classes			
• Ordinary Verbs		• Auxiliary Verbs	
They can stand alone in a sentence.		They are also called “Helping Verbs”. They are added to another verb to make the meaning and the form clear.	
Regular Verbs	Irregular Verbs	Ordinary Auxiliary Verbs	Modal Auxiliary Verbs
They are all conjugated in the same way.	They are different in their simple past and past participle. (See the list.)	There are three ordinary auxiliary verbs; “be, have, do”.	They are as follows: “can, may, must, will, shall, ought, need, dare, used....etc.”



## 4. Verbs' Basic Forms

All verbs have **five** parts, except the modal auxiliary verbs. These five forms are as follows; **infinitives, past simple, present simple, past participle** and **present participle**. The following table presents them in more details.

Form	Infinitive	Past Simple	Present Simple	Past Participle	Present Participle
	They are marked with the <b>“to”</b> at the beginning	They are marked with <b>“ed”</b> for regular verbs. For irregular verbs see the list	They are marked with <b>“s”</b> or <b>“es”</b> for “she, he and it” and with the base form	They are marked with <b>“ed”</b> for regular verbs. For irregular verbs see the list	They are marked with <b>“ing”</b> at the end for both regular and irregular verbs
<b>Regular</b>	To work To love To smoke To travel	Worked Loved Smoked travelled	Work “s” Love “s” Smoke “s” Travel “s”	Worked Loved Smoked travelled	Working Loving Smoking Travelling
<b>Irregular</b>	To be To go	Was/were went	is/am/are go “es”	Been gone	Being going

## 5. The Main Uses of the Verbs' Forms

- **Past Simple:** t is used to refer to actions which happened and finished in the past.
- **Present Form:** It is used to refer to general and habitual actions.
- **Past Participle:** It is used as part of the perfect form of a verb “See perfect tenses.” and in a passive voice after the appropriate form of “to be”. “See passive voice”.”
- **Present Participle:** it is used as a part of the continuous form of a verb. “See continuous tenses”

### 5. 1. Summary of the Verb's Basic Forms

All verbs have the following forms:

- **Base form:** look
- **Infinitive:** to look
- **present form:** look/looks
- **past form:** looked



- **past participle form:** looked
- **present participle form:** looking

Verb Form	Domain of Use	Examples
<b>Base form</b>	<ul style="list-style-type: none"> <li>• Imperative</li> <li>• Present tense</li> <li>• infinitive</li> </ul>	<p><b>Play</b> tennis with me.</p> <p>You <b>play</b> very well.</p> <p>I'd like <b>to play</b>.</p>
<b>“s” or “es” form</b>	<ul style="list-style-type: none"> <li>• Present tense “third person singular”</li> </ul>	Simon <b>plays</b> very well.
<b>Past form</b>	<ul style="list-style-type: none"> <li>• Past tense</li> </ul>	They <b>played</b> back the film.
<b>“Ing” form</b>	<ul style="list-style-type: none"> <li>• Active participle</li> <li>• gerund</li> </ul>	<p>You <b>are playing</b> very well.</p> <p><b>Playing</b> tennis is fun.</p>
<b>“ed” form</b>	<ul style="list-style-type: none"> <li>• Past participle</li> <li>• Passive participle</li> </ul>	<p>They <b>have played</b> back the film.</p> <p>The film <b>was played</b> back.</p>

## 6. Finite and Infinite “Non-Finite” Verbs

The finite forms of verbs are those which have been changed “conjugated” to take their correct form for the particular function they have in a sentence. In other words, a finite verb is one that can be the main verb of a sentence. A non-finite verb is an infinitive, gerund or participle. See the following sentences in the table below;

Number	Finite	Non-finite
<b>1</b>	You <b>leave</b> the home.	Kept <b>disappearing</b>
<b>2</b>	It <b>is</b> right.	Anxious <b>to stop</b>
<b>3</b>	You <b>are playing</b> .	See the thief <b>filmed</b>
<b>4</b>	The police <b>were informed</b> ...	-
<b>5</b>	Someone <b>will steal</b> ...	-

## 7. Subject and Predicate

The person or thing about which we make the assertion is called the subject of the verb, and what we say about the subject is called the predicate. A predicate must contain a verb; “the verb is often referred to as the predicate of a subject.”





Number	Subject	Predicate
1	The clouds	moved across the sky.
2	Nelson	was a great sailor.
3	You	open the door.
4	They	wrote the letter.

Number	Pronoun	Singular	Plural
1	First person	I	We
2	Second person	You	You
3	Third person	He, she, it	They

### 7. 1. Rules Governing the Use of Subject and Predicate

1. There is only one form of “you” pronoun in English, which is the same in singular and plural forms.
2. Concord “agreement” of subject and verb: the verb agrees with its subject in number and person.
3. Two or more subjects connected by “and” take a plural verb. The dog and the man are here.
4. But if the second noun is merely part of a phrase qualifying the first singular noun the verb is singular. The boy with his dog is here.
5. Singular subject joined by “neither .....nor” take a singular verb. Neither the child nor you have come.
6. Singular subject joined by “or” take a singular verb. A cigar or a cigarette is harmful.
7. Collective nouns take a singular verb when the sense is singular and a plural verb when the sense is plural.

### 8. Functions of the Verb Word

Verbs convey information through changes in their form. Here are the five different things we find out from a verb.

1. **Tense:** when the action takes place: past, present, or future.
2. **Person:** who or what experiences the action.
3. **Number:** how many subjects actor receive the action.
4. **Mood:** the attitude expressed toward the action.
5. **Voice:** whether the subject acts or is acted upon: the active or passive.

## 9. Tense and their Stages

So far we have learned that there must be a verb in every sentence to make it understandable and the verb has to agree with the subject of the sentence in both person and number. We have also seen that verbs are generally the “doing” words; i.e. they tell us what the subject does. We are now going to learn that verbs also tell us about the “time”. The time indicated by the verb is called the tense.

Before we study the meaning of this word “tense”, let us just consider what we mean by the word “time”. It is very important to know about the following three main kinds “stages” of “time”:

- The “Past”, which refers to an event that has already happened,
- The “Present”, which refers to an event which is happening now,
- The future which refers to some event that will happen at some later time.

When we come to study English Grammar, we realize that the “tense” of verbs means exactly the same thing. The “tense” of verbs is divided into the same main three parts: the past tense, the present tense and the future tense. Tense is merely an inflection in verbs to distinguish the time of the verb. So we must use the verb in its right tense to tell us when the action takes place, i.e. in the past, present or in the future. In short, the tense of a verb is the form used to denote the time of the action and its completeness or incompleteness. There are three times at which an action can take place, viz, present, past and future, and in each of these there are three stages of completeness or incompleteness. The following table introduces and summarizes the time concept with its stages of completeness or incompleteness.

Number	Stages and Tenses	Present	Past Time	Future Time
1	Simple	I speak	I spoke	I will speak
2	Continuous	I am speaking	I was speaking	I will be speaking
3	Perfect	I have spoken	I had spoken	I will have spoken



## Practice

### Exercise 1

Read the following passages and then fill the table below with appropriate information.

“Friends and fellow soldiers, the time of my departure has now arrived, and I discharge, with cheerfulness of a ready debtor, the demands of nature. I have learned from philosophy how much the soul is more excellent than the body and that the separation of the nobler substance should be the subject of joy rather than of affliction, and I accept as a favor of the Gods the mortal stroke that secures me from the danger of disgracing a character which has hitherto been supported by virtue and fortitude. I die without remorse as I have lived without guilt. I exposed my person to the dangers of war, with the clear foreknowledge that I was destined to fall by the sword. I now offer my tribute of gratitude to the Eternal Being who has not suffered me to perish by the cruelty of the tyrant, by the secret dagger of conspiracy, or by the slow tortures of lingering disease. He has given me, in the midst of an honorable career a splendid and glorious departure from this world; and I hold it equally absurd, equally base to solicit, or to decline, the stroke of fate.” (The dying speech of the Emperor Julian, A.D. 363, from Gibbon’s Decline and Fall of the Roman Empire)

Infinitive	Base form	Present form	Past form	Present participle	Past participle

### Exercise 2

Decide whether the verbs in the following sentences are finite or non-finite with justification.

1. They filmed the actors.
2. The police took action.
3. We wanted the police to take action.
4. The saw the thief filmed in the act.
5. We were pleased when the police took action.
6. We approved of the action taken by the police.
7. We approved of the police taking action.
8. The police wanted to take action.

### Exercise 3

Read the following passages and then fill the following table with appropriate information.

#### Passage 1

“If you leave valuable articles in a changing room, it is quite likely that someone will steal them while you are playing tennis or whatever. A few years ago, police in a Yorkshire town were informed by a local sports club that all kinds of things kept disappearing from the men’s changing room, and the club was anxious to stop it. This has gone on for too long, said the club chairman.”

“The police took immediate action. They installed a secret video camera so that they could find out what was happening, and a few days later they played back the video at police headquarters, eager to see the thief filmed in the act. All; it showed, however, was a naked policeman, a member of the club, looking for his clothes, which had been stolen.”

#### Passage 2

“He had hoped to do well in his examination, but, because he had not worked well during the year, he failed, and was obliged to take it again. This disappointed him very much, but it also caused him to think more seriously about his studies. He is hoping for better results now.”

Verb	Form	Finite/Non-finite	Justification
leave	Base form	finite	Infinitive without “to” +simple present tense

### Exercise 4

Are the verbs in the following sentences correct? If not, correct them. An example is given.

1. The man and his brother is at home. (False) the verb is becomes are in the sense that it must agree with the subject in both in person and number.
2. Either this book or that are easy to read.
3. A red wine or a white are supplied for dinner.
4. Neither he nor his brother speak English well.



5. A football team consist of eleven players.
6. There is six or seven people waiting to see the doctor.
7. The older boys in the family makes the younger one do the work.
8. The students in this class has no money.
9. The playing of musical instruments give him much pleasure.
10. All at once, up the street comes the men.
11. The cattle had all gone out to graze.

### **Exercise 5**

**Underline the words which are the subject of each of the following sentences and, in each case, say what the number and person of the subject is.**

1. You, john, bring out your book for marking.
2. The sheep are all in the kraal.
3. My friends and I are very grateful for your help.
4. I know the way through the forest.
5. The fox fled for his life.
6. Go to sleep!

### **Exercise 6**

**Indicate in the following sentences which words form the predicate?**

1. Go home at once.
2. He often borrows my books.
3. Churchill was a great leader during the war.
4. You must do your homework regularly.
5. Foreign students often do not like English food.



## Lecture Two: Present Tenses

### Simple Present and Present Continuous Tenses

#### Description of the Lecture

This lecture presents the simple present and present continuous tenses. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the simple present and present continuous tenses. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the simple present and present continuous tenses.
2. List the form, meanings and uses of the simple present tense.
3. List the form, meanings and uses of the present continuous tense.
4. Enable learners to reflect on the differences between the simple present and present continuous tenses in terms of form, meanings and uses.

#### Introduction to English Tenses

Tense of a sentence gives you an idea of the time when the incident mentioned in a statement takes place. At the same time, it is that critical factor that can most commonly lead people to mistakes while framing a sentence or while identifying the time of events. With your knowledge of tenses strong, fluent English and flawless grammar isn't too far away from you. Here, in these lectures, all the various types of tenses are explained, along with their structure and examples, to help you get a much clearer picture of this important part of speech; it would also provide you the confidence to pick the right type of tense. Though it might seem complicated when you try to glance through the write-up, tenses aren't that difficult to understand; spend some time on each tense mentioned and see yourself framing better sentences than before. Read the following section carefully.

#### 2. 1. Simple Present Tense

##### 2. 1. 1. Form

The simple present tense is one of two present tenses of English, and it is used in various ways. In the affirmative form the simple present has the same form as the infinitive but adds “s” for the third person singular. See the following table for more details “example verb to work”.

Affirmative	Negative	Interrogative
<ul style="list-style-type: none"> <li>• I work</li> <li>• You work</li> <li>• He/she/it works</li> <li>• We work</li> <li>• You work</li> <li>• They work</li> </ul>	<ul style="list-style-type: none"> <li>• I do not work</li> <li>• You do not work</li> <li>• He/she/it does not work</li> <li>• We do not work</li> <li>• You do not work</li> <li>• They do not work</li> </ul>	<ul style="list-style-type: none"> <li>• Do I work?</li> <li>• Do you work?</li> <li>• Does he/she/it work?</li> <li>• Do we work?</li> <li>• Do you work?</li> <li>• Do they work?</li> </ul>

## 2. 1. 1. 2. Spelling Notes

- Verbs ending in “ss, sh, ch, x, and o” take “es” instead of “s” alone, to form the third person singular:
  - I kiss            he/she/it kisses
  - I rush            he/she/it rushes
  - I watch           he/she/it watches
  - I box              he/she/it boxes
  - I do                he/she/it does
- When “y” follows a consonant we change the “y” into “i” and add “es”:
  - I carry            he/she/it carries
  - I copy             he/she/it copies
  - I try                he/she/it tries
- But verbs ending in “y” following a vowel obey the usual rule:
  - I obey            he/she/it obeys
  - I say              he/she/it says

## 2. 1. 2. Main Uses of the Simple Present Tense

- The main use of the simple present tense is to express habitual, regular and repeated actions or events which occur at regular intervals. It is used with adverb or adverb phrases of frequency such as **“always, usually, never, occasionally, often, sometimes, every week, every day, twice a year, etc.”**
  - They **drive** to the office **every day**.
  - She **does not come** here **very often**.
  - The news **usually starts** at 6:00 every morning.
  - **Do you usually have** bacon and eggs for breakfast?
- It is also used for stating general truths. Here, we are talking about facts.


- We **have** two children.
  - Water **becomes** ice at **0 degree**.
  - The sun **rises** in **the East**.
  - The Pacific Ocean **is** the **largest** ocean in the world.
- We use the present simple tense to talk about actions we see as long term or permanent. Here, it is about actions which happen all the time, in the past, present and future. “In the sense that it is not limited to a particular time.
- Most people **like** trendy clothes.
  - John **drives** a taxi. (It is John’s job to drive a taxi. He does it every day. Past, present future.)
- We do not normally use the simple present to talk about the future. However, when we talk about future facts, usually these facts are found as parts in a timetable, program of events, chart, and schedule in a newspaper headlines.
- Christmas Day **falls** on a Monday this year.
  - The plane **leaves** at 5:00 tomorrow morning.
  - Peace **talks** fall.
- In addition, the present tense is used when referring to printed material, and when describing events portrayed in a book, film, opera, play, sport events, public functions, or other works of arts.
- The report **presents** the information clearly,
  - At the end of the film, the hero **finds** the hidden treasure.
- It is used also to describe a series of actions, when giving information or instructions.
- How **do** I **get** to the station?
  - First, you **go** along Victoria Street, then you **turn** left, etc.
- It is often used instead of “**will+ infinitive**” in subordinate clauses “conditional sentences” that refer to the future.
- I will phone you when I **get** home.
  - I will kill anybody that **touches** my possessions.
- It must be used instead of the present continuous with verbs which cannot be used in the continuous “progressive” form. Some verbs are never or hardly used in progressive forms. Even if the meaning is “just around now”. Many of these non-progressive verbs refer to state rather than actions. Some of them refer to mental states and emotional reactions like “know, think, believe, doubt, feel, hate, imagine, like, love, prefer, realize, recognize, remember, understand, see, suppose, want, wish”, some others refer to the use of senses such as “feel, hear, see, smell, sound, taste”, some others are about communicating and causing reactions like “agree, appear, astonish, deny, look, impress, promise, mean, seem, satisfy, surprise, ...”. See the following examples;
- I **like** this music.





**Note:** the common way of using the simple present tense is when:

- The action is general
- The action happens all the time, or habitually, in the past, present and future
- The action is not only happening now
- The statement is always true

<b>John drives a taxi.</b>		
<b>past</b>	<b>present</b>	<b>future</b>
		
It is John's job to drive a taxi. He does it every day. Past, present and future.		

## 2. 2. The Present Continuous “Progressive” tense

### 2. 2. 1. Form

The present continuous “progressive” tense is formed with the present tense of the helping verb “to be” + the present participle of the main verb. See the following table with the example verb “to work” for more details.

<b>Subject + (am / is / are ) + stem of the main verb + ing</b>		
<b>Affirmative</b>	<b>Negative</b>	<b>Interrogative</b>
<ul style="list-style-type: none"> <li>• I am working</li> <li>• You are working</li> <li>• He/she/it is working</li> <li>• We are working</li> <li>• You are working</li> <li>• They are working</li> </ul>	<ul style="list-style-type: none"> <li>• I am not working</li> <li>• You are not working</li> <li>• He/she/it is not working</li> <li>• We are not working</li> <li>• You are not working</li> <li>• They are not working</li> </ul>	<ul style="list-style-type: none"> <li>• Am I working?</li> <li>• Are you working?</li> <li>• Is he/she/it working?</li> <li>• Are we working?</li> <li>• Are you working?</li> <li>• Are they working?</li> </ul>


### 2. 2. 1. 2. The Spelling of the Present Participle

- When a verb ends in a single “silent” “es”, this “e” is dropped before “ing”:
  - Argue           arguing
  - Hate             hating
- Except after “age, dye, and sing” = ageing, dyeing, singing

- And verbs ending in “ee” like “see, agree” = seeing, agreeing
- However, when a verb ends in an “e” which is not silent, the final “e” is not dropped before the ending “ing” is added.
  - To be    being
  - To see   seeing
- When a verb ends in “ie”, the “ie” is changed to “y” before the ending “ing” is added.
- When a verb of one syllable has no vowel and ends in a single consonant, this consonant is doubled before “ing”
  - Run     running
  - Stop    stopping
- Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant in case the stress falls on the last syllable: this consonant is doubled before “ing”
  - Admit    admitting
  - Begin    beginning
- But if stress does not fall on the last syllable, the last consonant is not doubled:
  - Budget    budgeting
  - Enter     entering
- Final “L” after a single vowel is, however, always doubled “except in American English”:
  - Signal    signaling
  - Travel    travelling
- “Ing” can be added to a verb ending in “Y” without affecting the spelling of the verb:
  - Carry     carrying
  - Enjoy     enjoying

### 2. 2. 2. Main Uses of the Present Continuous “Progressive” Tense

- It is used for an action **exactly happening now** when we want to say that somebody is doing something or that something is happening at the moment of speaking. The action or event is in progress and not yet complete. Common phrases of time are “at the moment, at the present time, and now”.
  - She **is washing** her hair now.
  - I **am eating** my lunch. (Right now I am taking my lunch.)
  - I **am not weaning** a coat as it is not cold.


I am eating my lunch.		
past	present	future
		
The action is happening now.		

➤ It is also used for an action happening about this time **around now** but not necessarily and exactly at the moment of speaking but it is happening just before and just after now, and it is not permanent or habitual. In this situation, the action is not yet complete but **can be interrupted** for a time. Strictly speaking, such interrupted actions are not in progress at the moment of speaking.

- A student preparing her family food: I am preparing my license degree.
- I'm very busy. I **am redecorating** my living-room.
- He **is teaching** French and Greek. (He may not be doing either at the moment of speaking.)
- I **am living** with my sister until I find an apartment.
- John **is studying** English this time, but he **is not studying** right now; he is eating dinner.

My sister <b>is preparing</b> her license degree.																
• Past				• Present					• Future							
+	+	+	+	-	-	-	-	<b>now</b>	-	-	-	+	+	+	+	+
								The action is happening around now. (My sister is in the kitchen now).								

Or

John is going out with Mary.		
past	present	future
		
The action is happening around now.		

➤ We use the present progressive tense to talk about present situations which we see as short term or temporary. Strictly speaking, to express the idea that a repeated action is happening for a limited period of time. In this situation, the action is true at the present time but we don't think it will be true in the long term.

- Patrick **is working** at a restaurant during his holidays.
- I'm **looking** for a new apartment.
- **Are you getting** enough sleep?
- They **are considering** making an appeal against the judgment.



➤ We use the present progressive to say that something definitely planned or arranged for the future. When we say the word “future” we must add or understand from the context or from the use the future word. Future words include, for example, tomorrow, next year, in June, at Christmas, etc. we only use the present continuous to talk about the future when we have planned to do something before we speak. We have already made a decision and a plan before speaking.

- I **am taking** an exam in October. (It implies that I have entered for it.)
- Bob and Bill **are meeting** tonight. (It implies that Bob and Bill have arranged it.)
- They **aren’t arriving** until Tuesday.
- **Are you doing** anything tomorrow afternoon? Yes, I am playing tennis with Ann.

I am taking my exam next month.		
past	present	future
	!!!	—————
	A firm plan or programme exists now.	The action is in the future.

➤ Some verbs are not normally used in the continuous tenses: the continuous tenses are chiefly used for deliberate actions. Some verbs are, therefore, not normally used in the continuous and have only one present tense, the simple form. These verbs can be grouped as follows:

1. **Verbs of senses (involuntary actions):** feel, hear, see, smell, also, notice, and observe. (When you feel the action is deliberate use them.)
2. **Verbs expressing feelings and emotions:** (admire, adore, appreciate, desire, detest, dislike, fear, hate, like,)
3. **Verbs of mental activity:** (agree, appreciate, assume, believe, expect, forget, know, mean, perceive, realize, recall, recognize,)
4. **Verbs of possession:** belong, owe, own, possess, the auxiliaries, except, be and have in certain uses.

### 2. 3. Simple Present Tense and Present Continuous Tense Differences

➤ Progressive forms sound more casual and less definite than simple forms because they suggest something temporary and incomplete.

- I **’m hoping** you can lend me 50 dollars. (It is less definite than I hope ....)
- What time **are planning** to arrive? (It is more casual than what time do you ...?)
- I **’m looking** forward to seeing you.

➤ A continuous “progressive” form does not simply show the time of an event. It also shows how the speaker sees the event- generally as an ongoing and temporary, not completed or permanent.

For this reason Grammarians often talk about progressive aspects rather than the time when the action happen.

## Summary

### Simple present tense

- To refer to a situation or affairs as permanent (Water boils at 100°C.)
- To refer to a situation or state of affairs regarded as permanent. (He works in a bank.)
- To refer to repeated/habitual actions. (I take sugar in coffee. Do you smoke?)
- To discuss what happens in a book, play, movie, story, or an event. (He turns, shoots, and suddenly realizes he got the wrong target.)
- To express thoughts, feelings, immediate reactions to something at the present moment (God, he looks awful).
- In news headlines (Serial killer kills his 5th!)
- In explanations and instructions (You take the first turn left and then go straight ahead).
- With future reference as a part of a fixed schedule (The new semester starts on January 5)

### Present continuous

- To express an action taking place at the moment of speaking (I'm trying to hear what he's speaking).
- To indicate changes, trends, development, and progress (He is not improving, he is getting worse).
- To indicate a temporary situation (She is travelling through Europe).
- With adjunct of frequency to show disapproval and annoyance at how often the action takes place (He's always breaking things!)
- With future reference as a part of personal arrangement (I am seeing John tomorrow).



## Practice

### Exercise 1

Fill in the blanks with **PRESENT CONTINUOUS** or **SIMPLE PRESENT**:

1. The children ..... (play) outside now.
2. She usually ..... (read) the newspaper in the morning.
3. I ..... (do) my homework now.
4. I ..... (eat) my dinner now.
5. .... (you / want) a pizza?
6. They ..... (watch) TV now.
7. I ..... (not / like) spaghetti.
8. The baby ..... (sleep) now.
9. My mother usually..... (cook) dinner in the evening.
10. He ..... (write) a letter to his pen-friend every month.
11. She ..... (not / like) football.
12. Mary ..... (listen) to music now.
13. Tom usually.....(drink) coffee, but he ..... (drink) tea now.
14. We ..... (go) to the disco tonight.
15. .... (he / go) to work by bus every day.

### Exercise 2

Complete the sentences with **SIMPLE PRESENT** or **PRESENT CONTINUOUS**:

1. Susan usually ..... (go) to school by bus, but now she ..... (go) to school by train.
2. Mary often ..... (read) in bed, but today she is very tired and she ..... (not / read).
3. The boys usually ..... (ride) their bikes to school. They ..... (like / ride) their bikes. They ..... (be) very naughty boys. They always ..... (go) to school late. Today their teacher ..... (be) very angry, because they ..... (be) late again.
4. Mary ..... (like / eat) sweets. Every morning she ..... (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often ..... (eat) sweets or ice-cream. She ..... (not / like / eat) fruit or vegetables. She ..... (eat / never) eggs or cheese. Today she ..... (be) sick. She ..... (sleep) in her room now.



### Exercise 3

Fill in with PRESENT SIMPLE or PRESENT CONTINUOUS:

1. Sarah Star is a singer. She *sings* .....(sing) and ..... (dance) on TV. She ..... (drive) a red Mercedes. At the moment she is with Nick Pear. They ..... (eat) in a restaurant. Sarah ..... (drink) a cocktail and Nick ..... (talk) to the waiter.
2. Ann is a doctor. She ..... (work) in a hospital but today she .....(stay) at home. Now she ..... (cook) dinner. Her friends .....(visit) her today. It ..... (be) her birthday.

### Exercise 4

Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:

1. Please be quiet. I ..... (try) to read the paper.
2. This is a very quiet town. Where ..... (people / go) in the evenings?
3. John ..... (drink) milk every night, but now he ..... (drink) tea.
4. What ..... (you / do) with all that paper and glue?
5. I ..... (not / use) the computer at the moment so you can use it.
6. .... (Karen and John / ever / write) to you?

### Exercise 5

PRESENT CONTINUOUS or PRESENT SIMPLE in context. Put in the right form of the verb in brackets:

1. **Laura:** Hello, George! What ..... (you / do) these days?
2. **George:** Hi, Laura. I ..... (learn) French and Spanish at college. What about you?
3. **Laura:** Me? Oh, I ..... (work) at a Travel Agency until August.
4. **George:** ..... (you / like) it?
5. **Laura:** Yes, I do. I ..... (work) in the shop most mornings, and three afternoons a week the manager ..... (tell) me about the travel business. I ..... (work) quite long hours. I ..... (not / get) home until six, but I ..... (prefer) that to not having enough to do.



6. **George:** Yes, I ..... (work) hard too at the moment. It ..... (become) more and more difficult to get a job using languages. They ..... (ask) for higher and higher exam grades all the time.
7. **Laura:** You can do it, George. You ..... (be) clever.
8. **George:** Thanks. Laura.

### Exercise 6

**Put the verbs in brackets into PRESENT CONTINUOUS or PRESENT SIMPLE:**

It .... *is* ..... winter and the snow ..... (fall). It usually ..... (snow) in January here. Betty and James ..... (play) in the garden. They ..... (build) a snowman and they ..... (throw) snowballs. They ..... (like) the snow very much! Their mother and father ..... (not / like) it. They always ..... (stay) in the house when it is cold. Mother usually ..... (watch) TV and Father ..... (listen) to the radio or ..... (read) a book. At the moment they ..... (sit) in the living-room. Mother ..... (write) a letter and Father ..... (read) a book.

### Exercise 7

**Put the verb in brackets into the PRESENT SIMPLE or PRESENT CONTINUOUS tense!**

Dear Mum,

I \_\_\_\_\_ (JUST WRITE) to tell you how much I \_\_\_\_\_ (APPRECIATE) the money you have sent me, and to tell you how I \_\_\_\_\_ (GET) on in my first term at university. In fact, I \_\_\_\_\_ (REALLY ENJOY) myself. I \_\_\_\_\_ (STUDY) quite hard as well, but at the moment I \_\_\_\_\_ (SPEND) a lot of time making new friends. I \_\_\_\_\_ (STILL STAY) with my friend Jill and I \_\_\_\_\_ (LOOK) for some place to live on my own. Only a small number of first year students \_\_\_\_\_ (LIVE) in college here and I \_\_\_\_\_ (SEEM) to be spending a lot of time travelling. I \_\_\_\_\_ (ATTEND) lectures every morning, and most afternoons I \_\_\_\_\_ (STUDY) in the library. In fact, I \_\_\_\_\_ (WRITE) this letter right now instead of an essay on Shakespeare. I think I'll buy some new clothes with the money you've sent me. Everything \_\_\_\_\_ (COST) a lot here, and I \_\_\_\_\_ (SAVE) to buy a coat for the winter months.



## Lecture Three: Past Tenses

### Simple Past and Past Continuous Tenses

#### Description of the Lecture

This lecture presents the simple past and past continuous tenses. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the simple past and past continuous tenses. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the simple past and past continuous tenses.
2. List the form, meanings and uses of the simple past tense.
3. List the form, meanings and uses of the past continuous tense.
4. Enable learners to reflect more on the differences between the simple past and past continuous tenses in terms of form, meanings and uses.
5. Understand the importance of the simple past and past continuous tenses in the evaluation process as well as in the process of using them with English in real life situations.
6. Raise learners' awareness of the importance of simple present versus present continuous lecture on the subsequent lectures "Past Tenses".

### 3. 1. The Simple Past Tense

#### 3. 1. 1. Form

- The simple past tense in regular verbs is formed by adding "ed" to the infinitive:
  - "To work – worked".
- Verbs ending in "e" and "d" only:
  - "To love – loved".
- The same form is used for all pronouns and persons:
  - "I worked, she worked, they worked, it worked"
- The negative of regular and irregular verbs is formed with "did not or didn't" and the infinitive:
  - I did not / didn't work.
  - You did not /didn't work.
- The interrogative of regular and irregular verbs is formed with "did + subject + infinitive":



- Did I work?
- Did you work?

➤ Negative interrogative: did you not work?

### 3. 1. 1. 2. Spelling Notes

- The rules about doubling the final consonant when adding “ing” “see the present continuous lecture” apply also when adding “ed”:
  - Admit, admitted
  - Stop, stopped
  - Travel, travelled
- Verbs ending in “y” following a consonant change the “y” into “i” before adding “ed”:
  - Carry, carried
  - Try, tried
- But “y” following a vowel does not change:
  - Obey, obeyed

### 3. 1. 2. Main Uses of the Simple Present Tense

The simple past tense is sometimes called the **preterit tense**. We can use several tenses to talk about the past, but the simple past is the one we most often use. So to speak, the simple past tense is correct for most actions and states in the past. There are only a few times when we absolutely need to use other past tenses.

1. We use the simple past tense to talk about actions and states which **happened and finished** in the past. In other words, it is about actions and states which we see as completed in the past.
  - We **passed** our BAC exam two years **before**.
  - The teacher **explained** the simple present tense **last week**.
  - I **had** my breakfast before.
2. We use the simple past tense for many kinds of past events; **short, quick** finished actions and happening, **longer** situations, and repeated events. Notice that it does not matter how long ago the event is: it can be a few minutes or millions of years in the past.
  - Here are some **short** and **quick finished** events with the simple past tense:

<ul style="list-style-type: none"> <li>- Peter <b>broke</b> a window last night.</li> <li>- The car <b>exploded</b> at 9:00 am yesterday.</li> <li>- We <b>did not hear</b> the telephone.</li> </ul>		
• <b>Past</b>	• <b>Present</b>	• <b>Future</b>
+ + + + + + + + +	- - - - -	- - - - -
The action is in the past and keeps short period of time.	No relationship with the present	No relationship with the future

- Here are some **long** “over time” events and situations with the simple present tense:

<ul style="list-style-type: none"> <li>- I <b>lived</b> in Bangkok for ten years.</li> <li>- I <b>spent</b> all my childhood in Scotland.</li> <li>- The Jurassic period <b>lasted</b> about 62 million years.</li> <li>- The Algerian revolution <b>took</b> more than 7 years.</li> </ul>		
• <b>Past</b>	• <b>Present</b>	• <b>Future</b>
+	- - - - -	- - - - -
The action is in the past and keeps longer period of time.	No relationship with the present	No relationship with the future

- Here are some **repeated** actions in the past:

<ul style="list-style-type: none"> <li>- Regularly every summer, Janet <b>fell</b> in love.</li> <li>- John was a taxi driver; he <b>drove</b> his car every morning.             <ul style="list-style-type: none"> <li>- They never <b>drank</b> wine.</li> <li>- He always <b>carried</b> an umbrella.</li> </ul> </li> </ul>		
• <b>Past</b>	• <b>Present</b>	• <b>Future</b>
+ + + + + + + + +	- - - - -	- - - - -
The action is in the past and repeated over particular past.	No relationship with the present	No relationship with the future

3. The simple past tense is used for actions completed in the past at a definite time. It is therefore used:

- **When the time is given “the time is explicitly mentioned”**. In other words, with words referring to finished times such as “yesterday, three weeks ago, last year, specific point of time in the past “in 2002”, from March to June, for a long time, in the last century, in the past, before, ego, ...”. In addition, in general, in case we say the time and place of the event, we must use the simple past tense.

- I **met** him yesterday.
- Pasteur **died** in 1895.

- The Algerian revolution **started** in November 1954.
  - Or when the time is asked about:
    - When **did** you **meet** him?
    - When **did** you **get** your BAC exam?
    - When **did** the teacher **explain** the present continuous tense?
  - Or when the action clearly took place at a definite time even though this time is not mentioned “the time is understood through the context” “**the time is implicitly mentioned**”
    - The train **was** ten minutes late.
    - I am second year master student and I **got** my BAC exam before.
  - It can also be used to talk about a finished period of time in the past:
    - She **lived** in Tokyo **for** seven year.
    - They **were** in London from Monday to Thursday last week.
    - When I was living in New York, I **went** to all the art exhibitions.
  - Sometimes the time becomes definite as a result of a question and answer in the present perfect tense:
    - Where have you been? I have been to the opera.
    - Did you enjoy it?
4. The simple past tense is **common in stories and descriptions of past events**. Note that when we tell a story, we usually use the simple past tense. We may use the past continuous tense to “set the scene”, but we almost use the simple past for the action:
- One day the Princess **decided** that she **didn’t like** staying at home all day, so she **told** her father that she **wanted** to get a job.....
  - The wind **was howling** around the hotel and the rain **was pouring** down. It **was** cold. The door **opened** and James Bond **entered**. He **took** off his coat, which **was** very wet, and **ordered** a drink. He **set down** ....”
5. The simple past tense is used in **conditional sentences, type 2 for unreal if-clauses** in the present.
- If I **lived** near my office I’d be in time for work.
  - If I **were** you I’d plant some trees around this house.

## 3. 2. The Past Continuous “Progressive” Tense

### 3. 2. 1. A Form

The past continuous tense is formed by the past tense of the helping verb “to be” + the present participle of the main verb.



**Subject + (was / were ) + stem of the main verb + ing**

Affirmative	Negative	Interrogative
<ul style="list-style-type: none"> <li>• I was working</li> <li>• You were working</li> <li>• He/she/it was working</li> <li>• We were working</li> <li>• You were working</li> <li>• They were working</li> </ul>	<ul style="list-style-type: none"> <li>• I was not working</li> <li>• You were not working</li> <li>• He/she/it was not working</li> <li>• We were not working</li> <li>• You were not working</li> <li>• They were not working</li> </ul>	<ul style="list-style-type: none"> <li>• Was I working?</li> <li>• Were you working?</li> <li>• Was he/she/it working?</li> <li>• Were we working?</li> <li>• Were you working?</li> <li>• Were they working?</li> </ul>

### 3. 2. 1. 2. The Spelling of the Present Participle

**Note:** See the lecture “2” about the present continuous tense for the spelling rules and notes of the present participle.

### 3. 2. 2. Main Uses of the Past Continuous Tense

Progressive tenses always happen over time, so past progressive tense means that the action happened over time in the past. In this respect, the past continuous tense describes past events which went on for a period of time. We use it when we want to emphasize the continuing process of the activity, event, and action or the period of that action. The main uses as follows;

1. It is used chiefly for past actions which continued for some time but whose exact **limits are not known** and are not important. It might be expressed diagrammatically “.....” Indicates uncertainty about times of starting or finishing:
  - It **was getting** darker.
  - I **was eating** my breakfast.
  - He **was watching** his favorite show.
  - The system **was weakening** from time to time.

<b>John as eating with Mary.</b>		
• Past	• Present	• Future
.....+ + + <b>eating</b> + + +.....	- - - - -	- - - - -
We do not know when the action of eating started and finished in the past.	No presence of the action	No presence of the action



2. It is **used with a point in time “the time is known and important”**, it expresses an action which began before that time and probably continued after it. So to speak, when we want to say that something was in progress “going on” around a particular past time.

- At 8 pm yesterday, I **was watching** TV.
- I **was working** at 10 pm yesterday.
- The teacher **was explaining** the lesson two days before.

<b>John is going with Mary.</b>		
• Past	• Present	• Future
+++++ <b>8 pm</b> +++++	-----	-----
At 8 pm, John was in the middle of watching TV.	No presence of the action	No presence of the action

3. The past continuous tense is used with the simple past tense. We use the past continuous tense to refer to a longer “background” action or situation; the simple past refers to a shorter action or event that happened in the middle of the longer action, or that interrupted it. We can join the two ideas with when or while.

- I **was watching** TV at 8 pm when you **telephoned** me.
- The teacher **was explaining** the lesson when the headmaster **knocked** on the door.
- As I **was walking** down the road, I **saw** Bill.

Yesterday 10: 00 to 11:30, the teacher <b>was explaining</b> the lesson when the headmaster <b>knocked</b> on the door.		
• Past	• Present	• Future
<ul style="list-style-type: none"> <li>• The teacher <u>was explaining</u> ..... <b>Long action</b> (10:00 TO 11:30)</li> <li>• The headmaster <u>knocked</u> ..... <b>Short action</b> (10; 22 to 10;25)</li> </ul>		

4. This tense can be used as a past equivalent of to present continuous tense:

- In the case of direct and indirect speech:
  - He said, “I **am living** in London.”
  - He said that he **was living** in London.
- Just as the present continuous can be used to express a definite future arrangement: “I’m **leaving** tonight. I’ve got my plane ticket.” So the past continuous can express this sort of future in the past:



- He **was** busy **packing**, for he **was leaving** that night. (The decision to leave had been made some time previously.)
5. The past continuous tense is not used for repeated actions. This tense is not the normal tense for talking about repeated or habitual past actions. The simple past is usually used with this meaning.
- I **rang** the bell six times. (Not I was ringing the bell six times.)
  - I **smoked** 10 cigarettes last year.
6. Verbs which are not normally used in the continuous tenses. The continuous tenses “past continuous” are chiefly used for deliberate actions. So some verbs are, therefore, not normally used in the continuous and have only the simple past tense, the simple form. These verbs can be grouped as follows:
- **Verbs of the senses** (involuntary actions): feel, hear, see, smell, notice, observe, look, taste, listen, gaze...
  - **Verbs expressing feelings and emotions**; admire, adore, appreciate, desire, detest, dislike, fear, hate, like, loathe, love, mind, respect, value, want, wish,
  - **Verbs of mental activity**; agree, assume, believe, expect, forget, know, understand, mean, perceive, realize, recognize, remember, suppose ...
  - **Verbs of possession**; belong, owe, possess...
  - **The auxiliaries**; except “**be**” and “**have**” in certain uses.

### 3. 3. Simple Past and Past Continues Tenses Differences

1. Past continuums tense can be used as an alternative to the simple past tense to indicate a more **casual, less deliberate** action:
- I **was talking** to Tom the other day. (The past continuous here gives the impression that the action was in no way unusual or remarkable. It also tends to remove responsibility from the subject. In the above example it is not clear who started the conversation, and it does not matter. Note the contradiction with the simple past tense; I **talked** to Tom, which indicates that the subject took the initiative.
  - From four to six Tom **was washing** the car. (This would indicate that this was casual, possibly routine action. Compare with:
    - From four to six Tom **washed** the car. (This would imply more a deliberate action by Tom.)
2. Note that continuous tenses are used only for apparently continuous uninterrupted actions. If we divide the action up, or say how many times it happened, we must use the simple past.
- I **talked** to Tom several times.
  - Tom **washed** the car.



3. In questions about how a period was spent, the continuous often appears more polite than the simple past tense:
- What **were** you **doing** before you come here? (It sounds more polite than what **did** you **do** before you come here?)

## Summary

### Simple past main points

- Action completed at a particular time in the past (He flew to Boston yesterday. She tripped, fell, and landed on her bottom. She got that couple of years ago.)
- Action existing over a period of time in the past (He worked in a bank all his life. I lived in London from 2011 to 2017).
- Habitual or regular past action (When I was young, I went out every night) – *same thing can be expressed with would or used to.*
- With stative verbs (I thought she looked beautiful. I knew she was wrong.)
- Backshift past - sequence of tenses (I thought she looked beautiful. I knew she was wrong.)
- Hypothetical past (I wish I had a memory like yours. It's high time you stopped smoking)
- Attitudinal past – polite use (Hi, can I help you? – Yes, I wondered if you could help me.)

### Present continuous main points

- Action in progress at a particular time:
  - Background action (I was sleeping when he arrived).
  - Simultaneous action (I was trying to hear what the man was saying. Mary was waking up while Ann was cleaning).
- Temporary action (may be regular) (We were sleeping in the kitchen during that cold winter. I was living with my parents waiting for my apartment to be redecorated.).
- Changes, trends, developments and progress (I thought she looked thinner. Apparently, she was slimming. The weather was getting worse.).
- To emphasize duration and continuity - but can be expressed with Past Simple (I was working all day last Thursday. I was watching TV all evening long. He was giving a lecture between 2 and 3 O'clock).
- To express an incomplete action (He was reading a book that night. – *as opposed to a complete action* – He read a book that night.).
- Backshift / Sequence of tenses (I knew what was going on).





## Practice

### Exercise 1

Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she ..... (skate).
2. I met my neighbor while I ..... (walk) home from work.
3. Sally saw a friend while she ..... (ride) her bicycle along Park St.
4. Peter fell asleep while he ..... (study).
5. Bob stepped on Jane's feet while they ..... (dance) together.
6. I cut myself while I ..... (shave).
7. Mr. and Mrs. Brown burned themselves while they ..... (bake) cookies.
8. Tommy had a nightmare while he ..... (sleep) at a friend's house.

### Exercise 2

Fill in the blanks with a correct form, the PAST SIMPLE or the PAST CONTINUOUS:

1. He ..... (talk) with Mary, when Mrs. Smith came in.
2. They ..... (study) two hours last night.
3. Jane ..... (sleep) when the telephone rang.
4. As I ..... (walk) to the lab, I met my friend.
5. We ..... (watch) TV last night.
6. The customer ..... (pay) his cheque when he dropped his credit card.
7. The barber ..... (cut) my hair yesterday.
8. She ..... (dance) when she hurt her ankle.

### Exercise 3

Complete the sentences with the words in parentheses using the SIMPLE PAST or the PAST PROGRESSIVE:

1. Sally ..... (eat) dinner last night when someone ..... (knock) on the door.
2. I began to study at seven last night. Fred ..... (come) at seven-thirty. I ..... (study) when Fred ..... (come).
3. While I ..... (study) last night, Fred ..... (drop by) to visit me.
4. My roommate's parents ..... (call) him last night while we ..... (watch) TV.
5. My mother called me around five. My husband came home a little after five. When he ..... (come) home, I ..... (talk) to my mother on the phone.



6. Yesterday Tom and Janice ..... (go) to the zoo around one. They ..... (see) many kinds of animals. They stayed at the zoo for two hours. While they ..... (walk) home, it ..... (begin) to rain, so they ..... (stop) at a small café and ..... (have) a cup of coffee.
7. Yesterday afternoon I ..... (go) to visit the Parker family. When I ..... (get) there around two o'clock, Mrs. Parker ..... (be) in the yard. She ..... (plant) flowers in her garden. Mr. Parker ..... (be) in the garage. He ..... (work) on their car. He ..... (change) the oil.

#### Exercise 4

Complete the sentences with the words in parentheses using the **SIMPLE PAST** or the **PAST PROGRESSIVE**:

1. While they ..... (travel) to China, Marco ..... (keep) a diary.
2. Mrs. White ..... (drive) past a house in Main Street when she ..... (see) the ground floor on fire.
3. While he ..... (fly) off the Miami Coast, the pilot ..... (see) sharks approaching the swimmers.
4. The fireman..... (fight) the fire on a balcony below when he ..... (hear) someone's shouts.
5. We ..... (have) dinner when the electricity ..... (go) off.
6. She ..... (think) of something else while you ..... (talk) to her.
7. I ..... (see) her while I ..... (look) out of the window.
8. While the teacher ..... (talk), the students ..... (look) at an insect on the ceiling.

#### Exercise 5

Complete the sentences. Use the words in parentheses. Use **SIMPLE PRESENT**, **PRESENT CONTINUOUS**, or **SIMPLE PAST**.

1. Jim and I ..... (eat) lunch at the cafeteria two hours ago.
2. We ..... (eat) lunch at the cafeteria every day.
3. I ..... (go) to bed early last night.
4. My roommate ..... (study) Spanish last year.
5. Sue ..... (write) a letter to her parents yesterday.
6. Sue ..... (write) a letter to her parents every week.
7. Sue is in her room right now. She.....(sit) at her desk. She ..... (write) a letter to her boyfriend.
8. Marianne ..... (do) her homework last night.
9. Yesterday I ..... (see) Dick at the library.



## Lecture Four: Past Tenses

### Present Perfect and Present Perfect Continuous Tenses

#### Description of the Lecture

This lecture presents the present perfect and present perfect continuous tenses. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the present perfect and present perfect continuous tenses. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the present perfect and present perfect continuous tenses.
2. List the form, meanings and uses of the present perfect tense.
3. List the form, meanings and uses of the present perfect continuous tense.
4. Enable learners to reflect on the differences between the present perfect and present perfect continuous tenses in terms of forms, meanings and uses.
5. Understand the importance of the present perfect and present perfect continuous tenses in the evaluation process as well as in the process of using them with English in real life situations.
6. Raise learners' awareness about the contribution of the "present perfect and present perfect continuous tenses" lectures on the subsequent lectures.

#### 4. 1. The Present Perfect Tense

##### 4. 1. 1. Form

- The present perfect tense is formed with the present tense of the auxiliary "to have" + the past participle of the main verb:
  - I have worked.
  - She has worked.
- The past participle in regular verbs has exactly the same form as the simple past:
  - Love, loved
  - Work, worked
- In irregular verbs the past participles vary "see the list."
  - Find, found

- Come, come
- go, gone
- The negative is formed by adding “not” to the auxiliary.
  - I have not worked.
  - She has not worked.
- The interrogative is formed by inverting the auxiliary and subject.
  - Have I worked?
  - Has she worked?

Affirmative	Negative	Interrogative
<ul style="list-style-type: none"> <li>• I have worked</li> <li>• You have worked</li> <li>• He/she/it has worked</li> <li>• We have worked</li> <li>• You have worked</li> <li>• They have worked</li> </ul>	<ul style="list-style-type: none"> <li>• I have not worked</li> <li>• You have not worked</li> <li>• He/she/it has not worked</li> <li>• We have not worked</li> <li>• You have not worked</li> <li>• They have not worked</li> </ul>	<ul style="list-style-type: none"> <li>• Have I worked?</li> <li>• Have you worked?</li> <li>• Has he /she/ it worked?</li> <li>• Have we worked?</li> <li>• Have you worked?</li> <li>• Have they worked?</li> </ul>

#### 4. 1. 2. Main Uses of the Present Perfect Tense

The present perfect tense is a sort of mixture of present and past. It always implies a strong connection with the present and is chiefly used in conversations, letters, newspapers, and television and radio reports. Please note that American and British English have different rules for the use of this tense. The explanations and examples here refer to British English. In American English, it is often acceptable to use the past simple tense in some situations instead of present perfect.

1. We use the present perfect tense when we want to look back from the present to the past. In other words, we use it especially to say that a finished action or event is connected with the present in some way. When we say that something has happened, we are thinking about the past time and the present time at the same time. In this situation, this tense expresses an experience which is connected to both past and present “presence of the action in the past and results in the present”. The connection with the past implies that the action was in the past while the connection with the present is that in my head, now, I have a memory of the event; I know something about the event; I have experience of it.
  - Here are some examples about **Experience**:



<ul style="list-style-type: none"> <li>• I <b>have broken</b> my leg.</li> <li>• He <b>has lived</b> in Bangkok.</li> <li>• We <b>have seen</b> our teacher.</li> <li>• I've <b>broken</b> my watch so I do not know what time it is.</li> </ul>		
• <b>Past</b>	• <b>Present</b>	• <b>Future</b>
+ + + + + + + + +	! ! ! ! ! ! ! !	- - - - - - - -
The action or state was in the past.	In my head, I have a memory now.	No action in this stage

Or

He has lived in Bangkok. Have you been there? We have never eaten caviar.		
past	present	future
█	!!!	
The action or state was in the past.	In my head, I have a memory now.	


- Here are some examples in which the present perfect talks about a **New Information**. This means that the past and present are opposite to each other:

<ul style="list-style-type: none"> <li>• I <b>have bought</b> a car.</li> <li>• The policemen <b>have arrested</b> the killer.</li> </ul>		
• <b>Past</b>	• <b>Present</b>	• <b>Future</b>
- - - - - - - -	+ + + + + + + +	- - - - - - - -
Last week, I did not have a car.	Now I have a car.	No action in this stage

- Here are some examples in which the present perfect talks about a **Change**. This means that the past and present are opposite to each other:

<ul style="list-style-type: none"> <li>• John <b>has broken</b> his leg.</li> <li>• <b>Has</b> the price <b>gone</b> up?</li> </ul>		
• <b>Past</b>	• <b>Present</b>	• <b>Future</b>
+ + + + + + + + +	- - - - - - - -	- - - - - - - -
Yesterday John had a good leg.	Now he has a bad leg.	No action in this stage



- The present perfect tense is used with a length of time. In case we see this tense with a phrase that shows a length of time, then it always means that the actions started in the past and has continued until now. In this situation, this tense describes a continuing situation. This is about a state that started in the past and continues in the present (and will probably continue into the future). This is a state (not an action). We usually use **for** or **since** with the structure.

I have worked here since June. He has been ill for 2 days. How long have you known Tara?		
<b>past</b>	<b>present</b>	<b>future</b>
		
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

#### 4. 1. 3. Note about For & Since with Present Perfect Tense

We often use for and since with the present perfect tense.

- We use for to talk about a period of time—5 minutes, 2 weeks, 6 years.
- We use since to talk about a point in past time—9 o'clock, 1st January, Monday.
- **For** can be used with all tenses.
- **Since** is usually used with perfect tenses only.

for	since
<b>a period of time</b>	<b>a point in past time</b>
	
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
etc	etc

Here are some examples:

- I have been here **for** 20 minutes.
- I have been here **since** 9 o'clock.
- John hasn't called **for** 6 months.
- John hasn't called **since** February.
- He has worked in New York **for** a long time.
- He has worked in New York **since** he left school.

## 4. 2. The Present Perfect Continuous Tense


### 4. 2. 1. A Form

- This tense is formed by the present perfect of the verb “to be” + the present participle of the main verb:
  - I have been working.
  - She has been working.
- Affirmative form:
  - I have been working.
  - She has been working.
- Negative form:
  - I have not been working.
  - She has not been working.
- Interrogative form:
  - Have I been working?
  - Has she been working?

### 4. 2. 2. Main Uses of the Present Perfect Continuous Tense

1. We use the present perfect continuous tense to talk about how long something has been happening.
  - How long **have you been studying** English?
  - I **’ve been working** here for two months.
2. Present perfect progressive tense is used for an action which began in the past and is still continuing or has only just finished. In other words, when we look back over actions and situations which started in the past and are still going on;
  - I **’ve been waiting** for an hour and he still hasn’t turned up.
  - I’m so sorry I’m late. **Have you been waiting** long?

3. Remember that a number of verbs are not normally used in the continuous form (verbs of state), but that some of these can be used in this form in certain cases. We can therefore say:
- Tom **has been seeing** about a work permit for you.
  - She **has been having** a tooth out.
  - I've **been hearing** all about his operation.
4. The present perfect continuous tense does not exist in the passive. The nearest passive equivalent of a sentence such as “they have been repairing the road” would normally be “the road has been repaired lately”.
5. We often use the present perfect continuous tense with words that refer to a period of time continuing up to now, like recently, lately, this week, since January, for the last three days, ... We use the present perfect continuous tense to talk about an **action** that started in the past and is continuing **now**. This is often used with **for** or **since**.
- The firm **has been losing** money recently.
  - John's **been walking** in Scotland all this week.
  - I've **been doing** a new job since January.
  - It's **been raining** for the last three days.

I have been reading for 2 hours.		
past	present	future
		
Action started in past.	Action is continuing now.	

6. We often use the present perfect continuous tense to talk about an action that started in the past and stopped recently. There is usually a result now.
- I **have been reading** for 2 hours. [I am still reading now.]
  - We've **been studying** since 9 o'clock. [We're still studying now.]
  - How long **have** you **been learning** English? [You are still learning now.]
  - We **have not been smoking**. [And we are not smoking now.]



I'm tired because I've been running.		
<b>past</b>	<b>present</b>	<b>future</b>
█	!!!	
Recent action.	Result now.	

7. The present perfect continuous tense cannot be used with expressions that refer to a finished period of time.

#### 4.3. Note about For and Since with Present Perfect Continuous Tense

We often use **for** and **since** with the present perfect tense.

- We use **for** to talk about a **period** of time—5 minutes, 2 weeks, 6 years.
- We use **since** to talk about a **point** in past time—9 o'clock, 1st January, Monday.

for	since
<b>a period of time</b>	<b>a point in past time</b>
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
etc	etc



Here are some examples:

- I have been studying **for** 3 hours.
- I have been watching TV **since** 7pm.
- Tara hasn't been feeling well **for** 2 weeks.
- Tara hasn't been visiting us **since** March.
- He has been playing football **for** a long time.
- He has been living in Bangkok **since** he left school.

#### 4. 4. Present Perfect Tense and Present Perfect Continuous .....Differences

1. An action which began in the past and is still continuing or has only just finished can, with certain verbs, be expressed by either the present perfect simple or present perfect continuous. verbs which can be used in this way include “**expect, hope, learn, lie, live, look, rain, sleep, sit, snow, stand, stay, study, teach, wait, want, work**”:
  - How long **have** you **learnt** English?
  - How long **have** you **been learning** English?
  - He **has slept** for ten years.
  - He **has been sleeping** for ten years.
2. This is not of course possible with verbs which are not used in the continuous forms (verbs of state), i.e. the present perfect continuous could not replace the simple present perfect in the following examples:
  - They’ve always **had** a big garden.
  - He’s **been** in hospital since his accident.
3. Notice also that the present perfect continuous can be used with or without a time phrase. In this way it differs from the simple present perfect , which can only express this type of action if a time phrase is added such as “for six days, since June, never, ...” when used without a time expression of this kind, the simple present perfect refers to a single completed action.
4. We use progressive form mostly for shorter, temporary actions and situations. When we talk about longer-lasting situations we often prefer the simple present perfect.
  - That man **has been standing** on the corner all day.
  - For 900 years the castle **has stood** on the hill above the village.

### Summary

#### Present perfect main uses

- Action that happened in the past without stating the specific time. (I have raised \$500 for my swimming pool. I have noticed this trait in many photographers. She has had tremendous

adventures.)

- Action which started at some time in the past, continued, and is still happening now. (I have lived here for the last couple of years. She has not talked to me since yesterday. I have always liked cherry pies. I have not seen you for ages. – *but I see you now*)
- Action in the indefinite past related to present situation (You seem terrified. What has frightened you? I have sprained my ankle. That is why I am limping.).
- Recent action (I have just returned from work. We have missed out stop.).
- In clauses of time to indicate a future completed action. (As soon as you have had your dinner, come over.)

### Present perfect versus simple past

- Basic difference: Simple Past refers to a definite time in the past, whereas Present Perfect refers to an action in indefinite time reference that is in certain connection with the present moment. (Tom has had a bad car accident. – *He is probably still in hospital.*  
➤ Tom had a bad car accident. – *He is probably fine by now.*
- With Simple Past you specify the time of past action, whereas with Present Perfect you emphasize that something has happened in the past, but not when. Therefore, Present Perfect cannot be used with adjuncts/adverbials of time, but can be used with adjuncts/adverbials of duration/frequency. (The settlers have left the bay forever. She has always been partial to sweets. I have often/frequently wondered why he moved.).
- Unlike Simple Past, Present Perfect may indicate incompleteness (I have smoked for six years. – probably still smoke. VS. I smoked for six years. – I stopped smoking.).

### Present perfect continuous main uses

- Present perfect Continuous emphasizes duration, (Why are you crying? - I have been cutting onions for the last ten minutes) or (non)-completion (Have you been reading the book?).
- Compared to Present Perfect tense, little difference: I have worked here for two years now. Versus. I have been working here for two years now).

## Practice

### Exercise 1

Write a suitable sentence using the PRESENT PERFECT TENSE :

1. Ann's hair was dirty. Now it's clean. (wash) ..... *Ann has washed her hair*.....
2. Tom was 80 kg. Now he's 70. (lose weight) .....
3. Bill played football yesterday. Now he can't walk; his leg is in plaster. (break).....



4. My sister is looking for her pen. (lose) .....
5. Mary is on holiday in France. (go) .....
6. Mr. Hill was in Canada last week. He's back in London now. (be) .....
7. Look! Mrs. Smith has got a lot of packages. (buy) .....
8. I can't eat anything now. (eat too much) .....
9. Mrs. Jenkins is very tired. (clean / house) .....
10. Tony needs a holiday. (work / hard / this year) .....

## Exercise 2

Put the verbs in the correct tense. Use the **SIMPLE PAST** or the **PRESENT PERFECT**:

1. .... Tim ..... (finish) his work yet?
2. .... he ..... (finish) it yesterday?
3. They ..... (just / go) out.
4. They ..... (go) out a minute ago.
5. .... Ann ..... (study) yesterday afternoon?
6. .... you ..... (send) the letters yet?
7. .... she ..... (call) him a week ago?

## Exercise 3

Use **THE SIMPLE PAST** or **THE PRESENT PERFECT TENSE** to fill in the blanks:

1. What ..... (you / learn) since you ..... (come) here? How many friends ..... (you / make)? I hope you ..... (already / meet) a lot of interesting people.
2. Last night my roommate and I ..... (have) some free time, so we ..... (go) to a show.
3. I ..... (just / have) lunch, but I ..... (not / have) lunch yesterday.
4. Who ..... (write) the play "**Hamlet**"?
5. How many games ..... (the team / win) so far this season?
6. I don't know Carol's husband. I ..... (never / meet) him.
7. It ..... (rain) a lot last week, but it ..... (not / rain) much so far this week.
8. How many letters ..... (you / write) since the beginning of the month?
9. When we were on vacation, the weather ..... (be) terrible.
10. In her whole lifetime, Mary ..... (never / see) snow.
11. I don't know where Ammy is. ....(you / see) her?
12. When I ..... (get) home last night, I ..... (be) very tired and I ..... (go) straight to bed.
13. Your car looks very clean. .... (you / wash) it?
14. George ..... (not / be) very well last week.
15. Mr. Clark ..... (work) in a bank for 15 years. Then he gave it up.

## Exercise 4

Use **THE SIMPLE PAST** or **THE PRESENT PERFECT TENSE** to fill in the blanks:

1. The young man ..... (never / be) to Paris, but he ..... (read) a book about this city last year.
2. .... you ..... (decide) where to go yet?
3. A: Have some tea, please. B: No, thank you. I ..... (just / have) two cups of tea.
4. Susan ..... (do) her homework before 10 o'clock but Jane.....  
(not / write) a word until now.
5. Her mother ..... (buy) her a pair of new shoes yesterday.
6. The Prime Minister ..... (leave) for the USA an hour ago.
7. A: ..... the plane ..... (land)? B: Yes, it ..... (land) ten minutes ago.
8. It ..... (not / rain) for a long time.
9. .... you ..... (see) my dog? It ..... (run away) this morning.
10. We ..... (meet) at a party a long time ago, but I ..... (not / see) her since then.
11. I ..... (see) an interesting book in a bookshop yesterday, but I ..... (not / buy) it.
12. My friend ..... (fall) from the bicycle because he ..... (not / ride) one for ages.
13. His father ..... (die) in 1970, but he ..... (never / visit) his father's grave since that time.
14. They ..... (go) to America years ago, but none of them ..... (come) back since then.
15. A: ..... you ..... (speak) to an Englishman? B: Yes, I ..... (have) a short conversation with one last night.
16. A: ..... you ever ..... (be) to Tatilya? B: Yes, I ..... (go) there two years ago.
17. A: ..... you ..... (see) Jane recently? B: No, I ..... (see) her for a long time.

## Exercise 5

Rewrite the sentences using **SIMPLE PAST** or **PRESENT PERFECT TENSE**:

1. I haven't seen her for a long time. It's ages *since I saw her*.....
2. I last met George two weeks ago. I haven't .....
3. They have been here for three months. They arrived .....
4. We started living in Istanbul 12 years ago. We have .....
5. I last saw my girlfriend five days ago. I haven't .....
6. Is this the first time you have tasted a kivi? ..... (not) you ..... one before?
7. I last smoked a cigarette ten years ago. I haven't .....
8. I last drank wine two weeks ago. It's two weeks ..... wine.
9. I have lived in Istanbul since January. I ..... (come)



10. They moved to Ankara two years ago. They ..... two years.

11. She hasn't been to Rome before. This is the first time .....

### Exercise 6

Use **PRESENT PERFECT CONTINUOUS TENSE** to fill in the blanks:

1. I'm tired, because I ..... **have been working** ..... (work) very hard.
2. She ..... (write) letters all morning.
3. Catherina is getting fatter because she ..... (eat) too much.
4. My mother ..... (peel) the potatoes all afternoon.
5. Cathy ..... (attend) a cookery course since March.
6. How long ..... you ..... (learn) English?
7. Where are my eye-glasses? I ..... (look) for them for an hour.
8. Charles ..... (escape) from the police for years.
9. How long ..... you ..... (use) a computer?
10. Ann ..... (live) with Mike for three years.
11. He ..... (earn) quite a lot of money for the last two years.

### Exercise 7

Use **PRESENT PERFECT TENSE** or **PRESENT PERFECT CONTINUOUS** to fill in the blanks:

1. I'm trying to study. I ..... (try) to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.
2. The girls are playing basketball right now. They ..... (play) for almost two hours. They must be getting tired.
3. The telephone ..... (ring) four times in the last hour, and each time it has been for my roommate.
4. The telephone ..... (ring) for almost a minute. Why doesn't someone answer it?
5. It ..... (rain) all day. I wonder when it will stop.
6. We ..... (have) three accidents so far this week. I wonder how many more we will have if you keep using the tools carelessly.
7. We ..... (live) here since last June.
8. My little son is dirty from head to foot because he ..... (play) in the mud.
9. What's the matter? Your eyes are red and puffy. I hope you ..... (not / cry). Oh, now I understand. You ..... (peel) some onions.
10. Hello, Rob. I'm happy to see you again. I ..... (not / see) you for weeks. What ..... you ..... (do) lately?



11. I ..... (not / be) able to reach my boss on the phone yet. I .....  
(try) for the last twenty minutes, but the line ..... busy.
12. We ..... (have) three major snowstorms so far this winter. I wonder  
how many more we will have.
13. I ..... (write) them three times, but I still haven't received a reply.
14. A: Dr. Harrison is a good teacher. How long ..... he ..... (be) at the  
university? B: He ..... (teach) here for almost 25 years.
15. A: What are you going to order for dinner? B: Well, I ..... (have / have)  
pizza. So I think, I'll order that.
16. My uncle ..... (paint) the outside of his house for three weeks  
and he's still not finished.
17. The Smiths are presently in Tunisia. They ..... (travel) throughout North  
Africa since the middle of May. They'll return home in another month.

### Exercise 8

Use **THE PRESENT PERFECT TENSE** or **THE PRESENT PERFECT CONTINUOUS** to fill in the blanks:

1. I'm tired. We ..... (walk) for over an hour. Let's stop and rest for a while.
2. The zoo isn't far from here. I ..... (walk) there many times.
3. I ..... (write) my friends at least a dozen letters since I left home and come home.
4. Sally is writing a letter to her boyfriend. She ..... (write) it since she got home  
from class. It's going to be a long letter.
5. The telephone ..... (ring) four times in the last hour, and each time it has  
been for my roommate.
6. The telephone ..... (ring) for almost a minute. Why doesn't someone answer it?
7. She is 80 and she ..... (never / read) a book in her life.
8. The secretary is very tired. She ..... (type) all morning.
9. Tom is reading a book. He started two hours ago and he is on page 53. He  
..... (read) for two hours.
10. Hello! I ..... (clean) the windows. So far I ..... (clean) five of them and  
there are two more to do.
11. My grandfather ..... (died) 30 years ago. I ..... (never / meet) him.
12. A: Is your father at home? B: No, I'm afraid he ..... (go) out. A: When  
exactly ..... (he / go) out? B: About ten minutes ago.



## Lecture Five: Past Tenses

### Past Perfect and Past perfect Continuous Tenses

#### Description of the Lecture

This lecture presents the past perfect and past perfect continuous tenses. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the past perfect and past perfect continuous tenses. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the past perfect and past perfect continuous tenses.
2. List the form, meanings and uses of the past perfect tense.
3. List the form, meanings and uses of the past perfect continuous tense.
4. Enable learners to reflect more on the differences between the past perfect and past perfect continuous tenses in terms of forms, meanings and uses.
5. Raise learners' awareness about the contribution of the "past perfect and past perfect continuous tenses" on the subsequent lectures.

#### 5. 1. Past Perfect Tense

##### 5. 1. 1. Form

This tense is formed with "**had**" and the **past participle** of the main verb:

- Affirmative: I **had worked** etc.
- Negative: I **had not worked** etc.
- Interrogative: **had I worked?** Etc.
- Negative interrogative: **had not I worked?** Etc.

##### 5. 1. 2. Uses of Past Perfect Tense

1. The basic meaning of the past perfect tense is "**earlier past**". Common use is to 'go back' for a moment when we are already talking about the past, to make it clear that something had happened at the time we are talking about in the past. We can use time conjunctions "**after, as soon as,**



**when , once**” to talk about two actions or events that happened one after the other “two consecutive past actions, the first one is in the past perfect and the second one is in the simple past tense.” The time conjunctions emphasize that the first action is separate, independent of the second and completed before the second action started.

- When I **arrived** at the party, Lucy had already **gone home**. “We are already talking about the past, and want to talk about an earlier past”.
- As soon as he **had finished** his exams, he **went** to Paris for a month. “one action caused the other”
- When I **had written** my letters, I **did** some gardening. “Not when I wrote my letter, I did some gardening.”

#### Note

When we have **two consecutive past** actions, the **second** one is always in the **simple past** and the **first action** is either in the **past perfect** tense for a complete action or **past continuous** for a continuing action. so the question of past perfect can be answered by the following two parameters:

- The use of reason and logic “concession of past actions”
- The case of chronological order of actions “first action then the second”
- The absence of interruption versus the presence of interruption for the case of present continuous tense “simultaneous versus sequential actions”

2. The past perfect is common after past verbs of saying and thinking, to talk about things that had happened before the saying or thinking took place.
  - I **told** her that I **had finished** my work. “It joined one past action with another one in earlier past time.”
  - I **wondered** who **had left** the door open.
  - I **thought** I **had sent** the cheque a week before.
3. The past perfect tense is the past equivalent of the present perfect in the sense that it is not used to say that something happened some time ago, or to give a past reason for a present situation. So the present perfect relates past reason with present results but past perfect relates past with an earlier past “how long something had continued up to a past moment”.
  - She **told** me that her father **had been** ill since Christmas.
  - I **was** sorry to sell my car. I **had had** it since college.
  - When they **got** married, they **had known** each other for 5 years.



4. It is also used to describe unreal events, hopes, and wishes in the past. After “**if, wish, and would rather**” we use past perfect to talk about events that did not happen or unrealized. Here, it is the case of **conditional type 3**.

- If I **had gone** to university I would have studied medicine. “But he did not go to university.”
- I wish if you **had told** me the truth. “But you did not do it.”
- I’d rather she **had asked** me before borrowing the car.

## 5. 2. Past Perfect Continuous Tense

### 5. 2. 1. Form

This tense is formed with “had been” + the present participle of the main verb. It is therefore the same for all persons:

- I **had been working**. “Affirmative”
- They **had not been working**. “Negative”
- **Had you been working?** “Interrogative”
- **Had not you been working?** Or had you not been working? “Negative Interrogative”

### 5. 2. 2. Main Uses of the Past Perfect Continuous Tense

1. The past perfect continuous bears the same relation to the past perfect as the present perfect continuous bears to the present perfect. This relationship implies that when the action began before the time of speaking, and continued up to that time, or stopped just before it, we can often use either form:

- It was now six and he was tired because he **had worked** since dawn = it was now six and he was tired because he **had been working** since dawn.

The past perfect continuous tense is not used with verbs which are not used in the continuous forms, except “**with**” want and sometimes “**wish**”.

- The boy was delighted with his new knife. He **had been wanting** one for a long time.
2. A repeated action in the past perfect can sometimes be expressed as a continuous action by the past perfect continuous tense.
- He **had tried** five times to get her on the phone. Or
  - He **had been trying** to get her on the phone.
3. But there is a difference between a single action in the simple past perfect and an action in the past perfect continuous.

- By six o'clock he **had repaired** the engine. "This job had been completed".
- He **had been repairing** the engine. "It tells us how he had spent the previous hour but it does not tell us whether or not the job was completed."

#### Note

Another difference is that an action in the past perfect continuous continues up to, or beyond, the time of speaking in the past. An action in the past perfect may occur shortly before the time of speaking, but there could be quite a long interval between them.

- He **had been painting** the door. "The paint was probably still wet". But
- He **had painted** the door. "Perhaps recently, perhaps some time ago."

### 5. 3. Differences between Progressive and Simple Forms

1. Progressive forms are mostly used to talk about more temporary actions and situations. When we talk about longer-lasting or permanent situations we prefer simple forms.
  - My legs were stiff because I **had been standing** still for a long time.
  - The tree that blew down **had stood** there for 300 years.
2. Progressive forms generally emphasize the continuation of an activity: we use simple tenses to emphasize the idea of completion. Compare:
  - I **had been reading** science fiction, and my mind was full of strange images.
  - I **had read** all my magazines, and was beginning to get bored.
3. Some verbs are not normally used in progressive forms, even if the meaning is one for which a progressive form would be more suitable.
  - I **had not known** her for very long when we got married.
4. The past perfect continuous does not have the passive form. The nearest passive equivalent of a sentence such as "they **had been picking** apples" would be "apples **had been picked**". So the nearest passive equivalent tense is past perfect passive tense.

### Summary

- |   |
|---|
| <ul style="list-style-type: none"><li>• <b>Past Perfect Tense</b></li><li>• <b>Had + past participle (He had worked)</b></li><li>• Expresses a past event/situation occurring before a particular time/event in the past - used not to express an action in distant past but only in comparison with another past action. (She had lost her job, so she was working as a waitress.)</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Past Perfect Continuous</b></li><li>• <b>Had + been + present participle (He had been working)</b></li></ul>   |

- ...is used to emphasize the duration of a continuous activity that took place before or up to and including a particular time/event in the past. (He returned to Vienna where he had been negotiating. I thought he needed some fresh air. He had been sitting there all day.)

## Practice

### Exercise 1

#### Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. I ..... (worry) a lot about her before I ..... (hear) that she was safe.
2. I didn't like the flat. It ..... (be) much smaller than I ..... (think) at first.
3. He told us he ..... (shoot) a big tiger.
4. They ..... (drink) tea after they ..... (finish) dinner.
5. She ..... just ..... (fold) the pink apron and placed it in a table drawer when the door ..... (open) and Joe..... (enter).
6. The police wanted to know why he ..... (bring) a gun to school.
7. After he ..... (work) at the hospital for two years he ..... (decide) to give up the job.
8. When I ..... (arrive) at the party John ..... already ..... (go) home.
9. We ..... (wait) until the match ..... (finish).
10. They ..... (leave) the room before the meeting ..... (finish).
11. I ..... (buy) a new camera before I ..... (go) to London.
12. I ..... just ..... (turn off) the lights when the telephone ..... (ring).

### Exercise 2

#### Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. When we ..... (get) to the station the train ..... (already / leave).
2. He ..... (sit) at a table by the window where he ..... (have) a meal with Jane.
3. Why ..... he..... (not / ask) her to wait and think again before she ..... (leave) Paris.
4. He was wondering why he ..... (let) her leave so easily.
5. He knew he ..... (earn) that money with a great difficulty.
6. After they ..... (go), he ..... (sit) down and ..... (light) a cigarette.
7. He ..... (have to) go to work by bus because his car ..... (break) down.
8. He ..... (angry) before he ..... (hear) my offer.



### Exercise 3

Supply a suitable **SIMPLE PAST** or **PAST PERFECT TENSE**:

1. They ..... (go) home after they ..... (finish) their work.
2. She ..... (just / go) out when I called her.
3. My brother ..... (eat) all the pie before we got back.
4. He wondered why I ..... (not / visit) him before.
5. She said that she ..... (already / see) the Pyramids.
6. The fire ..... (spread) to the next building before the firemen ..... (arrive).
7. They drank small cups of coffee, after they ..... (finish) dinner.
8. He told me he ..... (catch) a young lion.
9. His mother ..... (worry) a lot about him before she ..... (hear) that he was safe.
10. He ..... (already / learn) English before he ..... (leave) for England, but before he arrived in England, he ..... (forget) some.
11. Mary ..... (go) swimming after she ..... (come) home.  
After she ..... (swim), she ..... (call) her friend Judy.
12. I ..... (go) to the theatre with my friends yesterday. I ..... (not / go) to the theatre for a year. We ..... (have) a very good time.
13. After they ..... (finish) their breakfast, they ..... (leave) for school.
14. Linda ..... (play) tennis after she ..... (do) her homework.
15. My father ..... (water) the flowers after he ..... (clean) the car.  
After he ..... (water) the flowers, he ..... (have) dinner.

### Exercise 4

Fill in the following sentences by using **PAST PERFECT CONTINUOUS TENSE**:

1. We ..... (play) football for half an hour when it started to rain.
2. I ..... (study) English for a short time when the electricity went off.
3. She ..... (do) her homework before you came in.
4. His knees and hands were very dirty. He ..... (crawl) in the garden.
5. I ..... (drive) the car for five years when I sold it.
6. We were very tired. We ..... (travel) for about sixteen hours.
7. They were out of breath. They ..... (run) for a long time.
8. He ..... (live) in London for ten years when he had an accident.
9. He was tired because he ..... (write) letters all morning.
10. He ..... (repair) the radio for an hour when you arrived.
11. I was tired because I ..... (type) for a long time.



## Lecture Six: Future Tenses

### Simple Present and “Will + Infinitive” for Intention

#### Description of the Lecture

This lecture presents the simple future for future and “will+ infinitive” forms. It explores key elements related to the forms, meanings, uses and exceptions of the given forms. Through the developments of the lecture students will become familiar with the forms and uses of the simple future for future and “will+ infinitive” forms. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the simple future for future and “will+ infinitive” forms.
2. List the form, meanings and uses of the simple future for future.
3. List the form, meanings and uses of the “will+ infinitive” forms.
4. Enable learners to reflect more on the differences between the simple future for future and “will+ infinitive” forms in terms of forms, meanings and uses.
5. Raise learners’ awareness about the contribution of the simple future for future and “will+ infinitive” forms lecture on the subsequent lectures.

#### Introduction to Future Forms

There are several ways of expressing the future time in English (8 forms). The forms are listed below and will be dealt with in details in the order in which they are given. Students should study them in this order, as otherwise the relationship between them will not be clear. They are as follows:

1. The simple present
2. **Will** + infinitive, used for intention
3. The present continuous
4. The “be going to” form
5. The future simple “will/shall + infinitive”
6. The future continuous tense
7. The future perfect tense
8. The future perfect continuous tense



## 6. 1. Simple Present Tense Used for the Future

The simple present tense can also be used to talk about some future situations, but only in certain situations. For more details, see the following situations;

### 6. 1. 1. Simple Present for Regular Future Schedule

The simple present form is common to talk about future when we are talking about events which are **part of timetables, a regular schedule or something similar (impersonal)**. This situation can also be described with a time expression for a definite future arrangement using the present continuous if the action seems to be **personal**.

- The summer term **starts** on April 10. “Part of a timetable”
- The boys **start** school on Monday. “Regular schedule in which the simple present is not replaceable by the continuous since it is used for a habitual action.”
- I **leave** tonight.
- My plane **leaves** at three o’clock.
- The sun **rises** at 7.15 tomorrow.
- The second semester **starts** on the sixth April.

### 6. 1. 2. Simple Present for Future instead of “Will + Infinitive”

The simple present tense is often used instead of “**will + infinitive**” to refer to the future meaning in **subordinate clauses**. This happens not only after conjunctions of time like when, until, after, unless, before, as soon as, but in most other subordinate clauses for instance “after if, whether and on condition that, after question words and relatives, and in indirect speech.”

- I will write to her **when I have** time.
- I will tell **what I find** out.
- Alex will see us tomorrow **if he has** time.
- I’ll have a good time **whether I win** or lose.
- We’ll get there **as soon as you do**.
- I’ll be in all day **unless the office phones**.
- I’ll wait **until she gets** here.

### 6. 1. 3. Simple Present for Future Instructions

Occasionally the simple present is used with a future meaning when asking **for and giving instructions**.

- Where **do** I pay?
- Well, what **do** we **do**? So when you **gets** to London you **go** straight to Victoria station, you **meet** us with the others, Rebecca **gives** you your tickets, and you **catch** the 17.30 train for Dover. Ok?

### 6. 1. 4. Simple Present for Future with “I bet”

After “**I bet**” you, we often use a present tense to refer to the future.

- I **bet** you they don’t come this evening.
- I **bet** you the Conservatives lose. “Also will lose is possible”

### 6. 1. 5. Simple Present for Future with “for”

A present tense with “**for**” refers to duration into the future. Compare:

- How long **are** you here **for**? “=until when.....?”
- How long have you **been** here for? “Since when...?”

### 6. 1. 6. Simple Present for Future with “I hope”

After “**I hope**”, we often use a present tense with a future meaning.

- I **hope** she **likes** (=will like) the flowers.
- I **hope** the bus **comes** soon.

### 6. 1. 7. Simple Present for Future with Purpose

The structures “**so that**” and “**in order that**” are used to talk about purpose. Also verbs after them can be used in present tenses sometimes to express something in the future.

- I’ll send the letter express **so that** she **gets** /will get it before Tuesday.
- We must write to him, **in order that** he **does** not feel that we are hiding things.

### 6. 1. 8. Simple Present for Future with “Suppose, supposing and what of”

“**Suppose, supposing and what of**” can all be used with present tenses to make suggestions about things that might happen in the future.





- I have not got a table cloth. **Suppose** we **use** a sheet.
- Let's go swimming. **Supposing** there **are** sharks.
- **What if** we **invite** your mother next weekend and go away the week after.

## Note: Future in the Past

Sometimes when we are talking about the past, we want to talk about something which was in the future at that time –which had not yet happened. To express this idea, we use the structures that are normally used to talk about the future, but we make the verb forms past. For example, instead of “is going to” we use “was going to”; instead of the present progressive we use the past progressive; instead of “will” we use “would”; instead of “is to” we use “was to”.

- Last time I **saw** you, you **were going to start** a new job.
- Something **was going to happen** that was to change the world.

## 6. 2. “Will + Infinitive” Used for Intention

**Note:** the form “**will + infinitive**” used for intention is an essential part of the future, so we have placed it in the second position. It may seem odd that it has been separated from the future simple “will/shall + infinitive” but logically it seems best to place it before the present continuous and “be going to” form.

### 6. 2. 1. Future with Intention Equals Speaker’s Wishes

When we say that a particular form expresses future **with intention** we mean that it expresses a future action which will be undertaken by the speaker in accordance with his wishes. “**Will + infinitive**” is one form used for this situation.

When we say that a form means future **without intention** we mean that it merely states that a certain action will happen. We don't know whether it was arranged by the subject or by some other person and we don't know what the subject thinks of it.

### 6. 2. 3. Will + Infinitive for Future Intention at the Time of Decision

“Will + Infinitive” form is used to express a future action with intention at the moment of decision. This means that this form is strictly used for unpremeditated action in the sense that the thought has just come into the speaker's head. In other words, we use it when there is no intention, plan or decision to do something before we speak and we only make the decision spontaneously at the time of speaking. But note that if after his decision has been made and the speaker mentions the action again, he will not use the “will+ infinitive” form. Instead he will use the “be going to” or “present continuous” form. See the following situations:

- a- Bill “to the waiter”: I’ll **have** a steak, please. “immediate intention”
  - b- Ann “I would better look for a taxi tonight to go home”: his friend says never mind, I’ll **drive** you home.
  - c- Mary looking at a pile of letters. “I **will answer** them tonight.”
  - d- Alan (on receiving a telegram saying his father is ill”): I’ll go home tonight.
  - e- Paul (who is getting nervous and very tired of paying parking fines always): he decides and says that I **will sell** my car and buy a bike.
- **For example, imagine the previous situations “a, b, c, and d” at a later time**
- a- When Tom joined Bill before his steak arrived: Bill says that I ‘**m having** a steak.
  - b- Ann on his way receiving a telephone call: he can say that his friend **is driving** him home.
  - c- Mary remembered that she is free and again says that she **is going to answer** that pile of letters tonight.
  - d- Alan bought a tickets to go home and see his father would say that I ‘**m going** home tonight.
  - e- When Paul finds a buyer to his car and also finds a bike he can say I’**m selling** the car and buying the bike.

## Summary

The simple present and will +infinitive are two future forms which are used to refer to actions and events that take place in the future.

- The simple present future has a number of situations where the meanings and time belong to future instead of present such as part of timetables, a regular schedule or something similar (impersonal). In addition it can replace the simple future form, and it comes after constructions like I hope, purpose, etc.
- Will +infinitive does not mean the simple future form, it is an independent form which is used strictly for immediate intentions.



## Practice

### Exercise 1

Put the verbs in brackets either in the Simple Present or Will + Infinitive with justification. Use all the elements in the brackets. Note the importance of certain key words.

- 1 Ann: the advertisement (**say**) “share bathroom and kitchen”. How many other people use the bathroom and kitchen?
- 2 Mrs. Smith: only one other- an Italian girl. And she (**use**) the kitchen very little. She (**eat**) out most of the time. I (**not think**) she (**like**) cooking.
- 3 Ann: that (**suit**) me all right. I (**like**) cooking. But how we (**arrange**) about paying for the gas we (**use**) in the kitchen?
- 4 Mrs. Smith: the rent (**include**) gas for cooking, also hot water and light. But it (**not include**) heating. Each room has its own fire and meter.
- 5 Ann: I (**see**). And the room (**face**) the front of the back?
- 6 Mrs. Smith: I (**face**) the front. It (**look**) out on the garden square; and it (**get**) a lot of sun.
- 7 Ann: that (**sound**) very nice. Could I come and see it this evening? Mrs. Smith: yes, the earlier the better.
- 8 Ann: 7 p. m. (**suit**) you? I (**not be able to**) come before that as I usually (**not get**) away from the office till 6 p. m.
- 9 Mrs. Smith: 7 p. m. (**be**) all right. I (**not think**) you (**have**) any difficulty in finding us. The 14 buses (**pass**) the house and (**stop**) a few doors further along, outside the Post Office.
- 10 Ann: I'm sure I (**find**) it all right. I (**see**) you at 7 then, Mrs. Smith. Goodbye.
- 11 At 6.30 Mr. Smith (**come**) home from work. He (**ask**) his wife about the room.
- 12 Mrs. Smith: I have not let it yet but a girl (**come**) to see at 7.00.
- 13 Mr. Smith: she probably (**come**) at 7.30 just as we (**sit down**) to supper. People coming here for the first time always (**get**) lost. I (**not think**) you (**give**) proper directions.
- 14 Mrs. Smith: oh yes, I (**do**). But nobody (**listen**) to directions these days. Anyway I'm sure this girl (**be**) in time.
- 15 Just then the doorbell (ring). Mrs. Smith (**look**) at her husband and (**smile**).
- 16 You see, 'she (**say**), and (**go**) to open the door.

## Exercise 2

Put the verbs in brackets either in the Simple Present or Will + Infinitive with justification. Use all the elements in the brackets. Note the importance of certain key words.

### Part 1: Weekend Plans

- 1 Bill (on phone): hello, Peter. Bill here. I (**speak**) from South World. I (**spend**) my holidays here this year in a caravan. You (**like**) to come for the weekend?
- 2 Peter: I (**love**) to. But how I (**get**) to you?
- 3 Bill: get the 8 o'clock train to Hales Wroth and I (**meet**) at the station.
- 4 Peter: OK. I (**do**) that. Are you near the sea, Bill?
- 5 Bill: Yes. When the tide (**come**) in, I'm almost afloat!
- 6 Peter: it (**sound**) marvelous!
- 7 Bill: it is. Wait till you (**see**) it!
- 8 (Friday) peter's mother. What you (**do**) this weekend, Peter.
- 9 Peter: I (**spend**) it with Bill in a caravan on the Suffolk coast.
- 10 Mother: the east coast in this wind! You (**freeze**) to death.- if Bill's cooking (**not kill**) you first! How you (**get**) there?
- 11 Peter: I (**catch**) the 8 o'clock train and Bill (**meet**) me at Hales Wroth. Mother: then I (**lend**) you my alarm clock, and we'd better have breakfast at seven. I (**tell**) Mary.
- 12 Peter: Poor Mary! She (**like**) a lie-in on Saturdays!
- 13 (Friday evening) mother: I (**give**) you a call at 6.30, Peter, in case you (**fall**) asleep again after your alarm (**go**) off. By the way, Mary, we (**have**) breakfast at seven tomorrow as Peter (**go**) away for the weekend and (**catch**) an early train.
- 14 Mary (petulantly): Peter always (**go**) away. I never (**go**) anywhere!
- 15 Mother: when he (**come**) home on Sunday night and you (**hear**) how awful it was, you (**be**) very glad you stayed t home!



## Lecture Seven: Future Tenses

### The Present Continuous and the “Be Going to” Form

#### Description of the Lecture

This lecture presents the properties of the present continuous for future and “be going to” form. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the present continuous for future and “be going to” form. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the present continuous for future and “be going to” form.
2. List the form, meanings and uses of the present continuous for future.
3. List the form, meanings and uses of the “be going to” form for future.
4. Enable learners to reflect more on the differences between the present continuous for future and “be going to” form in terms of forms, meanings and uses.
5. Raise learners’ awareness about the contribution of the present continuous for future and “be going to” form lecture on the subsequent lectures.

#### 7. 1. Present Continuous as a Future Form

When we talk about events which have some present reality –which have already been planned or decided, or which we can see are on the way –we often use present form. The present continuous “progressive” and “be going to” are common. The present continuous is used in the following situations:

1. It is used to express a definite arrangement in the near future with an idea in mind that this arrangement must have some present reality. It is most common in discussions of personal arrangements and fixed plans, when the time and place have been decided. Note that the time must be mentioned. It is not generally used to make predictions about events that are outside people’s control. In addition, if there has merely been an expression of intention, we use the “be going to” form instead of present continuous.
  - I **’m taking** my exam in October. (It implies that I have entered for it.)
  - Bob and Bill **are meeting** tonight. (It implies that they have arranged for the meeting.)

- We're **travelling** round Mexico next summer.
  - What **are** we **having** for dinner?
2. But with verbs of movement from one place to another, e. g. "arrive, come, drive, fly, go, leave, start, travel," **verbs indicating position**, e. g. "stay, remain, etc.", and the verbs "**do and have**" (**for food or drink**), the present continuous can be used more widely. It can express a decision or plan without any definite arrangement since the verb itself means presence of arrangement.
- The neighbors **are coming** in to watch television. "It **is** just **starting**."
  - I'm **just popping** out to the post office. Back in a minute
  - What **are** you **doing** next Saturday? (This is the usual way of asking people about their plans.)
  - I'm **leaving**. "Even before I have arranged my journey."
3. This method of expressing the future cannot be used with verbs which are not normally used in the continuous tenses. These verbs are verbs of senses, verbs expressing feelings and emotions, verbs of mental activity, verbs of possession, and the auxiliaries. These verbs should be put into the future simple tense instead.
- I'm **meeting** him tonight but I **will know** tonight.
  - They **are coming** tomorrow but they **will be** here tomorrow.
  - We'll **think** it over.
4. The present continuous tense can be used to insist that people do things or do not do things and in emphatic refusals. "commands and refusals"
- She's **taking** that medicine whether she likes it or not!
  - You **are not wearing** that skirt to school.
  - You **are not wearing** that skirt to school.
  - I'm sorry; you **are not taking** my car.
  - I'm **not washing your** socks, forget it!

### 7. 1. 1. Verbs of State for Deliberate Actions

However, that "see", when it is used for a deliberate action "personal" "see about, see someone, etc." see meaning 'meet by appointment', can be used in the continuous tenses:

- I'm **seeing** him tomorrow. "I have an appointment with him."

### 7. 1. 2. Continuous Form with "to be"

"To be" can be used in the continuous tenses when it forms part of a passive verb:

- He **is being met** at the station tonight.



- Our new piano **is being delivered** this afternoon.

### 7. 1. 3. Continuous Form with the Second or Third Persons

The present continuous tense in the second or third person conveys no idea of intention, though there may be a hint of intention when the first person is used.

### 7. 2. Present Continuous and Will + Infinitive ..... Differences

The following examples of combinations of “will + infinitive” used at the moment of decision and the present continuous tense used as a future form will make the relationship between them more clear.

#### ➤ Now

- Travel agent: Now, how **do you want** to go to Rome, sir?
- Traveler (making up his mind): the trains are too slow. **I’ll travel** by plane.

#### ➤ **But afterwards**, talking about his plans, this traveler will say:

- Traveler: **I’m flying** to Rome next week. Then immediately he remembered that he must pay money for this and suddenly says:
- Travelled: **I’ll have** to pay 150 dollars rent and I don’t have them. His friend immediately answered him:
- Friend: don’t worry. **I’ll lend** you all what you need.

#### ➤ **But later on**, before his friend has actually lent the money, the traveler will say:

- Traveler: my friend **is lending** me 150 dollars.
- Friend: would you like to come to the opera tonight?
- Traveler: I’d love. **Shall I meet** you there?
- Friend: No, **I’ll call** for you.
- Traveler: OK.

#### ➤ **Later on again**, the traveler telling another friend about this plan to the opera will say:

- Traveler: my friend **is taking** me to the opera tonight. **I’m not meeting** him there but he **is calling** me.

### 7. 3. Present Continuous and Simple Present Tense ..... Differences

1. The simple present tense can replace the present continuous tense for near definite future arrangement in the sense that the simple present is **more impersonal** than the continuous form which seems more personal.

- **I am leaving** tonight. “This is a personal arrangement and would probably imply that the speaker himself has decided to leave.”

- I **leave** tonight. “This is an impersonal arrangement and could mean that this is a part of plan not necessarily made by the speaker himself, it means that the speaker himself received the action”
2. The simple present tense can also replace the present continuous form in the sense that it sounds **more formal** than the continuous.
- A big store **planning** to open a new branch. “This situation is more formal and it is more likely to say;
  - = Our new branch **opens** next week than our new branch **is opening** next week.
3. The simple present is sometimes used where the continuous would sound a bit **clumsy**, e. g. when speaking of a series of proposed future actions, like plans for a journey. So it is more likely to use simple present form than continuous:
- We **leave** at six, arrive in Dublin at ten and take the plane on ....” instead of “We are leaving at six, arriving in Dublin at ten and taking the plane ....”

## 7. 4. The “be going to” Or “be going + Infinitive” Form

### 7. 4. 1. Form

The present continuous of the verb to go + the full infinitive:

- I’m **going to buy** a bicycle.
- She **is not going to be** there.
- **Is he going to lecture** in English?

### 7. 4. 2. The Main Uses of “Be Going to”

This form is used for **Intention** and **Prediction**.

#### 7. 4. 2. 1. “Be going to” Form for Intention

This structure is really a present tense. We use it to talk about future actions and events that have some present reality. If we say that something in the future is going to happen, it is usually already planned or decided. This structure is very often in an informal style.

The “**be going to**” form often emphasizes the idea of intention, or a decision that has already been made. So it is used to express the subject’s intention to perform a certain future action. This intention is always premeditated and there is usually the idea that some preparation for the action has already been made. Actions expressed by the “be going to” form are therefore usually considered very





likely to be performed, though there is not the same idea of definite future arrangement that we get from the present continuous.

- We **are going to get** a new car soon.
- She has bought some wool; she **is going to knit** a jumper.
- I'm **not going to sit up** all night listening to your problems!

#### 7. 4. 2. 1. “Be going to” Form for Prediction

The “**be going to**” form is often used to express the speaker’s feeling of certainty. The time is usually not mentioned, but the action is expected to happen in the near or immediate future. This expectation is on the basis of **present evidence** in which you say that a future action or event is on the way or starting to happen or we can see it is coming now or there are already signs of its happening. It can be used in this way after verbs as “be sure, afraid, believe, think....”

- Look at those clouds! I suppose it **is going to rain**.
- Listen to the wind. I am sure we **are going to have** a rough crossing.
- It is going to snow.
- Be careful! You **are going to spill** your coffee.
- How pale that girl is! I am sure / believe / think she **is going to faint**.

#### 7. 5. “Be going to” and “Will + Infinitive”..... Differences

Very often we can use the “be going to” form or “will + infinitive” to express intention, but there are differences between them. As a result, there are occasions when only one of them is possible. The main differences are:

1. The “**be going to**” form always implies a premeditated intention, and often an intention + plan. While “**will + infinitive**” form implies intention alone at the moment of decision and this intention is usually, though not necessarily, unpremeditated. If, therefore, preparations for the action have already been made, we must use “be going to” instead of “will + infinitive”. If the intention is clearly unpremeditated, we must use “will + infinitive” instead. In this respect, at the moment of making decision, use “will + infinitive”. Once you have made the decision, talk about it using “be going to”. Compare:

- I have bought some bricks and I **am going to build** a garage. (The action of buying some bricks implies some preparations and henceforth premeditated intention. Consequently, we must use “be going to” form for the subsequent action.

- There is somebody at the hall door and I **will go** and open it. (This situation does not reveal any preparation except intention and determination exactly at the moment of speaking.)
  - I **will call** Jenny to let her know about the meeting. Sarah, I need Jenny's number. I **am going to call** her about the meeting.
  - I'll **come** and have a drink with you but I must let Harry know. Harry I **am going to have** a drink with Simon.
2. As already noted, "will + infinitive" in the affirmative is used almost entirely for the first person. Second and third person are therefore normally expressed by "be going to":
- He **is going to resign**.
  - **Are you going to leave** without paying?
  - I **will resign**.
3. But in the negative "**will not**" can be used for all persons. So we can say:
- He **is not going to resign**.
  - He **will not resign**.
4. The "**be going to**" form, as already stated, usually refers to the fairly immediate future. "Will + infinitive" can refer either to the immediate or to the more remote future.

## 7. 6. Present Continuous and Going to .....: Differences

In many cases, both structures can be used to express the same idea. But there are some differences. Some of the differences are as follows:

1. The "**be going to**" form is better used when we are **not** talking about fixed arrangement, but about intentions and decisions. So you must differentiate between a fixed arrangement and intention. In short, a fixed arrangement is used with present continuous while intentions are expressed by "be going to" form. Compare:
  - I'm **seeing** Philip tonight. "it emphasizes an arrangement"
  - I'm really **going to tell** him what I think of him. "Emphasis on intention"
  - Who's **cooking** lunch? "Asking what has been arranged"
  - Who's **going to cook** lunch? "Asking for a decision"
2. Because the present progressive tense is used especially for personal arrangements, it is not generally used to make predictions about events that are outside people's control.
  - It **is going to snow** before long. (Present progressive is not possible.)
  - I can see that things **are going to get** better soon. (It is out of the speaker's control.)

3. In many situations when we talk about future plans we can use either the present continuous or the “be going to” form. However, when we use the present continuous, there is more a **suggestion** than an **arrangement** has already made and vice versa.
  - I’m going to see him. / I’m seeing him.
  - I’m going to do it. / I’m doing it.
4. Present progressive is usually used for temporary actions and events, but not usually for permanent states. Compare:
  - Our house **is getting/is going to get** new windows this winter.
  - Their new house **is going to look over** the river. (The present continuous is not possible here instead we use be going to form)
5. As already shown, “**be going to**” form can be used for the near future with a time expression as an alternative “second choice” to the present continuous therefore the meaning is not the same, i.e. we can say:
  - I’m **meeting** Tom at the station at six. (It implies an arrangement with Tom.)
  - I’m **going to meet** Tom at the station at six. (It doesn’t imply any arrangement in the sense that Tom may get a surprise!)
6. The “**be going to**” form can be used with time clauses like (when, until, as soon as, unless, if, whether ....) in case we want to emphasize the subject’s intention:
  - He **is going to be** a dentist **when** he grows up.
  - What **are going to do** **when** you get your degree?
  - She **is going to wait** them **until** they arrive.
  - They **are going to answer** the questions **as soon as** they like.
7. The “**be going to**” form can also be used without a time expression in order to refer to the immediate or near future:
  - I’m **going to play** with a basketball.
  - He **is going to lend** me his bicycle.
  - Sandra **is going to have** a baby.
8. The “**be going to**” form can be used with the verb “to be” and also sometimes found with other verbs not normally used in the continuous tenses so it accepts verbs of state:
  - I’m going to **think** about it.
  - I’m sure I’m going to **like** it.
  - I think I’m going to **believe** it.
9. **The “be going to”** form is not very usual used with the verbs “**go** and **come**”. Instead we generally prefer to use the present continuous tense in order to avoid a kind of heavy repetition:
  - Instead of I’m going to go we normally say I’m **going** .....



- Instead of I am going to come we normally say I **am coming**.....

## Summary

The present continuous tense is another form of future through the following situations

- It is used to express a definite arrangement in the near future with an idea in mind that this arrangement must have some present reality.
- Verbs of movements and positions

While be going to form is used to refer to future either for intention or prediction

- We use it to talk about future actions and events that have some present reality.
- The “be going to” form is often used to express the speaker’s feeling of certainty.

## Practice

### Exercise 1

Look at Tom and Sally’s diary below. Then, use the **PRESENT CONTINUOUS** form to say what their arrangements are for this week, as in the example:

- Tuesday - visit Sally’s parents
- Wednesday - take the car to a mechanic
- Thursday - buy a computer
- Friday - clean the house
- Saturday - have a dinner party
- Sunday - go on a picnic

1. *They’re going to the cinema on Monday*.....

### 2. Exercise 2

Complete each sentence. Use **GOING TO** and the verb in brackets:

1. .... *Are you going to buy*..... (you / buy) a new bike?
2. Tom ..... (not / be) a doctor.
3. I ..... (buy) some new shoes.
4. .... (Helen / catch) the train?
5. Who ..... (carry) the shopping for me?
6. Jim and Dinah ..... (not / get) married.
7. Sam ..... (take) a holiday.
8. What time ..... (you / phone) me?



9. Where ..... (we / eat) tonight?

10. I ..... (not /give) a birthday present!

### Exercise 3

#### Rewrite each sentence or question with GOING TO:

1. Joe plans to buy a new computer next year. .... *Joe is going to buy a new computer next year....*
2. We don't plan to play tennis this weekend. ....
3. Does Nick plan to join the sports club? .....
4. What are your plans for next summer? .....
5. Look! That tree is about to fall over! .....
6. Do you plan to work hard this year? .....
7. I don't intend to get a new car. ....
8. The forecast for tomorrow is rain. ....
9. Do Mike and Pat plan to make sandwiches for the party? .....
10. I think it's about to snow. ....

### Exercise 4

#### Fill in WILL or BE GOING TO:

1. A: Did you remember to buy the magazine I asked for? B: Sorry, I didn't. I ..... buy it when I go out again.
2. A: What's that on your curtains? B: It's a stain. I ..... Take them to the dry cleaner's tomorrow.
3. A: These bags are very heavy. I can't lift them. B: I ..... carry them for you.
4. A: I hear you're going to Leeds University in September. B: Yes, I ..... study French and German.
5. A: Why don't you tidy your room? B: I ..... play football in ten minutes, so I haven't got time.
6. A: How can we get all this home? B: I ..... ask James to come and help.
7. She has bought some wool. She ..... knit a sweater.
8. A: This problem is very difficult. B: I ..... help you to solve it.
9. A: Why are you taking down all the pictures? B: I ..... Paint the room.
10. I ..... climb that mountain one day.
11. Look at that young man. He looks very pale. He ..... faint.
12. A: Why are buying that spade? B: I ..... plant some trees in my garden at the back of the house.
13. She ..... get better. There are positive signs.



14. I'm hungry. I ..... have something to eat.

15. I ..... be 38 years old next week.

## Exercise 5

### Put the verb in to the correct form using WILL or GOING TO:

1. A: Why are you turning on the television? B: I ..... (watch) the news.
2. A: Oh, I've just realized. I haven't got any money. B: Don't worry. That's no problem. I ..... (lend) you some.
3. Those clouds are very black, aren't they? I think it ..... (rain).
4. A: I've got a terrible headache. B: Have you? Wait here and I ..... (get) an aspirin for you.
5. A: Why are you filling that bucket with water? B: I ..... (wash) the car.
6. A: I've decided to re-paint this room. B: Oh, have you? What color ..... (you / paint) it?
7. A: Look! There's smoke coming out of that house. It's on fire! B: Good heavens! I ..... call the fire-brigade immediately.
8. A: The ceiling in this room doesn't look very safe, does it? B: No, it looks as if it..... (fall) down.
9. A: Where are you going? Are you going shopping? B: Yes, I ..... (buy) something for dinner.
10. A: I can't work out how to use this camera. B: It's quite easy. I ..... (show) you.
11. A: What would you like to drink – tea or coffee? B: I ..... (have) tea, please.
12. A: Has George decided on what to do when he leaves school? B: Oh yes. Everything is planned.
13. He ..... (have) a holiday for a few weeks and then he ..... (start) a computer programming course.



## Lecture Eight: Future Tenses

### The Future Simple and the Future Continuous

#### Description of the Lecture

This lecture is about the future simple and the future continuous tenses. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Throughout the developments of the lecture students will become familiar with the form and uses of the future simple and the future continuous tenses. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Overview of the properties of the future simple and the future continuous tenses.
2. List the form, meanings and uses of the future simple tense.
3. List the form, meanings and uses of the future continuous tense.
4. Enable learners to reflect more on the differences between the future simple and the future continuous tenses in terms of forms, meanings and uses.
5. Raise learners' awareness about the contribution of the future simple and the future continuous tenses lecture on the subsequent lectures.

### 8. 1. Future Simple or Simple Future Tense “Will/shall + Infinitive”

#### 8. 1. 1. Form

“Will + infinitive” is the basic structure of talking about the future. We use “will + infinitive form” if there is not a good reason for using present forms. The following table introduces the form of future simple tense. “To work”

Affirmative	Negative	Interrogative
<ul style="list-style-type: none"> <li>• I will / shall work</li> <li>• You will work</li> <li>• He will work</li> <li>• She will work</li> <li>• We shall work</li> <li>• They will work</li> </ul>	<ul style="list-style-type: none"> <li>• I will not / shall not work</li> <li>• You will not work</li> <li>• He will not work</li> <li>• She will not work</li> <li>• We shall not work</li> <li>• They will not work</li> </ul>	<ul style="list-style-type: none"> <li>• Shall I work?</li> <li>• Will you work?</li> <li>• Will he work?</li> <li>• Will she work?</li> <li>• Shall we work?</li> <li>• Will they work?</li> </ul>

## 8. 1. 2. The Main Uses of the Simple Future Tense

The simple future tense is used in the following ways:

1. To express the speaker's opinions, assumptions, speculations about the future in which the speaker believes to be certain. These may be introduced by verbs such as assume, be afraid, be, feel, sure, believe, daresay, doubt, expect, hope, know, suppose, etc. often we may add "perhaps, maybe, probably, possibly" to make the belief less certain.
  - I'm sure he **will come**.
  - I suppose they **will sell** the house.
  - I believe she **will accept** my offer.
  - I'll probably **come** back later.
  - Perhaps we'll **meet** again someday.
2. To simple future is used similarly for future habitual actions and to describe facts which will take place in the future time:
  - Spring **will come** again.
  - Birds **will build** nests.
  - People **will make** plans.
3. The future simple is used in sentences containing clauses of condition "**conditional sentences type 1**", time and sometimes purpose conjunctions. "Note that the if-clause do not use the future simple even when the meaning is future":
  - If I drop this glass it **will break**.
  - When it gets warmer the snow **will start** to melt.
  - I'm putting this letter on the top of the pile so that he **will read** it first.
4. Verbs not normally used in the continuous tenses, e. g. auxiliary's verbs, verbs of senses, of emotions, thinking, possessing etc. usually express the future by the future simple, and though "**be going to**" is sometimes possible. so the question of verbs of state is not raised at all in case the tense is either simple future or "be going to"
  - He'll be here at six.
  - They **will know** tonight.
  - She **will understand** the question.
5. The future simple is used, chiefly in newspapers and news broadcasts, for formal announcements of future plans and for weather forecasts.
  - Newspapers: the president **will open** the new heliport tomorrow.
  - The fog **will persist** in all areas.



6. The future simple is used to for interpersonal uses. It is common in offers, promises, threats, refusals, asking for instruction, spontaneous decision, and giving instructions and orders.

- The phone is ringing, I **will answer** it.
- I promise I **will not smoke** again.
- I **will hit** you if you do that again.
- I don't care what you say, I **won't do** it.
- **Shall I open** a window?
- **Will you be** quite, please!
- Make me a cup of coffee, **will you do**?

### 8. 1. 3. Note about Will and Shall

However, nowadays this distinction of 'will' and 'shall' is not followed. Instead, 'will' is used wherever absolute conviction is required to be expressed while the usage of 'shall' depends on individual writing style. **Examples:**

- We assume that our representative will be winning the elections that are to be held at the end of April.
- Today, she will be walking all the way to her house from her office.
- I will be watching the new movie next week.
- By this time tomorrow, I will be at home watching T.V.

## 8. 2. Future Continuous Tense

### 8. 2. 1. Form

This tense is made up of the future simple of “**to be + the present participle**”. Example: to work “Will be working”.

- Students **will be working** on it.
- Students **will not be working** on it.
- **Will** Students **be working** on it?



## 8. 2. 2. The Uses of the Future Continuous Tense

This tense have two uses: it can be used as an ordinary continuous tense and for a future without intention.

1. The future continuous used as an ordinary continuous tense: like other continuous tenses it is normally used with a point in time, and expresses an action which starts before that time and probably continuous after it. Imagine a class of students at this moment. We might say:
  - Now they **are sitting** in their classroom. They **are listening** to a tape. This time tomorrow they **will be sitting** in the cinema. They **will be watching** a film. On Saturday there is no class. So on Saturday they **will not be sitting** in the classroom. They **will be doing** other things.
2. The future continuous used to express future without intention: the future progressive is useful if we want to show that we are not talking about making decisions, but about things that will happen “**anyway**”.
  - I’ll **be helping** Mary tomorrow. This does not imply that the speaker has arranged to help Mary or that he wishes to help her. It merely states that this action will happen. The future continuous used in this way is somewhat similar to the present continuous, but differs form it in the following points. The present continuous tense implies a **deliberate future action**. The future continuous tense usually implies an action which **will occur in the normal course of events “statement of fact”**. It is therefore less definite and more casual than the present continuous:
  - I **am seeing** Tom tomorrow. “This example implies that Tom or the speaker has deliberately arranged the meeting.”
  - I’ll **be seeing** Tom tomorrow. “This example implies that Tom and the speaker will meet each other in the ordinary course of events (perhaps they work together)”.

At 4pm tomorrow, I <b>will be working</b> .		
past	present	future
		4pm
		At 4pm, I will be in the middle of working.

3. The future continuous can be used with or without a definite time and for the near or distant future “unlike the present continuous which can only be used with a definite time and only for the near future”. We can say:
  - I **am meeting** him tomorrow but



- I'll be **meeting** him tomorrow /next year/some time. (Or without a time expression at all).

### 8. 3. Future Continuous and Will + Infinitive .....Differences

1. There is always the same difference between “will and infinitive” and the future continuous as between “will + infinitive” and the present continuous. “Will + infinitive” expresses future **with intention**. The future continuous expresses future **without intention**. In this sentence:

- I'll **write** to Mr. Pitt and tell him about Toms' new house. “The verb in bold type expresses intention. The speaker announces a deliberate future action in accordance with his own wishes. But in the following example:
- I'll **be writing** to Mr. Pitt and I'll tell him about Tom's new house. “The verb in bold type expresses no intention. It is mere a statement of fact and implies that this letter to Mr. Pitt will be written either as a matter of routine or for reasons unconnected with Tom's new house.
- Tom **won't cut** the grass. “It means that Tom refuses to cut it.
- Tom **won't be cutting** the grass. “It is merely a statement of fact, giving no information about Tom's feelings. Perhaps Tom is away, or ill, or will be doing some other job.”

2. “Will + infinitive” can express invitation, request or command:

- **Will** you **have** a cigarette?
- **Will** you **help** me to lift the piano?
- You **will work** in this room.

3. The future continuous can have none of the above meanings:

- **Will** you please **bring** the piano in here? “request”
- **Will** you be **bringing** the piano in here? “Question only”
- You **will work** in this office. “Command”
- You **will be working** here. “Only a statement”

### 8. 4. “Be going to” and “Future Simple”.....: Differences

#### 8. 4. 1. Similarities

“Simple future” and “be going to” are therefore rather similar and often either form can be used interchangeably:

- It **will take** a long time to photocopy all the documents.
- It **is going to take** a long time to photocopy all the documents.

## 8. 4. 2. Differences

1. “**Be going to**” form implies that there are signs that something will happen “there is **outside evidence** for what we say”. We are showing something to the listener and we do not ask them to believe about something. So it expresses a particular conclusion regarding the immediate future (using available evidence).
  - See those clouds! It **is going to rain**. (There are clouds in the sky.)
  - Look out! We **are going to crash**. (There is outside evidence.)
  - Alice **is going to have** a baby. (Outside evidence –she is pregnant now.)
  - The lift **is going to break** down. (It implies that it is making strange noise or behaving in strange way; we had better get out on the next floor.)
  - He **is going to get** better. (It implies that there are signs of recovery or his temperature has gone down.)
2. “**Simple future**” is common way of expressing what the speaker thinks/believes that something will happen “there is **no** such outside obvious evidence”. In short, when we are talking more about what is inside our heads: what we know, or believe, or have calculated. (When we use **will**, we are not showing the listener something; but we are asking him or her to believe something.)
  - Do not lend him your car, he is a terrible driver. He **will crash** it. (It implies that the speaker knows the driver well.)
  - The baby **will** certainly **have** blue eyes, because both parents have. (This is about the speaker’s knowledge about genetics.)
  - The lift **will break** down. (It implies that this will happen sometime in the future. Perhaps we always overload our lift or because it is an “X” company lifts and they don’t last long.)
  - He **will get** better. (It implies confidence in his doctor or in the course of treatment, but promises eventual rather than immediate recovery.)
3. The future simple can be used with or without time expression. The “be going to” form is sometimes possible here also, but it makes the action more probable and (where there is no time expression) more immediate.
  - He **will build** a house. (Merely means that this is just my opinion and gives no idea when the building will start).
  - He **is going to build** a house. (It implies that he has already made this decision and that he will probably start quite soon.)
4. “**Be going to**”, as already stated, usually refers to the fairly immediate future. While the “**Simple future**” can refer either to the immediate or to the more remote future. So it does not refer to any particular time.



## Summary

- **Future Simple Tense**

- **Will + base verb (He will work)**

1. Prediction (He will turn into a great player in two years' time. He will come home late tonight).
2. Promise (I will take you to the movies next time.).
3. Action which is not a part of a definite plan - *often with think, expect, wonder, perhaps, probably.* (I think he will go to live in the Netherlands. I will have my new car by June)
4. General Truth (spring will come. When peace is available, people will go for it.).

- **Future Continuous Tense**

- **Will + be = present participle (He will be working)**

1. Action in progress at a particular time in the future (Do not call between 8 am and 10 am. I will be studying then. Will it still be raining like this when I get back?).
2. Series of future actions seen as temporary arrangements (She will be giving lectures across the country).
3. Introducing polite requests (Will you be going out tonight? I thought you could give me a lift.).
4. To emphasize certainty that something will happen because arrangements have been made. (I will be seeing you when I am finished with them. Next month he will be retiring.)

## Practice

### Exercise 1

#### Make sentences with WILL BE –ING:

1. I'm going to watch television from 9 until 10 o'clock this evening. So at 9.30.....
2. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30. So at 4 o'clock tomorrow I .....
3. Jim is going to study from 7 o'clock until 10 o'clock this evening. So at 8.30 this evening he .....
4. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning .....
5. Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15. So at 8.30 this evening .....
6. Don't phone me between 7 and 8. .... (we / finish) dinner then.



7. A: Can we meet tomorrow afternoon? B: Not in the afternoon. .... (I / work).
8. Do you think ..... (you / still / do) the same job in ten years' time?
9. If you need to contact me, ..... (I / stay) at the Hilton Hotel until Friday.
10. A: ..... (you / see) Laura tomorrow? B: Yes, probably. Why?  
AI borrowed this book from her. Can you give it back to her?

## Exercise 2

### Ask questions with WILL YOU BE -ING?

1. You want to borrow your friend's bicycle this evening. (you / use / your bicycle this evening?) .
2. You want your friend to give Tom a message this afternoon. (you / see / Tom this afternoon?)...
3. You want to use your friend's typewriter tomorrow evening. (you / use / your typewriter tomorrow evening?) .....
4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (you / pass / the post office when you're in town?) .....

## Exercise 3

### Make sentences with WILL BE -ING:

1. I'm playing tennis now. (this afternoon)... *I'll be playing tennis this afternoon.*.....
2. He is sleeping now. (at eleven o'clock) .....
3. We're working very hard. (at this time next month) .....
4. They are traveling. (all night) .....
5. She's doing the washing up. (in an hour's time) .....
6. He's still mending his car. (at dinner time) .....
7. I am driving a BMW. (in two years' time) .....
8. I'm studying English. (from 8 to 10) .....
9. I'm having an interview now. (at 2 o'clock this afternoon) .....
10. We're listening to pop music. (at this time tomorrow) .....

## Exercise 4

### Put the verbs in brackets either in the "be going to" or "will + infinitive".

- 1 Where are you off to with that ladder? I (**have**)to look at the roof; it's leaking and I think a tile has slipped.
- 2 We bought our new garage in sections and we (**assemble**) it ourselves. That sounds rather interesting. I (**come**) and help you if you like.
- 3 Why do you want all the furniture out of the room? Because I (**shampoo**) the carpet. It's impossible to do it unless you take everything of it first.

- 4 Here are the matches: but what do you want them for? I **(make)** a bonfire at the end of the garden; I want to burn that big heap of rubbish. Well, be careful. If the fire gets to big it **(burn)** the apple trees.
- 5 Have you decided on your color scheme? Oh yes, and I've bought the paint. I **(paint)** this room blue and the sitting room green.
- 6 Why are asking everyone to give you bits of material? Because I **(make)** a patchwork quilt.
- 7 I wonder if Ann knows that the time of the meeting has been changed. Probably not. I **(look)** in on my way home and tell her. I'm glad you thought of it.
- 8 Leave a note for them on the table and they **(see)** it when they come in.
- 9 I'm afraid I'm not quite ready. Never mind. I **(wait)**.
- 10 Do you have to carry so much stuff on your backs? Yes, we do. We **(camp)** out and **(cook)** our own meals, so we have to carry a lot.
- 11 I've been measuring the windows. I **(put)** in double glazing.
- 12 You **(wear)** that nice dress in a dinghy? Of course not! I **(sit)** on the pier and **(watch)** you all sailing. I **(not get)** all wet and muddy and pretend that I'm enjoying it!
- 13 If you leave your keys with the hall porter he **(take)** the car round to the garage.
- 14 Shop assistant: we have some very nice strawberries. Customer: all right. I **(have)** a pound.
- 15 Husband: this bread is absolutely tasteless! I wish we could have home-made bread. Wife: all right. I **(start)** making it. I **(get)** a book about home baking today, and from now on I **(bake)** all our bread!
- 16 Mary: Ann's busy baking. Apparently she **(bake)** all their bread from now on. Jean: she soon **(get)** tired of that.

## Lecture Nine: Future Tenses

### The Future Perfect and the Future Perfect Continuous

#### Description of the Lecture

This lecture presents the properties of the future perfect and the future perfect continuous tenses. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the future perfect and the future perfect continuous tenses. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the future perfect and the future perfect continuous tenses.
2. List the form, meanings and uses of the future perfect tense.
3. List the form, meanings and uses of the future perfect continuous tense.
4. Enable learners to reflect more on the differences between the future perfect and the future perfect continuous tenses in terms of forms, meanings and uses.

#### 9. 1. Future Perfect

##### 9. 1. 1. Form

This tense is made up of the “**will / shall + perfect infinitive**” for the first persons. “**Will + perfect infinitive**”. Example: to work “Will have worked.

##### 9. 1. 2. The Main Uses of the Future Perfect Tense

1. We can use the future perfect to say that something will be finished or complete by a certain time in the future.
  - The builders say that they **will have finished** the roof by Tuesday.
2. This tense is normally used with a time expression beginning with “by”: by then, by that time, by the 24<sup>th</sup>.
  - By the end of the next month he **will have been** here for ten years.



3. It is used for an action which at a given future time will be in the past, or will just have finished. Imagine it is 3 December and David is very worried about an exam that he is taking on 13 December. So someone planning a party might say about David's exam:
- We'd better wait till 14 December. David **will have had** his exam by then, so he'll be able to enjoy himself.

The train <b>will have left</b> when <b>you arrive</b> .		
past	present	future
		Train leaves in future at 9am.
		9      9.15 ■      ■
		You arrive in future at 9.15am.

### 9. 1. 3. Note about the Present Perfect and Future Perfect Tenses

You can sometimes think of the future perfect tense like the present perfect tense, but instead of your View point being in the present, it is in the future:

present perfect tense			future perfect tense		
	have			will	
	done			have	
	>			done	
				>	
past	now	future	past	now	future

## 9. 2. Future Perfect Continuous Tense

### 9. 2. 1. Form

This tense is made up of the “**will / shall have been + present infinitive**” for the first persons. “**Will have been + present participle**” for the other persons. Example: to study “Will have been studying.

- By the end of this year students **will have been studying** for the whole year.
- By the end of this year students **will have not been studying** for the whole year.
- Will have** the students **been studying** for the whole year by the end of this year?

## 9. 2. 2. The Main Uses of the Future Perfect Continuous Tense

1. It is like the future perfect, it is normally used with a time expression beginning with “**by**”:
  - By the end of this year he’**ll have been acting** for thirty years.
2. The future perfect continuous can be used instead of the future perfect:
  - When the action is continuous: by the end of the month he **will have been working** here for ten years.
  - When the action is expressed as a continuous action: by the end of the month he **will have been climbing** mountains for twenty years.

### Summary

- |   |
|---|
| <ul style="list-style-type: none"><li>• <b>Future Perfect Tense</b></li><li>• <b>Will + have+ past participle (He will have worked)</b></li><li>• Action which will happen before or until a particular time in future - it has not happened yet, but it will. (By the time we get there, they will already have started. I shall have been with the firm for 20 years by then. I will be tired when I arrive because I will have done an exam the day before.)</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Future Perfect Continuous Tense</b></li><li>• <b>Will + have + been + present participle (He will have been working)</b></li><li>• To indicate duration at a particular time in the future. (Tomorrow I shall have been working non-stop for over three weeks. By 2020 he will have been working with us for 10 years.)</li></ul>  |

### Final Summary of the Future Forms

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Present simple and present continuous: Simple Present with future reference: an action is regarded as part of a fixed schedule, often with verbs such as begin, stop, end, leave, depart, arrive, come, go, open, close: What time does the concert start? Vs. Present Continuous: personal arrangement (I am meeting Ali at 6 pm tomorrow.).</li><li>2. Present Simple: In adverbial clauses of time after: when, as soon as, after, before, until, once, by the time (He will tell you when he gets back.).</li><li>3. Present Simple: After conditional links: if, even if, providing, provided that, as, so long as, unless, supposing, whether (You will end up in trouble if you show your face there.).</li><li>4. Present Perfect: with future reference in adverbial clauses of time – an action that will be completed before the time indicated by context (I will join you after I have finished this lesson.).</li></ol> |
|--|

- 5. Going to:** - To express intention before a definite plan has been made (I'm going to see the doctor sometime next week.).
- To express predictions (The plane is going to crash! It is going to snow soon!).
  - To express speaker's certainty and strong probability (She is going to have a baby.).

## Practice

### Exercise 1

**What will life be like in the year 2100? Complete the sentences using WILL HAVE + PAST PARTICIPLE form:**

- **Example:** By 2100, the world's population..... *will have increased* ..... (increase) to around 30.000 million.
1. Life ..... (become) more automated by then.
  2. Computers ..... (take over) many of the jobs that people do today.
  3. The earth's supplies of oil, coal and gas ..... (run out).
  4. .... (scientists / find) other sources of energy?
  5. How ..... education ..... (change)?
  6. .... (we / find) a way to feed all the people in the world?

### Exercise 2

**Use WILL HAVE + PAST PARTICIPLE form:**

1. Tom is on holiday. He has very little money and he is spending too much too quickly. Before the end of his holiday, ..... (he / spend / all his money)
2. Chuck came to Britain from the US nearly three years ago. Next Monday it will be exactly three years since he arrived.
3. Next Monday ..... (he / be / here / exactly three years)
4. Next year is Ted and Amy's 25th wedding anniversary. They ..... (be married) for 25 years.
5. Jane is from New Zealand. She is traveling around Europe at the moment. So far she has traveled about 1.000 miles. By the end of the trip, ..... (she / travel) more than 3.000 miles.



### Exercise 3

Use **FUTURE PERFECT TENSE**:

1. By next February I ..... (write) my third book.
2. I hope you ..... (not / forget) my name by tomorrow.
3. By next week we ..... (redecorate) the house.
4. Next July she ..... (be) dead for ten years.
5. I hope I ..... (not / make) a lot of mistakes in this exam when I finish it.
6. By the end of this year I ..... (drive) more than one hundred thousand kilometers with this car.
7. I hope it ..... (stop) raining before the match starts.
8. I ..... (have) an operation when you turn back. By this time next week I ..... (marry).
9. If nothing is done one million species that are alive today ..... (become) extinct in twenty years.
10. The tropical rain forests ..... (disappear) in thirty years.

### Exercise 4

Fill in the blanks using **FUTURE PERFECT CONTINUOUS TENSE**:

1. By the end of June I ..... (live) in this flat for thirteen years.
2. I ..... (fly) to London for an hour at this time tomorrow.
3. At this time next week I ..... (work) for this company for 20 years.
4. When the bell rings I ..... (teach) for eight hours today.
5. I ..... (wear) these glasses for five years next week.
6. I ..... (drive) this car for six years tomorrow.
7. At this time tomorrow I ..... (take) a test for an hour.
8. At this time next year I ..... (have) a holiday in Antalya for a week.
9. At this time next year I .....(live) in Istanbul for ten years.
10. By the time we get home they ..... (play) football for half an hour.
11. She ..... (dance) for an hour at nine o'clock.
12. .... (learn) English for ten years by the end of this year.

## Exercise 5

Put the verbs in brackets either in the Future Perfect or Future Perfect Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

- 1 Jack usually gives me a lift home, but we both **(come)** home by train tomorrow as his car is being repaired.
- 2 He says he **(meet)** us at the bus stop, but I'm sure he **(forget)** to turn up.
- 3 Don't ring now; she **(watch)** her favorite TV program. All right. I **(ring)** at 8.30.
- 4 I wonder what I **(do)** this time next year. I expect you still **(work)** at the same office.
- 5 I'd like to double-glaze the bedroom windows. All right. I **(get)** the materials at once at we **(do)** it this weekend.
- 6 Wait a bit. Don't drink your tea without milk. The milkman **(come)** in a minute.
- 7 What are you doing next weekend? Oh, I **(work)** as usual. I'm always on doing at weekends.
- 8 Air hostess: we **(take)** off in a few minutes. Please fasten your seatbelts.
- 9 He **(come)** if you ask him.
- 10 I arranged to play tennis with Tom at nine tonight. But you **(play)** in semi-darkness. You won't be able to see the ball.
- 11 I **(get)** you some aspirins if you like. The chemist's still **(be)** open. No, don't bother. The office boy **(go)** out in a minute to post the letters; I **(ask)** him to buy me some.
- 12 It **(be)** very late when she gets home and her parents **(wonder)** what's happened.
- 13 I never **(be)** able to manage on my own. But you won't be on your own. Tom **(help)** you. Look his name is bracketed with yours on the list. Oh, that's all right. But Tom **(not help)** me: I **(help)** Tom. He always takes charge when we're on duty together.
- 14 I **(write)** postcards every week, I promise, and I **(try)** to make them legible. If necessary I **(type)** them.
- 15 Typist: are you in a hurry for this letter, Mrs. Jones? Because I **(type)** Mr. White's letters at four o'clock and if yours could wait till. Mr. Jones: I'd like it a little earlier than four if possible. Typist: all right. I **(type)** it for you now.
- 16 What happened at late night's meeting? I hear there was a quite disturbance. Come and see me and I **(tell)** you. I don't want to talk about it on the phone.
- 17 I'm going to Switzerland next week. You're lucky. The wild flowers just **(come)** out.
- 18 This time next month the snow **(melt)** and skiing will be over.
- 19 The first day of the term will be horrible, for everybody **(talk)** about their holidays and **(show)** photographs of marvelous of foreign beaches, and as I haven't been anywhere I **(feel)** terribly out of it.



## Future Tenses Exercise

### Fill in the correct form of the verb – All FUTURE tenses

1. The train \_\_\_\_\_ (to arrive) at 12:30.
2. We \_\_\_\_\_ (to have) dinner at a seaside restaurant on Sunday.
3. It \_\_\_\_\_ (to snow) in Brighton tomorrow evening.
4. On Friday at 8 o'clock I \_\_\_\_\_ (to meet) my friend.
5. Paul \_\_\_\_\_ (to fly) to London on Monday morning.
6. Wait! I \_\_\_\_\_ (to drive) you to the station.
7. The English lesson \_\_\_\_\_ (to start) at 8:45.
8. Are you still writing your essay? If you \_\_\_\_\_ (to finish) by 4pm, we can go for a walk.
9. I \_\_\_\_\_ (to see) my mother in April.
10. Look at the clouds – it \_\_\_\_\_ (to rain) in a few minutes.
11. When they \_\_\_\_\_ (to get) married in March, they \_\_\_\_\_ (to be) together for six years.
12. You're carrying too much. I \_\_\_\_\_ (to open) the door for you.
13. Do you think the teacher \_\_\_\_\_ (to mark) our homework by Monday morning?
14. When I \_\_\_\_\_ (to see) you tomorrow, I \_\_\_\_\_ (show) you my new book.
15. After you \_\_\_\_\_ (to take) a nap, you \_\_\_\_\_ (to feel) a lot better.
16. I'm sorry but you need to stay in the office until you \_\_\_\_\_ (to finish) your work.
17. I \_\_\_\_\_ (to buy) the cigarettes from the corner shop when it \_\_\_\_\_ (to open).
18. I \_\_\_\_\_ (to let) you know the second the builders \_\_\_\_\_ (to finish) decorating.
19. Before we \_\_\_\_\_ (to start) our lesson, we \_\_\_\_\_ (to have) a review.
20. We \_\_\_\_\_ (to wait) in the shelter until the bus \_\_\_\_\_ (to come).
21. I'm very sorry Dr. Jones \_\_\_\_\_ (not be) back in the clinic until 2pm.
22. This summer, I \_\_\_\_\_ (to live) in Brighton for four years.
23. I don't think you \_\_\_\_\_ (to have) any problems when you land in Boston.
24. The baby should be due soon, next week she \_\_\_\_\_ (to be) pregnant for nine months.
25. By the time we get home, they \_\_\_\_\_ (to play) football for 30 minutes.
26. In three years I \_\_\_\_\_ (to live) in a different country.
27. When you \_\_\_\_\_ (to get) off the train, I \_\_\_\_\_ (to wait) for you by the ticket machine.
28. \_\_\_\_\_ (to take) your children with you to France?
29. This time next week I \_\_\_\_\_ (ski) in Switzerland!
30. Now I \_\_\_\_\_ (to check) my answers.



## Mixed Tenses Exercise

### Fill in the correct form of the verb – All tenses

1. My family has \_\_\_\_\_ (*buy*) some land in southern France recently. They \_\_\_\_\_ (*build*) a summer house there at the moment.
2. Andy and Mary \_\_\_\_\_ (*go*) to a concert tomorrow night. They \_\_\_\_\_ (*look forward to*) it the whole week.
3. Jonathon \_\_\_\_\_ (*watch*) the news on TV every day and it \_\_\_\_\_ (*help*) him with his English.
4. My car \_\_\_\_\_ (*break*) down when I \_\_\_\_\_ (*drive*) home from work. I \_\_\_\_\_ (*fix*) it if I \_\_\_\_\_ (*know*) what was wrong. But I didn't so \_\_\_\_\_ (*have*) to take it to the garage.
5. When he \_\_\_\_\_ (*found*) Microsoft, Bill Gates was only 20 years old. He \_\_\_\_\_ (*already write*) his first computer program six years earlier.
6. An accident \_\_\_\_\_ (*happen*) near my house last night. A car \_\_\_\_\_ (*hit*) a young man. He \_\_\_\_\_ (*ride*) his bike when someone in front of him suddenly \_\_\_\_\_ (*open*) a car door. Many people \_\_\_\_\_ (*see*) the accident. The police \_\_\_\_\_ (*interrogate*) them last night.
7. Mrs. Smith said that one day she \_\_\_\_\_ (*retire*) from teaching. She said that she \_\_\_\_\_ (*spend*) her new free time learning about computers.
8. I \_\_\_\_\_ (*not sleep*) at all last night. Someone \_\_\_\_\_ (*listen*) to music all night.
9. I \_\_\_\_\_ (*see*) a film a week ago, but I \_\_\_\_\_ (*not enjoy*) it very much because I \_\_\_\_\_ (*already read*) the book. If I \_\_\_\_\_ (*not read*) the book I \_\_\_\_\_ (*probably enjoy*) the film more.
10. The judge sentenced the man to eight years in prison because he \_\_\_\_\_ (*rob*) a bank.
11. They \_\_\_\_\_ (*stand*) in the queue for over an hour when the manager \_\_\_\_\_ (*tell*) them that there were no more tickets.
12. Alan \_\_\_\_\_ (*be*) in the car accident yesterday. The other driver \_\_\_\_\_ (*lose*) control of his car because he \_\_\_\_\_ (*fall*) asleep.
13. She \_\_\_\_\_ (*not see*) her father since he \_\_\_\_\_ (*start*) to work in Marseille two years ago.
14. I \_\_\_\_\_ (*sleep*) when the fire broke out.
15. Linda phoned and explained that she \_\_\_\_\_ (*not can*) to come to the party the next day because she \_\_\_\_\_ (*be*) still sick.



## Lecture Ten: Conditional Sentences

### Conditional Type 1

#### Description of the Lecture

This lecture presents the properties of the Conditional Sentences (type 1). It explores key elements related to the forms, meanings, uses variations and exceptions of the given conditional type 1t. Through the developments of the lecture students will become familiar with the forms and uses of the Conditional Sentences (type 1). Key content of the lecture includes two sections; the lectures and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the Conditional Sentences (type 1).
2. List the form, meanings and uses of the Conditional Sentences type 1.
3. Enable learners to reflect more on the differences between the Conditional Sentences (type 1, 2 and 3) in terms of forms, meanings and uses.
4. Understand the importance of the Conditional Sentences (type 1) in the evaluation process as well as in the process of using them with English in real life communications.
5. Raise learners' awareness about the contribution of Conditional Sentences (type 1) lectures on the subsequent lectures.

#### Introduction to Conditional Sentences

These lectures are concerned with the conditional sentences (type 1, 2, and 3). It presents details about the type 1, 2 and 3 altogether. Most of the details are about the nature, form, meanings “uses”, and all possible variations of each type. The lecture makes use of examples, tables, and exercises to illustrate better the situations. In the following sections students will find a detailed description of each type.

Conditional Sentences have two parts: the “if” clause and the main clause. In the following sentence

- If it rains I shall stay at home.” Here,
- if it rains- is called the “if clause”, and
  - I shall stay at home- is called the “main clause”.

There are three kinds of conditional sentences. Each kind contains a different pair of tenses. With each type certain variations are possible.



## 10. Conditional Sentences Type 1: Probable

### 10. 1. Form

The verb in the “**if clause**” is in the present; the verb in the main clause is in the future simple. It does not matter which comes first. Example:

- If he **runs** he'll **get** there in time.
- The cat **will scratch** you if you **pull** her tail.
- If you **revise** well you **will get** good marks.
- If you **listen** to your teacher, you **will succeed**.

### 10. 2. The Main Uses of Conditional Type 1

This type of conditional sentence implies that the action in the if-clause is quite probable. (Note that the meaning here is present or future, but the verb in the if-clause is in a present, not a future tense.)

### 10. 3. Possible Variations of the Basic Form

#### 10. 3. 1. Variations of the main clause

Instead of if + present + future, the following variations may take place:

- **If + present + may or might (possibility)**
  - If the fog gets thicker the plane may /might be diverted. (perhaps the plane will be diverted or not)
- **If + present + may to indicate permission**
  - If your documents are in order you may leave at once. (Permission)
- **If + present + can to indicate either permission or ability**
  - If you answer the entire question you can leave. (Ability)
  - If it stops snowing we can go out. (Permission or Ability)
- **If present + must, should or any expression of command, request or advice**
  - If you want to lose weight you must/should eat less bread.
  - If you want to lose weight had better eat less bread.
  - If you want to lose weight eat less bread.
  - If you see Tom tomorrow could you ask him to ring me?
- **If + present + another present tense to indicate automatic or habitual results:**
  - If you heat ice it turns to water. (Will turn also is possible)
  - If there is a shortage of any product prices of that product go up.

### 10. 3. 2. Variations of the main clause

Instead of if + present, the following variations may take place:

- **If + present continuous, to indicate a present action or a future arrangement**
  - If you are waiting for a bus (present action) you'd better join the queue.
  - If you are looking for Peter (present action) you' (I'll find him upstairs).
  - If you are staying for another night (future arrangement) I'll ask the manger to give you a better room.
- **If + present perfect**
  - If you have finished dinner I'll ask the waiter for the bill.
  - If he has written the letter I'll post it.
  - If they have not seen the museum we'd better go there today.

### Summary

The conditional type 1 is as follows

- **Form:** simple present + will + infinitive
- **Variations:** it has a number of variations either in the main clause or subordinate clause in which all express real present or future probable actions.
- **Meaning:** this type of conditional sentence implies that the action in the if-clause is quite probable. (Note that the meaning here is present or future, but the verb in the if-clause is in a present, not a future tense.)

### Practice

#### Exercise 1

**Put the verbs in brackets into the correct form.**

1. I'll look for your notebook and if I (**find**) it I (**give**) you a ring.
2. If you (**smoke**) in a non-smoking compartment the other passengers (**object**).
3. I'll (**wash**) the glasses in this nice hot water. No, don't. If you (**put**) them into very hot water they (**crack**).
4. If you (**see**) Tom tell him I have a massage for him.
5. If he (**win**) he (**get**) 5000 dollars, if he (**come**) in second order he (**get**) 3000 dollars.
6. If you (**feel**) too hot during the night turn down the central heating.
7. If you (**finish**) with your dictionary I'd like to borrow it.



8. You'd better take the day off if you (**not feel**) well tomorrow.
9. If a driver (**break**) suddenly on a wet road he (**skid**).
10. If you (**like**) I (**get**) you a job in this company.

## Exercise 2

Choose the correct item and underline it:

1. If *I move* / *I'll move* to Boston, **I live** / *I'll live* on Main Street.
2. If **you call** / *you'll call* your mother, she'll be very happy.
3. If the mechanic fixes our car on time, we **drive** / *we'll drive* to Center city.
4. If it **rains** / *it'll rain* today, we won't go to the park.
5. If I'm not in a hurry tonight, **I write** / *I'll write* to her.
6. If she **isn't** / *won't be* sick, she'll go to school.
7. If **they're** / *they'll be* tired tomorrow, they **don't go** / *won't go* to work.
8. If John doesn't buy a new car, he **buys** / *he'll buy* a motorcycle.

## Exercise 3

Find correct items and complete the following sentences:

1. If we ..... *go* ..... to London, ..... *we'll* ..... visit our cousin.
2. If they ..... their homework tonight, their teacher ..... happy.
3. If the weather ..... good, George ..... swimming this weekend.
4. If he ..... swimming this weekend, ..... a wonderful time.
5. If you don't eat your dinner tonight, ..... hungry.
6. If ..... tired, they'll go to sleep early tonight.
7. If it ..... , she'll wear her new raincoat.
8. If you ..... too many cookies after dinner tonight, ..... get a stomachache.
9. If I ..... too much coffee, ..... get a headache.

## Exercise 4

Use the correct tense:

1. He will play tennis if the weather ..... (be) good.
2. I would be very happy if she ..... (be) my sister.
3. She could win the race if she ..... (try).
4. If he ..... (go) to bed early, he will get up early.
5. If he touches this wire, he ..... (get) a shock.
6. You will get wet if it ..... (rain).
7. If I knew, I ..... (come) earlier.

8. I wouldn't say it if I ..... (be) you.
9. What will you do if you ..... (get) a bad mark?
10. If she ..... (wear) a necklace, her dress will look better.
11. If you go near the dog, it ..... (bite) you.
12. Bodrum ..... (be) ideal for a holiday if it weren't so crowded.
13. He will be ill if he ..... (eat) so much.
14. If she ..... (read) the book carefully, she will understand it.
15. The children can stay up late if they ..... (be) good.
16. If the dinner isn't ready, I ..... (go) out.
17. We would die if the plane ..... (crash).

## Lecture Eleven: Conditional Sentences

### Conditional Type 2

#### Description of the Lecture

This lecture is concerned with the Conditional Sentences (type 2). It explores key elements related to the forms, meanings, uses variations and exceptions of the conditional type 2. Through the developments of the lecture students will become familiar with the forms and uses of the Conditional Sentences (type 2). Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the Conditional Sentences (type 2).
2. List the form, meanings and uses of the Conditional Sentences Type 2.
3. Enable learners to reflect more on the differences between the Conditional Sentences (type 1, 2 and 3) in terms of forms, meanings and uses.
4. Understand the importance of the Conditional Sentences (type 1, 2 and 3) in the evaluation process as well as in the process of using them with English in real life communications.
5. Raise learners' awareness about the contribution of Conditional Sentences (type 1, 2 and 3) lectures on the subsequent lectures.

### 11. Conditional Sentences Type 2

#### 11. 1. Form

The verb in the if-clause is in the past tense; the verb in the main clause is in the conditional tense:

- If I **had** a map I **would lend** it to you. (But I haven't a map. The meaning here is present) "unreality".
- If someone **tried** to blackmail me I **would tell** the police. (But I do not expect that anyone will try to blackmail me. The meaning here is future.) "Improbability"

#### 11. 1. 1. Time in Type 1 and 2

There is no difference in time between the conditional sentences type 1 and type 2. Both of them refer to the present or future, and the past tense in the if-clause in type 2 is not a true past but it is



subjunctive, which indicates unreality (as in the first example above) or improbability (as in the second example above).

## 11. 2. The Main Uses of the Conditional Type 2

The conditional type 2 is used to refer to;

- When the supposition is contrary to known facts:
  - If I **lived** near my office I'**d be** in time for work. (But I don't live near my office.)
  - If I **were** you I'**d plant** some trees round the house. (But I am not you.)
- When we don't expect the action in the if-clause to take place:
  - If a burglar **came** into my room at night I'**d scream**. (But I don't expect a burglar to come in.)  
“Present meaning”
  - If I **dyed** my hair blue everyone **would laugh** at me. (But I don't intend to dye it.) “Future meaning”
- Sometimes, rather confusingly, type 2 can be used as an alternative to type 1 for perfectly possible plans and suggestions:
  - Will Mary be in time if she gets the ten o'clock bus?
  - No, but she'll be in time if she gets then nine-thirty bus.

**Note:** a suggestion in type 2 is a little more polite than a suggestion in type 1, just as “**would you**” is a more polite request form than “**will you**” form.

## 11.3. Possible Variations of the Basic Form

### 11. 3. 1. Variations of the Main Clause

- “**Might**” or “**could**” may be used instead of “**would**”:
  - If you **tried** again you **would succeed**. (Certain result)
  - If you **tried** again you **might succeed**. (Possible result)
  - If you **tried** again you **could succeed**. (Ability)
  - If I **knew** her number I **could ring** her up. (Ability)
  - If he **had** a permit he **could get** a job. (Ability or permission)
- The continuous conditional form may be used instead of the simple conditional form:
  - Peter is on holiday; he is touring Italy.
  - If I **were** on holiday I **would/might be touring** Italy too.
- If + past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past. (The past tense have a past meaning)



- If anyone interrupted him he got angry.(Whenever anyone interrupted him)
- If there was a scarcity of anything prices of that thing went up.

### 11.3. 2. Variations of the if-Clause

Instead of if + simple past we can use

- If + past continuous
  - (We are going by air) and I hate flying. If we were going by boat I'd feel much happier.
  - If my car was working I would/could drive you to the station.
- If + past perfect
  - If he had taken my advice he would be a rich man now. (A mixture with type 3)

### Summary

The conditional type 2 is as follows

- **Form:** simple past + would + infinitive
- **Variations:** it has a number of variations either in the main clause or subordinate clause in which all express unreal present improbable actions.
- **Meaning:** this type of conditional sentence implies that the action in the if-clause is quite improbable. (Note that the meaning here is present, but the verb in the if-clause is in a past, not a present tense.)

### Practice

#### Exercise 1

**Put the verbs in brackets into the correct form.**

1. Of course I'm not going to give her a diamond ring. If I (give) her a diamond ring she (sell) it.
2. Tom: I woke up to find the room full of smoke; but I knew exactly what to do. Ann: if I (wake) up to find the room full of smoke I (have) no idea what to do.
3. Ann: I could not live without Tom. If he (go) off with another girl I (pine) away and die.
4. Husband: but I'm not going on a diet. Why should I go on a diet? Wife: if you (go) on a diet you (lose) weight.
5. If someone (say), I'll give a lot of money to go into court and swear that this statement is true, what you (do)?
6. If we (work) all night we (finish) in time; but we have no intention of working all night.



## Exercise 2

Complete the sentences. Use the correct form of the verbs in brackets:

- **Example:** I'm not ill, but if I ..... *were* ..... ill, I *wouldn't go* ..... to school. (be / go)
- 1. The weather report says there will be snow tomorrow. If it....., I ..... at home. (snow / stay)
- 2. Do you need some money? Let me look in my pockets. If I ..... some, I ..... you some. (have / lend)
- 3. No, sorry. I haven't got any money with me. But you know I ..... it to you if I ..... any. (give / have)
- 4. I'm sure of it. You ..... the test next week if you ..... hard. (pass / study)
- 5. Would you like to go to the cinema? If you ..... to go, I ..... with you. (want / come)

## Exercise 3

What would you do in each situation? Write UNREAL PRESENT situations.

- call an ambulance
  - complain to the manager
  - run away
  - try to catch it
  - ring the police
  - walk to the nearest garage to get some
1. You find a fly in your soup. *If I found a fly in my soup, I would complain to the manager.*
  2. You see a burglar breaking into your house. ....
  3. You see a mouse in your kitchen. ....
  4. Your car runs out of petrol. ....
  5. You see an accident. ....
  6. You see a ghost in your room. ....

## Exercise 4

Put the verbs in brackets into the correct tense:

**Sarah** is a bored teenager. If she .... *joined*... (join) a club, she ..... (make) more friends. She ..... (enjoy) herself if she ..... (go) out more. Her schoolwork is suffering too. If she ..... (study) more, she ..... (have) better marks and she ..... (enter) university. Unfortunately, she is becoming overweight. She ..... (feel) fitter if she..... (start) swimming, and she ..... (get) thinner if she ..... (stop) eating so much chocolate.





## Exercise 5

Read these situations. Say how you would feel:

- **Example:** your boy / girlfriend leaves you
  - *If my girlfriend left me I would feel miserable.*

Do the same as the above examples:

1. You have nothing to do.
  - .....
2. You are lost in a foreign country.
  - .....
3. Your pet dies.
  - .....
4. You see an enormous spider in the bathroom.
  - .....
5. You split your jeans in the street.
  - .....
6. Someone steals your coat.
  - .....
7. You fail an important test.
  - .....
8. You win some money in a competition.
  - .....



## Lecture Twelve: Conditional Sentences

### Conditional Type 3

#### Description of the Lecture

This lecture is about the Conditional Sentences (type 3). It explores key elements related to the forms, meanings, uses variations and exceptions of the conditional type 3. Through the developments of the lecture students will become familiar with the forms and uses of the Conditional Sentences (type 3). Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the lecture

When students have finished this lecture, they should be able, among other things, to;

1. List the forms of the Conditional Sentences Type 3.
2. List the meanings and uses of the Conditional Sentences Type 3.
3. Enable learners to reflect more on the differences between the Conditional Sentences (type 1, 2 and 3) in terms of forms, meanings and uses.
4. Understand the importance of the Conditional Sentences (type 3) in the evaluation process as well as in the process of using them with English in real life situations.
5. Raise learners' awareness about the contribution of Conditional Sentences (type 3) lectures on the subsequent lectures.

### 12. Conditional Sentences Type 3

#### 12. 1. Form

The verb in the if-clause is in the past perfect tense; the verb in the main clause is in the perfect conditional. The time is past and the condition cannot be fulfilled because the action in the if-clause did not happen.

- If I **had known** that you were coming I **would have met** you at the airport. (But I did not know.)
- If he **had tried** to leave the country he **would have been stopped** at the frontier. (But he did not try.)

#### 12. 2. The Main Uses of the Conditional Type 3

We use the conditional type 3 to talk about possible consequence of an action that did not happen at all (unreal past situations). As if the speaker wants to change the past. But this is impossible.



- If I **had written** my essay this afternoon, I **would have had** time to go out tonight. (It is now evening and I have not written my essay: it is now impossible for me to go out.)

## 12. 3. Possible Variations of the Conditional Sentence Type 3

### 12. 3. 1. Possible Variations of the Basic Form

- “Could” or “might” may be used instead of “would”:
  - If we had found him earlier we would have saved his life. (Ability)
  - If we had found him earlier we might save his life. (Possibility)
  - If our documents had been in order we could have left at once. (Ability or permission)
- The continuous form of the perfect conditional may be used:
  - At the time of the accident I was sitting in the back of the car, because Tom’s little boy was sitting beside him in front. If Tom’s boy had not been there I would have been sitting in front.
  - “**Had**” can be placed first and the “**if**” omitted.
- If you had obeyed orders this disaster would not have happened.
- Had you obeyed orders this disaster would not have happened.

## 12. 4. 3. Conditional Sentences Type 3

Put the verbs in brackets into the correct form.

1. If he (not take) his gloves off he (not get) frost bitten.
2. She was sent to prison only because she refused to pay the fine; if she (pay) the fine she (not be) sent to prison.
3. I had no map; that’s why I got lost. If I (have) a map I (be) all right.
4. Why did not you say that you were short of money? If I (know) I (lend) you some.
5. It’s lucky he had his torch with him. If he (not have) it he (fall) down the cellar steps.

## Summary

The conditional type 3 is as follows

- **Form:** past perfect + would have + past participle
- **Variations:** it has a number of variations either in the main clause or subordinate clause in which all express unreal past improbable actions.
- **Meaning:** this type of conditional sentence implies that the action in the if-clause is quite improbable.

## Practice

### Exercise 1

Put the verbs in brackets in the right conditional type. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. This flat would be all right if the people above us (**not be**) so noisy.
2. A group of spectator, including myself, left the stand just before the end of game. When we were half way down the stairs a goal was scored and there was a great cheer from the spectator. If there (**not be**) a goal the crowd (not cheer).
3. If the crowd (**not cheer**) we (**not run**) back the stairs to see what had happened.
4. If we (**not run**) back we (**not crash**) into the rest of the spectators on their way down, and there (**not be**) this frightful accident.
5. If the pain (**return**) you'd better take another pill.
6. If you are not going to live in the house why you (**not sell**) it? If I (**have**) a house I couldn't use I (**sell**) it at once.
7. No, I didn't know any Russian at that time. But if you (**not know**) Russian why you (**offer**) to give him Russian lessons? Because I knew that he (**refuse**). He always rejected my offers.
8. Tell him to bring his bicycle inside. If he (**leave**) it outside someone (**steal**) it.
9. Why do people always wear dark clothes at night? If pedestrians (**wear**) light colored clothes drivers (**see**) them much more easily.
10. She must have loved him very much because she waited for him for fifteen years. If she (**not love**) him she (**not wait**) so long.
11. He looked so small and weak that nobody asked him to do anything. If he (**look**) strong he (**be**) expected to dig all day like everyone else.
12. The governments are talking of pulling the village down to make room for an airport. If they (**start**) doing it the village people (**resist**)?
13. If you are catching an early train tomorrow you (**like**) to have breakfast at 7.00?
14. We'll have to break the ice on the pond; otherwise the ducks (**not be able**) to swim. And if they (**not be able**) to swim they (**not be able**) to get food.

### Exercise 2

Put the verbs in brackets in the right conditional type. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. If someone offered to buy you one of those rings, which you (**choose**)?

2. The flight may be cancelled if the fog **(get)** thick.
3. If the milkman **(come)** tell him to leave two pints.
4. Someone **(sit)** on your glasses if you leave them there.
5. You would play better bridge if you **(not talk)** so much.
6. What I **(do)** if I hear the burglar alarm?
7. If you **(read)** the instructions carefully you wouldn't have answered the wrong question.
8. I could repair the roof myself if I **(have)** a long ladder.
9. Unless they turn that radio off I **(go)** mad.
10. If you were made redundant what you **(do)**?
11. We'll have a long way to walk if we **(run)** out of petrol here.
12. If you shake the bottle of port it **(not be)** fit to drink.
13. I'll probably get lost unless he **(come)** with me.
14. You **(not have)** so many accidents if you drove more slowly.
15. If you **(wear)** a false beard nobody would have recognized you.
16. If she **(leave)** the fish there the car will get it.
17. Unless they leave a lamp beside that hole in the road somebody **(fall)** into it.
18. You'll get pneumonia if you **(not change)** your wet clothes.
19. If I had known that you couldn't eat octopus I **(not buy)** it.

### Exercise 3

Use the correct conditional type:

1. He ..... (not / live) in İstanbul if he ..... (hate) it.
2. If you ..... (write) the letters, I ..... (post) them.
3. If you ..... (not / leave) immediately, I ..... (call) the police.
4. If he ..... (not / arrive) soon, we ..... (have to) have dinner without him.
5. I ..... (not / have to) borrow any money from you if I ..... (get) my salary tomorrow.
6. If you ..... (invite) her to the dance, she .....(be) very pleased.
7. If you ..... (retire) soon, you ..... (make yourself ill).
8. If you ..... (write) him a letter, he ..... (know) our address.
9. If the policeman had seen the thief, he ..... (arrest) him.
10. The buildings wouldn't have burned to ashes if the firemen ..... (come) in time.
11. People wouldn't cross the Bosphorus, if they ..... (not / build) those bridges.
12. If the family had saved enough money, they..... (buy) a new flat.
13. If I had known that he was sleeping, I ..... (not / disturb) him.



14. If I had lost all my money, I ..... (be) very unhappy.

15. If you had phoned me before you came, you ..... (find) me at home.

### Exercise 4

#### Choose the best one:

1. I ..... very unhappy if my friends didn't come to my party.
  - a) would have been b) will be c) would d) would be
2. If the old man ..... some money, he would hire a taxi.
  - a) have b) had c) would have d) had had
3. If you had come in time, you ..... the lesson.
  - a) wouldn't miss b) would c) miss would have missed d) wouldn't have missed
4. I could have heard the telephone if I ..... so deeply.
  - a) didn't sleep b) hadn't been sleeping c) wouldn't sleep d) wouldn't have slept
5. If he doesn't pay the bill, he ..... into trouble.
  - a) won't get b) will get c) would get d) would have got
6. If the weather ..... good, we would go swimming.
  - a) was b) would be c) were d) is
7. Your brother wouldn't have found such a nice job if he ..... a university diploma.
  - a) didn't have b) doesn't have c) hadn't had d) hadn't
8. You would have some money in your pocket if you ..... it so generously.
  - a) hadn't spent b) didn't spend c) couldn't spend d) don't spend
9. If you don't succeed in the test, you ..... the job.
  - a) we're not going to get b) wouldn't get c) won't get d) didn't get
10. We wouldn't be here now if we ..... in that airplane crash.
  - a) were b) had been c) are d) had to be

### Exercise 5

#### Rewrite the sentences using UNLESS:

1. If you don't go to Venice, you will never ride in a gondola.
  - .....
2. If it doesn't rain, we will go to the cinema.
  - .....
3. If you don't go to a Chinese restaurant, you'll never taste a Peking Duck.
  - .....
4. If you don't go to Bursa, you'll never climb Uludag.
  - .....



5. If you don't go to India, you'll never see Taj Mahal.  
➤ .....
6. If you don't answer my question, I won't go anywhere.  
➤ .....
7. I won't let you go if you don't give me my money back.  
➤ .....
8. I'll call the police if you don't go away.  
➤ .....
9. If you don't complain the manager, you'll always get bad service.  
➤ .....
10. If you don't have enough money, you can't buy this car.  
➤ .....
11. If he doesn't work hard, he can't pass his class.  
➤ .....
12. You won't catch the bus if you don't leave immediately.  
➤ .....

## Lecture Thirteen

### Active Voice versus Passive Voice

#### Description of the Lecture

This lecture presents the active voice versus passive voice. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the active voice versus passive voice. Key content of the lecture includes two sections; the lecture and exercises.

#### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the active voice versus passive voice.
2. List the form, meanings and uses of the active voice.
3. List the form, meanings and uses of the passive voice.
4. Enable learners to reflect more on the differences between the active voice versus passive voice in terms of forms, meanings and uses.
5. Understand the importance of the active voice versus passive voice in the evaluation process as well as in the process of using them with English in real life situations.
6. Raise learners' awareness about the contribution of active voice versus passive voice lecture on the subsequent lecture.

#### 13. 1. Definition of the voice

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are stronger and usually more emphatic than forms of the verb “be” or verbs in the passive voice.

- **Active:** The award-winning chef prepares each meal with loving care.
- **Passive:** Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is “chef” and “prepares” is the verb: the chef prepares “each meal with loving care.” In the passive sentence, “meal” is the simple subject and “is prepared” is the verb: each meal is prepared “by the award-winning chef.” In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same



basic components, their structure makes them different from each other. Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things).

- Voice is a grammatical category that applies to the verb in a sentence. It shows the relationship between the doer of an action (subject) and the receiver of that action (object).
- The action remains the same, but the focus changes depending upon the context. For example:
  - Do not cross the line. (direct, crisp and to the point)
  - You must not cross the line. (indirect & polite with firmness)
- There are two types of voices in English- **active voice and passive voice.**

<b>Active voice</b>	<b>Passive voice</b>
<ul style="list-style-type: none"> <li>• Focuses on the subject</li> <li>• Direct</li> <li>• Unambiguous</li> <li>• Easy to understand</li> <li>• Useful in delegating responsibilities, giving orders to an individual or to a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Subject is unknown</li> <li>• Indirect</li> <li>• Ambiguous</li> <li>• Unclear</li> </ul>
<ul style="list-style-type: none"> <li>• Using active voice makes meaning clear for the readers/listeners and keeps the sentence from being complicated and wordy.</li> </ul>	<ul style="list-style-type: none"> <li>• When the subject is unknown, unimportant and obvious</li> <li>• To make polite statement and is used for general announcements. For example, in airports, railway station etc.</li> <li>• Risk of sounding boastful</li> <li>• When the action is more important than the “Agent” [Agent = one who does the action]</li> </ul>

### **Note**

#### **We don't mention the Agent in a passive voice when:**

- **1.** If we don't know who has done what we are talking about. Our car was stolen last night. (We don't know who stole it)
- **2.** If we are not interested in who has done what we are talking about or it is not important to mention it. He has been taken to the hospital. (What we are interested in is the fact that he has been taken to the hospital and not who has taken him.)
- **3.** If it is easy to understand who did something without it being mentioned. The murderer was

arrested last night. (It is not necessary to mention that he has been arrested by the police because it is self-evident.)

- 4. If the subject of the active voice sentence is something like somebody, people, they, you, etc. Someone broke the window. → the window was broken.

### 13. 2. The Form of Passive Voice

The passive form is formulated as follows;

➤ **Step 1:**

- We put the verb **“to be”** into the same tense as the active verb and adding the **past participle** of the active main verb.

➤ **Step 2:**

- The subject of the active verb becomes the **“agent”** of the passive verb.  
The **“agent”** is often not mentioned.

➤ **Step 3:**

- When the **“agent”** is mentioned it is often preceded by **“by”** and placed at the end of the clause **“this tree was planted by my grandfather.”**

➤ **Examples**

1- We **keep** the butter here. (Active voice)

- The butter **is kept** here. (Passive voice)

2- They **broke** the window. (Active voice)

- The window **was broken**. (Passive voice)

3- People **have seen** wolves in the street. (Active voice)

- Wolves **have been seen** in the street. (Passive voice)

4- They **are repairing** the bridge. (Active voice)

- The bridge **is being repaired**. (Passive voice)

5- You **must shut** these doors. (Active voice)

- These doors **must be shut**. (Passive voice)

6- They should **to have told** him (Active voice)

- He should **to have been told**. (Passive voice)

7- He wants someone **to take** photographs. (Active voice)

- He wants photographs **to be taken**. (Passive voice)



### 13.3. Active Tenses and their Passive Equivalents “to keep”

Number	Tense	Active Voice	Passive Voice
1	Simple present	Keeps	Is kept
2	Present continuous	Is keeping	Is being kept
3	Simple past	Kept	Was kept
4	Past continuous	Was keeping	Was being kept
5	Present perfect	Has kept	Has been kept
6	Past perfect	Had kept	Had been kept
7	Future	Will keep	Will be kept
8	Future perfect	Will have kept	Will have been kept
9	Conditional	Would keep	Would be kept
10	Perfect conditional	Would have kept	Would have been kept
11	Present infinitive	To keep	To be kept
12	Perfect infinitive	To have kept	To have been kept
13	Present participle	keeping	Being kept
14	Perfect participle	Having kept	Having been kept
15	With modal auxiliaries	Must keep	Must be kept

### 13. 4. Tenses without Passive Voice

You must remember that in English four tenses couldn't be in passive voice.

- Present perfect continuous
- Past perfect continuous
- Future perfect continuous
- Future continuous

### 13. 5. Passive Voice with Indirect Object

- When there is an object and an indirect object in the active sentence. The indirect object becomes the subject of the passive sentence instead of the object.
  - The postman **gave** me a letter. (Active voice)
  - I **was given** a letter by the postman.(Not: a letter was given to me by the..)
  - He **told** them the truth. (Active voice)
  - They **were told** the truth. (Passive voice) (Not: the truth was told to them.)

## 13. 6. The Main Uses of the Passive Voice

- When it is not necessary to mention the doer of the action as it is obvious, unknown, uninteresting, and unimportant who he or she is.
  - The rubbish **hasn't been collected**.
  - The streets **are swept** every day.
  - The decision **was made**.
- When we don't know, or do not know exactly, or have forgotten who did the action. ("The subject is not known.")
  - The minister **was murdered**.
  - My car **has been moved**.
  - You'll **be met** at the station.
  - I've **been told** that ...
- When the subject of the active sentence would be the indefinite pronoun "one".
  - One sees this sort of advertisement everywhere would be usually expressed:
  - This sort of advertisement **is seen** everywhere.
- When we are more interested in the action than the person who does it. (In case we know the doer we would use the active voice.)
  - The house next door **has been bought**.
  - The car **has been moved** away.
- The passive may be used to avoid an awkward or ungrammatical sentence "complex subject". This is usually done by avoiding a change of subject:
  - When he arrived home a detective arrested him. It would be better **expressed:**
  - When he arrived home he **was arrested**.
  - When their mother was ill neighbors looked after the children. It would be better **expressed:**
  - When their mother was ill the children **were looked** after by neighbors.
  - Timber companies which look for easy money fell most trees. It would be better **expressed:**
  - Most trees **are felled** by timber companies which look for easy money.
- The passive is sometimes preferred for psychological reasons. A speaker may use it to disclaim responsibility for disagreeable announcements:
  - Employer: Overtime rates **are being reduced**.
  - The active will, of course, be used for agreeable announcements:
  - I am going to increase overtime rates.



- The speaker may know who performed the action but wish to avoid giving the name. (Tom, who suspects Bill of opening his letters, may say tactfully:
  - This letter **has been opened!** Instead of you've opened this letter!
- Describing a process or how something works.
  - Carbon dioxide **is absorbed** and oxygen **is released** by the plant during the day. At night, the process **is reversed**.

### 13. 7. “By” Omission

When we want to say who does the action of the verb in a passive sentence, we use “**by**” and then say who does it.

- The fire **was started** by children who were hiking in the forest.

#### Summary

- Only sentences containing *transitive verbs* [verbs that takes one or more than one object(s). For example, *paint, write, eat, clean, etc.*] Can be changed from active voice to passive voice. A subject—that is, a ‘doer’ of the action—is required to change a sentence from the passive to the active voice.
  - Agatha Christie wrote the book. **Active Voice**
  - The book was written by Agatha Christie. **Passive Voice**
- For the Simple Present Tense use *am, is* or *are* with a *Past Participle* to form the Passive Voice.
  - Once a week, Tom cleans the house. Once a week, the house is cleaned by Tom. **Active voice**
  - The waiter carries the trays. The trays are carried by the waiter. **Passive voice**
- For the Simple Past Tense, use *was* or *were* with a *Past Participle* to form the Passive Voice.
  - Dad drove us home. **Active voice**
  - We were driven home by Dad. **Passive voice**
  - He caught the ball. **Active voice**
  - The ball was caught by him. **Passive voice**
- For the Present Continuous Tense, use *am, is* or *are* with *being* followed by a Past Participle, to form the Passive Voice.
  - The waves are washing away the sandcastle. **Active voice**
  - The Sandcastle is being washed away by the waves. **Passive voice**
  - She is working on the computer. **Active voice**
  - The computer is being worked upon by her. **Passive voice**

- For the Past Continuous Tense, use *was* or *were* with *being*, followed by a Past Participle, to form the passive voice.
  - Jimmy was making our costumes. **Active voice**
  - Our costumes were being made by Jimmy. **Passive voice**
  - She was reading a book. **Active voice**
  - The book was being read by her. **Passive voice**
- For the Future Tense, use *shall* or *will* with *be*, followed by a *Past Participle*, to form the Passive Voice.
  - The choir will sing the next hymn. **Active Voice**
  - The next hymn will be sung by the choir. **Passive Voice**
  - We will celebrate her birthday. **Active Voice**
  - Her birthday will be celebrated by us. **Passive Voice**
- For the Present Perfect Tense, use *have* or *has* with *been*, followed by a *Past Participle*, to form the Passive Voice.
  - Ali has scored two goals. **Active voice**
  - Two goals have been scored by Ali. **Passive voice**
  - I have seen that movie. **Active voice**
  - That movie has been seen by me. **Passive voice**
- For the Past Perfect Tense, use *had* with *been*, followed by a *Part Participle*, to form the passive voice.
  - The hunter had caught a fox. **Active Voice**
  - A fox had been caught by the hunter. **Passive Voice**
  - Sheila had given a gift to Rina. **Active Voice**
  - A gift had been given to Rina by Sheila. **Passive Voice**
- **“Do” verbs:** The *do-verb* is used for interrogative and negative sentences. To change an interrogative sentence with ‘do’ from active voice form into passive voice form, use – *Is/are/am* + *object of the active verb* + *past participle form of the verb* + *by* + *subject of the passive verb*
  - Do you speak French? **Active Voice**
  - Is French spoken by you? **Passive Voice**
  - Does she speak French? **Active Voice**
  - Is French spoken by her? **Passive Voice**
  - Does she do her duties? **Active Voice**
  - Are her duties done by her? **Passive Voice**
  - Did you speak in French with her? **Active Voice**
  - Was she spoken in French by you? **Passive Voice**

- Did Alice invite you? **Active Voice**
- Were you invited by Alice? **Passive Voice**
- Don't you speak French? **Active Voice**
- Isn't French spoken by you? **Passive Voice**
- I don't speak French. **Active Voice**
- French is not spoken by me. **Passive Voice**
- **Interrogatives: Wh- questions and how** In *wh- questions* and *how*, do not change their beginning position when the sentence is changed from the active to the passive. Except for, *who* changes to *by whom* in the passive; (*by whom*) changes to *who* in the passive.
  - Whom did you laugh at? **Active Voice**
  - Who was laughed at by you? **Passive Voice**
  - Who took the book? **Active Voice**
  - By whom was the book taken? **Passive Voice**
  - Why did he punish you? **Active Voice**
  - Why were you punished by him? **Passive Voice**
  - Why are they tearing down the old theatre hall? **Active Voice**
  - Why is the old theatre being torn down? **Passive Voice**
  - How was the experiment finished? **Active Voice**
  - How did you finish the experiment? **Passive Voice**
  - How do you write that word? **Active Voice**
  - How is that word written by you? **Passive Voice**
- **Can-**
  - Can you play a violin? **Active Voice**
  - Can a violin be played by you? **Passive Voice**
  - Can anyone cure it? **Active Voice**
  - Can it be cured? **Passive Voice**
- **a) Imperatives: request, order, advice, suggestion, prohibition** The imperative sentence in the passive voice has the following structure: *Let + object + be + past participle*
  - Pick up the box. **Active Voice**
  - Let the box be picked up. **Passive Voice**
  - Bring it home. **Active Voice**
  - Let it be brought home. **Passive Voice**
  - Do it at once. **Active Voice**
  - Let it be done once again. **Passive Voice**

- b) When the emphasis is on the person addressed to, the sentence can begin with *you*.
  - Be patient, please! **Active Voice**
  - You are requested to be patient. **Passive Voice**
  - Be in the queue. **Active Voice**
  - You are requested to be in the queue. **Passive Voice**
- c) When the active voice begins with *do not*, the passive voice has the following structure: *Let not + object + be + past participle*
  - Don't let the door open. **Active Voice**
  - Let not the door be opened. **Passive Voice**
  - Do not beat the dog. **Active Voice**
  - Let the dog not be beaten. **Passive Voice**
  - Let me do it. **Active Voice**
  - Let it be done by me. **Passive Voice** OR
  - Let me be allowed to do it. **Passive Voice**
  - Don't touch it. **Active Voice**
  - Let it not be touched. **Passive Voice**
- d) The passive has to begin with *you*, when the object of the verb in the active voice is not given.
  - Work hard. (No object) **Active Passive**
  - You are advised to work hard. **Passive Voice**
  - Please lend me some money. **Active Passive**
  - You are requested to lend me some money. **Passive Voice**
  - Kindly do this work. **Active Passive**
  - You are requested to do this work. **Passive Voice**
  - Get me a glass of water. **Active Passive**
  - You are ordered to get me a glass of water. **Passive Voice**
  - You ought to respect your parents. **Active Passive**
  - Your parents ought to be respected by you. **Passive Voice**
  - You should learn your lessons. **Active Passive**
  - Your lessons should be learned by you. **Passive Voice**
- e) In *sentences* where God is invoked the passive voice will be as follows:
  - May God bless you! **Active Passive**
  - May you be blessed by God! **Passive Voice**
- f) **By you or with you** In the passive voice, we use: *by/ with* with the agent to refer to by whom the action is being done.
  - The door was opened *by* Mr Black. (Mr Black = agent)





- *with* -is used to refer to the instrument, object or material that was used for something to be done.
  - The door was opened *with* a key. (a key = the object that was used)
  - The omelet was made *with* eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used).

## Practice

### Exercise 1

#### Turn from ACTIVE into PASSIVE:

- The gardener has planted some trees.
  - ..... *Some trees have been planted by the gardener* .....
- Doctor Brown will give you some advice.
  - .....
- A famous designer will redecorate the hotel.
  - .....
- Steven Spielberg directed “E.T.”
  - .....
- Someone has broken the crystal vase.
  - .....
- His parents have brought him up to be polite.
  - .....
- Fleming discovered penicillin.
  - .....
- They will advertise the product on television.
  - .....
- Someone is remaking that film.
  - .....
- Picasso painted that picture.
  - .....

### Exercise 2

#### Turn from ACTIVE into PASSIVE:

1. You must leave the bathroom tidy. .... *The bathroom must be left tidy.* .....
2. You should water this plant daily. ....
3. Our neighbor ought to paint the garage. ....
4. I have to return these books to the library. ....



5. You must extinguish your cigarettes. ....
6. You must dry-clean this shirt. ....
7. Someone will pay you in ten days. ....
8. You can improve your health with more exercise. ....
9. People must obey the law. ....
10. The cleaner is going to mop the kitchen floor. ....
11. Someone is helping her with the housework. ....
12. A pickpocket robbed me. ....
13. The mail-order company sent Mrs. Green a parcel. ....
14. A dog is chasing the child. ....
15. My friend sent me an invitation. ....
16. The farmer is building a new barn. ....
17. The secretary has given Mrs. Jones some letters. ....
18. The traffic warden had already given him a ticket for illegal parking. ....
19. Someone had broken our door down. ....
20. They chose him as the best actor of the year. ....

### Exercise 3

Using the **PASSIVE**, ask questions to which the bold type words are answers:

1. **Columbus** discovered America. .... *Who was America discovered by*.....?
2. We keep money **in a safe**. .... ?
3. **A bee** stung him. .... ?
4. They speak **Italian** in Italy. .... ?
5. They have taken **his aunt** to hospital. .... ?
6. **The boys** damaged the television. .... ?
7. **Da Vinci** painted the Mona Lisa. .... ?
8. He invited **30 people** to his party. .... ?
9. They grow bananas **in Africa**. .... ?

### Exercise 4

Turn form **ACTIVE** into **PASSIVE** as in the example:

1. He gave me a present.
  - a) *I was given a present.*
  - b) *A present was given to me.*
2. The waiter will bring us the bill.
  - a) .....



3. The Queen presented him with a medal.

- a) .....
- b) .....

4. Her mother bought Mary some sweets.

- a) .....
- b) .....

5. Bob has sold Ted a second-hand car.

- a) .....
- b) .....

6. Larry is going to send a letter to Tom.

- a) .....
- b) .....

### Exercise 5

**Put the following sentences into the PASSIVE VOICE:**

1. Someone has already paid the electrician for his work.

- .....

2. They taught him French and gave him a dictionary.

- .....

3. When we first met, they had already offered me a job at the bank.

- .....

4. A man requested the stranger to leave the meeting.

- .....

5. A young woman asked the rest of us to be there at eight o'clock.

- .....

6. They had eaten all the dinner before they finished the conversation.

- .....

7. Who wrote it?

- .....

8. The author has written a special edition for children.

- .....

9. Did the idea interest you?

- .....

10. Why didn't they mend the roof before it fell in?

- .....



11. The burglars had cut a huge hole in the steel door.

- .....

12. The organizers will exhibit the paintings till the end of the month.

- .....

13. When did they ring the church bells?

- .....

14. Does listening to music disturb you?

- .....

### Exercise 6

**Read the following sentences and write another one with the same meaning:**

1. It is believed that the thieves got in through the kitchen window.

- .....

2. It is thought that the prisoner escaped by climbing over the wall.

- .....

3. It is claimed that he drove through the town at 90 miles an hour.

- .....

4. It is reported that two people were seriously injured in the accident.

- .....

5. It is said that three men were arrested after the explosion.

- .....

6. It is believed that Maria will not win the prize.

- .....

7. It is considered that the 2008 Olympic Games will be held in Turkey.

- .....

8. It is said that our teacher is 55 years old.

- .....

9. It is thought that Tom didn't steal their rings.

- .....

10. It is claimed that this examination will be the most difficult one.

- .....

11. It is believed that John will marry Ann at the end of this month.

- .....

## Lecture Fourteen: Reported Speech

### Description of the Lecture

This lecture presents the direct speech versus indirect speech. It explores some key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms and uses of the direct speech versus indirect speech. Key content of the lecture includes two sections; the lecture and exercises.

### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the properties of the direct speech versus indirect speech.
2. List the form, meanings and uses of the direct speech.
3. List the form, meanings and uses of the indirect speech.
4. Enable learners to reflect more on the differences between the direct speech versus indirect speech in terms of forms, meanings and uses.
5. Understand the importance of the direct speech versus indirect speech in the evaluation process as well as in the process of using them with English in real life situations.
6. Raise learners' awareness about the contribution of direct speech versus indirect speech lecture on the other lectures.

### 14. 1. Definition

There are two ways of relating what a person has said; direct speech and indirect speech.

- In direct speech we report the original speaker's exact words:
  - He said, "I've lost my umbrella."
  - He says, "I don't answer the question."
- Remarks that repeated are placed between inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversations in books, in plays, and in quotations.
- In indirect speech we give the exact meaning of a remark or a speech "message", without necessarily using the speaker's exact words:
  - He said (that) he had lost his umbrella.
  - He says that he does not answer the question.
- There is no comma after "say" in indirect speech. "That" can usually omit after "say" and "tell" + object. But it should be kept after other verbs; complain, explain, point out, protest etc.



- Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes employed here to give a more dramatic effect.
- When we turn direct speech into indirect speech, some changes are usually necessary. These are most easily studied by considering statements, questions, and command separately.

## 14. 2. The Reporting Verb

When the reporting verb “introductory verb” is in the present, present perfect or future tense we can report the direct speech without any change of tense of the verb in the message.

- **Direct speech:** He says: “I **have missed** the train.” Present perfect
- **Indirect speech:** He says that he **has missed** the train. Present perfect

But when the reporting verb is in the **past**, which are more common, verbs have to be changed into a corresponding past tense. The changes are shown in the following table.

## 14. 3. Reported Speech: Changes

### 14. 3. 1. Statements in Indirect Speech: Tense Change Necessary

N	Direct speech	Indirect speech
1	<ul style="list-style-type: none"> <li>• Simple present</li> <li>• Present perfect</li> <li>• Present continuous</li> <li>• Present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Simple past</li> <li>• Past perfect</li> <li>• Past continuous</li> <li>• Past perfect continuous</li> </ul>
2	<ul style="list-style-type: none"> <li>• Simple past</li> <li>• Past perfect</li> <li>• Past continuous</li> <li>• Past perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Past perfect</li> <li>• Past perfect</li> <li>• Past continuous</li> <li>• Past perfect continuous</li> </ul>
3	<ul style="list-style-type: none"> <li>• Simple future</li> <li>• Future perfect</li> <li>• Future continuous</li> <li>• Future perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional present</li> <li>• Conditional perfect</li> <li>• Conditional continuous</li> <li>• Conditional perfect continuous</li> </ul>
4	<ul style="list-style-type: none"> <li>• Conditional tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional tenses</li> </ul>
5	<ul style="list-style-type: none"> <li>• Modal auxiliaries verbs: can , may, must,</li> </ul>	<ul style="list-style-type: none"> <li>• Could, might, had to .....</li> </ul>

## Examples:

- He said: “I met her today.
- He said that he had met her that day.
- He told: ‘I’m living with her this week.’”
- He told that he was living with her that week.”

### **14. 3. 2. Reported Commands or Requests**

In case the message is a command or request, we follow the following steps to change it into indirect speech.

- The reporting verb “say” must change to a verb of command or request as “advise, ask, beg, command, forbid, invite, order, request, suggest, teach, tell, warn, etc”
- The reporting verb must be followed by the person addressed and the infinitive without “to”.
  - Accusative + to + infinitive = to report positive requests or command.
  - Accusative + not + to + infinitive = to report negative requests or commands. Examples:
    - **Direct command:** he said: “sit down!”
    - **Indirect command:** he told me to sit down.
    - **Direct command:** he said: “don’t watch the film!”
    - **Indirect command:** he ordered us not to watch the film.
    - **Direct command:** the teacher said: “could you please be quiet!”
    - **Indirect command:** the teacher asked us to be quiet.

### **14. 3. 3. Reported Questions**

In case the message is a question, we follow the following steps to change it into indirect speech.

- The reporting verb “say” must change to a verb of question as “ask, wanted to know, enquired, etc.”
- The reporting verb “question verb” must be followed by the person addressed and the question words as “what, when, where, who, why, etc.”
- If there is no question words, we use “if” or “whether”.
- We turn the sentence from interrogative form into positive one. Examples
  - **Direct question:** He said: “what is your name?”
  - **Indirect question:** He asked me what my name was.
  - **Direct question:** He said: “why are looking through the keyhole?”
  - **Indirect question:** He asked him why he was looking through the ....
  - **Direct question:** He said: “did you come by plane?”

- **Indirect question:** He wanted to know if I had come by plane.
- **Direct question:** He said: “have you got a computer?”
- **Indirect question:** He enquired me whether I had got a computer.

#### 14. 3. 4. Reported Questions for Objects

In case the message is a question for objects, we follow the following steps:

- We use “ask” as an introductory verb.
- The reporting verb must be followed by the preposition “for” + the person addressed. “Ask + for + accusative” Examples
  - **Direct question:** “Can I have a cherry pie?”, she asked
  - **Indirect question:** She asks for a cherry pie.
  - **Direct question:** “May I have a glass of water, please?”
  - **Indirect question:** He asked for a glass of water.
  - **Direct question:** “Sugar, please.”
  - **Indirect question:** He asked for the sugar.

#### 14. 3. 5. Reported Suggestions

In case the message is a suggestion, we follow the following steps to change it into indirect speech.

- They are usually reported with “that” and “should”.
- The main useful reported verbs in this kind are “suggest, recommend, propose, insist, demand, request, etc.”
  - **Direct suggestion:** My wife said: “why don’t you get a new car?”
  - **Indirect suggestion:** She suggested that I should get a new car.
  - **Direct suggestion:** “It would be a good idea to buy a new car”, said my mother.
  - **Indirect suggestion:** My mother recommended I buy a new car.

#### 14. 3. 6. Reported Intentions, Hopes and Promises

In case the message is an intention, hopes and promises, we follow the following steps to change it into indirect speech.

- They are usually reported with “that” or “to + infinitive”.
- The main useful reported verbs in this kind are: “promise, hope, threaten, propose, guarantee,.”
  - **Direct intention:** “You pay the ransom or we will kill your son” they said
  - **Indirect intention:** They threatened that they would kill my son, if I didn’t pay the ransom.





## 14. 4. Pronouns and Possessive Adjectives Changes

In general, we always refer to the personal pronoun mentioned with the introductory verb, and we obtain the following changes:

<ul style="list-style-type: none"> <li>• The first singular person</li> <li>• The first plural person</li> </ul>	<p><b>Becomes</b></p> <p><b>Becomes</b></p>	<ul style="list-style-type: none"> <li>• The first /third singular person</li> <li>• The first /third singular person</li> </ul>
<ul style="list-style-type: none"> <li>• The second singular person</li> <li>• The second plural person</li> </ul>	<p><b>Becomes</b></p> <p><b>Becomes</b></p>	<ul style="list-style-type: none"> <li>• The first /second/third singular person</li> <li>• The first /second/third singular person</li> </ul>
<ul style="list-style-type: none"> <li>• The third singular persons</li> <li>• The third plural persons</li> </ul>	<p><b>Keep</b></p> <p><b>keep</b></p>	<ul style="list-style-type: none"> <li>• The third singular persons</li> <li>• The third singular persons</li> </ul>

### Examples:

1. **Direct speech:** He said: “I give you my photo and you give me yours.”

- **Indirect speech:** He said that I gave you my photos and you gave me yours.

2. **Direct speech:** He said: “I give her my photo and she gives me hers.”

- **Indirect speech:** He said that I gave her my photo and she gave me hers.

## 14. 5. Time and Place References Changes

Time and place references are also changed in reported speech as follows:

Number	Direct speech	Indirect speech
1	<ul style="list-style-type: none"> <li>• Today</li> </ul>	<ul style="list-style-type: none"> <li>• That day</li> </ul>
2	<ul style="list-style-type: none"> <li>• Yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• The day before</li> </ul>
3	<ul style="list-style-type: none"> <li>• The day before yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• Two days before</li> </ul>
4	<ul style="list-style-type: none"> <li>• Tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• The next /following day</li> </ul>
5	<ul style="list-style-type: none"> <li>• The day after tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• In two days' time / two days later</li> </ul>
6	<ul style="list-style-type: none"> <li>• Next day, month, year</li> </ul>	<ul style="list-style-type: none"> <li>• The following week, month, year</li> </ul>
7	<ul style="list-style-type: none"> <li>• Last week, month, year</li> </ul>	<ul style="list-style-type: none"> <li>• The previous week, month, year</li> </ul>
8	<ul style="list-style-type: none"> <li>• Ago</li> </ul>	<ul style="list-style-type: none"> <li>• Before</li> </ul>
9	<ul style="list-style-type: none"> <li>• This “for time”</li> </ul>	<ul style="list-style-type: none"> <li>• That</li> </ul>
10	<ul style="list-style-type: none"> <li>• This/ that “for adjective</li> </ul>	<ul style="list-style-type: none"> <li>• The</li> </ul>
11	<ul style="list-style-type: none"> <li>• here</li> </ul>	<ul style="list-style-type: none"> <li>• There</li> </ul>



## Examples:

- **Direct speech:** He said: “I met her today.”
- **Indirect speech:** He said that he has met her that day.
- **Direct speech:** He said: “I met her yesterday.”
- **Indirect speech:** He said that he had met her the day before.
- **Direct speech:** He said: “I met her the day before yesterday.”
- **Indirect speech:** He said that he had met her two days before.
- **Direct speech:** He said: “I shall meet her tomorrow.”
- **Indirect speech:** He said that he would meet her the next day / the following day.

## Summary

### Narration has two main ways direct speech and indirect speech:

- Remarks that repeated are placed between inverted commas, and a comma or colon is placed immediately before the remark.
- In indirect speech we give the exact meaning of a remark or a speech “message”, without necessarily using the speaker’s exact words.
- There is no comma after “say” in indirect speech. “That” can usually omit after “say” and “tell” + object. But it should be kept after other verbs; complain, explain, point out, protest etc.
- When we turn direct speech into indirect speech, some changes are usually necessary.

## Practice

### Exercise 1

#### Change the following sentences from DIRECT to INDIRECT SPEECH:

1. He said, “*I will be here at noon.*”  
➤ *He said that he would be here at noon.*
2. Mary said, “The train will probably arrive on time.”  
➤ .....
3. He said, “I have to finish this report by five o’clock.”  
➤ .....
4. The doctor said, “Mr. Smith will improve quickly.”  
➤ .....
5. William said to me, “I am leaving in the morning.”  
➤ .....



6. The teacher said, "Everyone has to write a composition."

➤ .....

7. John said, "I saw that movie on Wednesday."

➤ .....

8. Helen said, "I have read that book."

➤ .....

9. Mary said to John, "I cannot go to the movie with you."

➤ .....

10. John said, "I have finished studying my lesson."

➤ .....

11. Mary remarked, "John speaks English well."

➤ .....

12. William said to me, "I will not see Mr. Jones until Tuesday."

➤ .....

13. Mr. Smith said, "I will refuse their offer."

➤ .....

14. John said, "I certainly hope it won't rain tomorrow."

➤ .....

15. Henry said, "I can meet them later."

➤ .....

16. The boy said, "I am only eight years old."

➤ .....

17. She said to me, "The lights have gone out."

➤ .....

18. The man said, "The telephone is out of order."

➤ .....

19. He said, "I will never speak to her again."

➤ .....

20. I said to the clerk clearly, "I have already paid that bill."

➤ .....



## Exercise 2

Write what the family said at the dinner table:

1. Mother: "Does anyone want some more potatoes?"

➤ *Mother asked if anyone wanted some more potatoes.*

2. Beth: "The chicken is very nice."

➤ .....

3. Grandfather: "I'm going to start my diet tomorrow."

➤ .....

4. Grandmother: "Don't eat with your mouth open, Sam!"

➤ .....

5. Tim: "This is the best dinner I've had!"

➤ .....

6. Jean: "Is there any more salad, Mum?"

➤ .....

7. Sam: "I'm very hungry because I only had a sandwich for lunch today."

➤ .....

8. Helen: "What are we having for dessert, Mum?"

➤ .....

9. Bob: "I don't want anything else to eat."

➤ .....

## Exercise 3: Statements

• **Example:** *The boy said, "My name is Mark."*

➤ *The boy said (that) his name was Mark.*

Do the same as the above example:

1. Mary said, "I like Turkish pop music."

➤ .....

2. The woman said, "It's not my umbrella, mine is red."

➤ .....

3. Tom said, "I have a sports car. It is red."

➤ .....

4. Mr. Brown said, "I don't drive a car in the rush hour."

➤ .....

5. Terry said, "I eat toasts for breakfast. They are made by my mother."

➤ .....

6. Sue said, "The boy is looking at us. I don't know him."  
➤ .....
7. John said, "I can swim well but I don't have enough time to swim."  
➤ .....
8. My brother said to me, "I don't want to carry your books!"  
➤ .....
9. The teacher said, "If you don't study regularly, you'll fail."  
➤ .....
10. Mr. Green said, "I have to water my flowers twice a week."  
➤ .....
11. Alice said, "I used to swim well but now I don't."  
➤ .....
12. Mr. Miller said, "I know your parents. I've met them in the meeting."  
➤ .....

#### Exercise 4: Imperatives

- **Examples:** \* *The teacher always says to us, "Study very hard."*  
➤ *The teacher always tells us TO study hard.*
- *The teacher says, "Don't talk in the class."*  
➤ *The teacher tells us NOT TO talk in the class.*

#### Do the same as the above examples:

1. Woman to the porter: "Carry my suitcases."  
➤ .....
2. Policeman to a man: "Describe your car."  
➤ .....
3. Mother to the boy: "Don't hurt yourself."  
➤ .....
4. The robber to the man: "Give me your money."  
➤ .....
5. Teacher to the student: "Give me your book."  
➤ .....
6. The man to us: "Don't park here."  
➤ .....
7. Woman to her husband: "Don't forget to take your key."  
➤ .....
8. Mr. Smith to her son: "Don't put your books on this desk."



➤ .....

9. Young man to the young woman: "Give me one of your photographs."

➤ .....

10. The man to his son: "Hurry up! Don't miss the bus!"

➤ .....

11. The woman to her daughter: "Tidy your room, don't waste your time."

➤ .....

### Exercise 5: WH Questions

- **Examples:** *"What is the time?" he asked.*
  - *He asked me what the time was.*
- *"Where do you live?" he asked Mary.*
  - *How wanted to know where Mary lived.*

#### Do the same as the above examples:

1. He asked, "How long does it take you to have lunch?"

➤ .....

2. He asked me, "What are you doing at the weekend?"

➤ .....

3. She asked, "Why are you late, Tom?"

➤ .....

4. My mother asked me, "Where is your umbrella?"

➤ .....

5. The secretary asked the man, "Who do you want to see, sir?"

➤ .....

6. The students asked, "What time does the bell ring?"

➤ .....

7. He asked Tom, "What kind of films do you like watching?"

➤ .....

8. The teacher asked the girl, "When do you have to be home?"

➤ .....

9. They always asked, "Why don't you let my cat in?"

➤ .....

10. The passengers asked, "When did the last train leave?"

➤ .....

11. He asked, "What will you do tomorrow, Jane?"



## Exercise 6: YES or No Questions

- **Examples:** “*Are you busy?*” *he asked me.*
  - *He asked me IF I was busy.*
- “*Do you like banana?*” *he asked his friends.*
  - *He asked his friends IF they liked banana.*

### Do the same as the above examples:

1. She asked, “Do you live with your family, Helen?”
  - .....
2. He asked, “Can I borrow your pen, Linda?”
  - .....
3. He asked me, “Does your uncle live in England?”
  - .....
4. Mary asked Lucy, “Will you come to my party tomorrow?”
  - .....
5. Mark asked, “Did you phone me last night, John?”
  - .....
6. He asked, “Is this yours or mine, David?”
  - .....
7. She always asked me, “Must you always ask me what I’m doing?”
  - .....
8. The teacher asked, “Are you listening to me?”
  - .....
9. Mary asked, “Do you want me to help you, Larry?”
  - .....
10. The officer asked, “Are you a foreigner? Can you spell your name?”
  - .....

## Exercise 7

### Change into INDIRECT SPEECH:

1. Bob says, “I want to play tennis this afternoon.”
  - .....
2. John says, “I haven’t seen my grandmother for a long time.”
  - .....
3. Cindy says to Alan, “Don’t come in with your dirty shoes.”
  - .....



4. My father says, "Please, help me in the garden."

➤ .....

5. "Don't wipe your dirty fingers on my clean table cloth." says his mother.

➤ .....

6. "When does the bell ring?" asks John.

➤ .....

7. Sandy asks Danny, "Why didn't you tell her the truth?"

➤ .....

8. "How long have you waited for me?"

➤ .....

9. What does Charles ask Fiona?

➤ .....

10. "Does it rain in winter in Somali?"

➤ .....

11. What does the teacher ask?

➤ .....

12. "Did you post the letter?" asks Rachel.

➤ .....





## Final Section: Sample Exams

### Description of the Section

This section brings together different exercises and instructions to identify the effectiveness of the teaching and learning materials and procedures. The contents of the exams intends to develop, recall and assess the students' mastery of the whole syllabus. The subject team is required to refer to the relevant information in each exam design. The current section is essential in helping students achieve first year grammar syllabus final objectives.

### Intended Objectives

When students have successfully finished this lecture, they should be able, among other things, to;

- Recall all possible information of each lecture.
- Measure the effectiveness of the lectures.
- End the syllabus program with the summative assessment.
- Discover the different macro questions and instructions for each lecture.
- Discover the type and content of the quiz, exam and make up exams.

### Exam 1

**Exercise 1: Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”**

1. Why you **(walk)** so fast today? You usually **(walk)** quite slowly.
2. I **(hurry)** because I **(meet)** my mother at 4 o'clock at the airport and she does not like to be kept long time waiting.
3. This message has just arrived and the man **(wait)** in case you **(want)** to send a reply.
4. Stop! You **(not see)** the notice? I see it but I can't read it because I **(not wear)** my glasses.
5. The plane that you **(look)** at now just **(take)** off for Paris.

Verb	Form/ Tense	Justification
Walk	Are you walking	.....
Walk	Walk	.....
Hurry	Am hurrying	.....
Meet	Am meeting	.....
Wait	Is waiting	.....

<b>Want</b>	Want	.....
<b>Not see</b>	Don't you notice	.....
<b>Not wear</b>	Am not wearing	.....
<b>Look</b>	Are looking	.....
<b>Take</b>	Is just taking	.....

**Exercise 2:** Put the verbs in brackets either in the Simple Past or Past Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

1. I just (**write**) a cheque when I (**remember**) that I had nothing in the bank account.
2. I (**find**) this ring as I (**dig**) in the garden. I wonder to whom did it belong?
3. When I last (**see**) her she (**hurry**) along the road to the station.
4. While I (**swim**) in the lake someone (**steal**) my clothes and I had to walk home.
5. The men said that they (**work**) on the road outside my house and that they (**want**) some water to make tea.

<b>Verb</b>	<b>Form/ Tense</b>	<b>Justification</b>
<b>Write</b>	Was just writing	.....
<b>Remember</b>	Remembered	.....
<b>Find</b>	Found	.....
<b>Dig</b>	Was digging	.....
<b>See</b>	Saw	.....
<b>Hurry</b>	Was hurrying	.....
<b>Swim</b>	Was swimming	.....
<b>Steal</b>	Stole	.....
<b>Work</b>	were working	.....
<b>Want</b>	wanted	.....

**Exercise 3:** Put the verbs in brackets either in the Present Perfect or Simple Past tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

1. I (**buy**) a new house last year, but I (**not sell**) my old house yet, so at the moment I have two houses.
2. You never (**be**) to France? Yes, I (**spend**) last July and august in Grenoble to improve my French language.



3. In the evenings I often play chess with my next door neighbor. I **(play)** chess with him ever since I**(come)** to live here ten years ago.
4. I hope you are enjoying you visit to England. You **(meet)** any Englishmen yet? Yes, I **(meet)** a man called Smith at a party.
5. Ann: the actual flight **(be)**, one of the best I **(have)** ever, but it took ages to get into the plane.

Verb	Form/ Tense	Justification
Buy	Bought	.....
Not sell	Have not sold	.....
Be	Have you ever been	.....
Spend	Spent	.....
Play	Have played	.....
Come	Came	.....
Meet	Have you met	.....
Meet	Met	.....
Be	Was	.....
have	Have ever had	.....

**Exercise 4:** Put the verbs in brackets in one of the following tenses; Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect and Past Perfect. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

1. The burglars **(help)** themselves to her whisky but there was a little left, so after that all she **(pour)** herself out a drink.
2. I looked out before I **(go)** to bed and **(see)** a man on the opposite pavement watching the house.
3. Imagine that you are travelling by train, in a crowded compartment. One of the passengers **(read)** a newspaper and another one **(do)** a crossword puzzle.
4. Suddenly the train **(stop)** with a jerk and my suitcase **(fall)** off the rack on to somebody’s toes.
5. While I **(exchange)** ideas whether to buy the dress or not, someone else **(come)** and bought it.

Verb	Form/ Tense	Justification
Help	Had helped	.....
Pour	poured	.....
Go	went	.....
See	saw	.....
Read	Is reading	.....
Do	Is doing	.....

<b>Stop</b>	stops	.....
<b>Fall</b>	falls	.....
<b>Exchange</b>	Was exchanging	.....
<b>come</b>	came	.....

## Exam 2

**Exercise 1:** Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. I (**hear**) that you have bought a new house. Yes, but I (**not live**) in it yet.
2. They still (**work**) on it and the work (**take**) longer time than I expected.
3. I think repair job always (**take**) longer than one expect. What they (**do**) now?
4. They (**put**) in new electric points. They seem competent electricians but they (**smoke**) at their work and this slow them down.
5. They always (**hammer**) next door. Yes, those houses (keep) changing hands and the new owner always begins by putting in a new fireplace.

Verb	Form/ Tense	Justification
<b>Hear</b>	.....	.....
<b>Not live</b>	.....	.....
<b>Work</b>	.....	.....
<b>Take</b>	.....	.....
<b>Take</b>	.....	.....
<b>Do</b>	.....	.....
<b>Put</b>	.....	.....
<b>Smoke</b>	.....	.....
<b>Hammer</b>	.....	.....
<b>keep</b>	.....	.....

**Exercise 2:** Put the verbs in brackets either in the Simple Past or Past Continuous Tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. Peter (**tell**) me yesterday that he made his own 5 notes. Don't believe him. He just (**pull**) your leg.
2. A traffic warden just (**stick**) a parking ticket to my windscreen when I (**come**) back to the car.
3. I (**try**) several times to persuade him to tear up the ticket from my car but he (**refuse**) to do that.



4. Ann works in the branch where the big robbery (**take**) place. She actually (**work**) there at the time of the raid?
5. When Ann say that she (**come**) to see me the next day, I (**wonder**) what flowers she would bring . She always brings flowers.

Verb	Form/ Tense	Justification
Tell	.....	.....
Pull	.....	.....
Stick	.....	.....
Come	.....	.....
Try	.....	.....
Refuse	.....	.....
Take	.....	.....
Work	.....	.....
Come	.....	.....
Wonder	.....	.....

**Exercise 3:** Put the verbs in brackets either in the Present Perfect or Simple Past Tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. I (**begin**) English at secondary school and (**do**) it for three years.
2. Then I (**drop**) it for a year and (**forget**) most of it.
3. After that I (**spend**) two years at a secretarial college, where I studied commercial English, and for the last sixth months I (**study**) in London.
4. At 4 p.m. my neighbor (**ring**) up and said, “is Tom with you?” Tom, her son, (**spend**) most of his time in my garden playing with my children.
5. Consequently, whenever she (**not be able**) to find him she (**ring**) me to ask me about him.

Verb	Form/ Tense	Justification
Begin	.....	.....
Do	.....	.....
Drop	.....	.....
Forget	.....	.....
Spend	.....	.....
Study	.....	.....
Ring	.....	.....
Spend	.....	.....

<b>Not be able</b>	.....	.....
<b>Ring</b>	.....	.....

**Exercise 4:** Put the verbs in brackets either in the simple Present Perfect or Present Perfect Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. I (**stand**) in this queue for ages. It (**not move**) at all the last five minutes.
2. I think the man in the ticket office just (**shut**) his window and (**go**) off for lunch.
3. The Town Council (**consider**) my application for permission to build a garage for three months. They just (**give**) my neighbor permission to build one.
4. You look exhausted! Yes, I (**play**) tennis and I (**not play**) for years, so I'm not used to it.
5. They began widening this road three weeks ago; but the workmen (**be**) on strike for the last fortnight so the (**not get**) very far with it.

Verb	Form/ Tense	Justification
<b>Stand</b>	.....	.....
<b>Not move</b>	.....	.....
<b>Shut</b>	.....	.....
<b>Go</b>	.....	.....
<b>Consider</b>	.....	.....
<b>Give</b>	.....	.....
<b>Play</b>	.....	.....
<b>Not play</b>	.....	.....
<b>Be</b>	.....	.....
<b>Not get</b>	.....	.....

### Exam 3

**Exercise 1:** Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. I (**not think**) your brother (**enjoy**) the party. He keeps looking at his watch.
2. Oh, I'm sure he (**enjoy**) it. I know him very well, he always (**enjoy**) your parties. But I know he wants to home early tonight because he (**expect**) an important meeting with one of his neighbors.
3. John: how much longer you (**stay**) in England? Michael: only one more day. I (**leave**) tomorrow. I (**go**) to Paris for extra two weeks.



4. John: and you (**come**) back to England after that or you (**go**) home?

Verb	Form of the Verb	Justification
Not think	Don't think	.....
Enjoy	Is enjoying	.....
Enjoy	Is enjoying	.....
Enjoy	Enjoys	.....
Expect	Is expecting	.....
Stay	Are you staying	.....
Leave	Am leaving	.....
Go	Am going	.....
Come	Are you coming	.....
Go	Are going	.....

**Exercise 2:** Put the verbs in brackets either in the Simple Past or Past Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. My friend (**promise**) not to report me to the teacher but one hour later I (**notice**) her talking with one of my teachers and from the scene and expressions on her face I am sure that she (**tell**) him all the story.
2. I (**open**) my cell phone to call the headmaster. To my surprise I (**find**) myself listening to a strange conversation. Two students (**plan**) to leave the classroom.
3. I (**meet**) my friend at Setif 2 University. We were both in the same faculty. He (**study**) French language and literature, but he (**not be**) very interested in it and (**spend**) most of his time practicing sport.

Verb	Form	Justification
Promise	Promised	.....
Notice	Noticed	.....
Tell	Was telling	.....
Open	Opened	.....
Find	Found	.....
Plan	Were planning	.....
Meet	Met	.....
study	Was studying	.....
Not be	Wasn't	.....

Spend	Spend	.....
-------	-------	-------

**Exercise 3:** Put the verbs in brackets either in the Present Perfect or Simple Past tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. This car (**be**) in our family for twenty years. My father (**drive**) it for the first five years, my brother (**use**) it for the second five years, and in my turn I (**have**) it for the last ten years.
2. I (**start**) to study English language at middle school and (**do**) it for four years then I (**drop**) it for a year and forget most of the lessons. Then I (**spend**) two years at a private school, where I (**study**) English language only for business, and for the last nine months I (**join**) a London school.

Verb	Form	Justification
Be	Has been	.....
Drive	Drove	.....
Use	Used	.....
Have	Have had	.....
Start	Started	.....
Do	Did	.....
Drop	Dropped	.....
Spend	Spent	.....
Study	Studied	.....
Join	Have joined	.....

**Exercise 4:** Put the verbs in brackets in one of the following past tenses; Simple Past, Past Continuous, Present Perfect and Past Perfect. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

1. He (**keep**) looking at her face, wondering all the time about which place he (**see**) her before.
2. At 7 p. M. My friend (**phone**) up me and (**said**), ‘is my son with you? I do not know where I find him. He (**spend**) most of his time in your garden playing with your children, so whenever I (**not be able**) to find him I (**call**) you.
3. My neighbor (**carry**) a newspaper and when he got into the same compartment, he (**sit**) in one corner reading, and I (**read**) the advertisement.

Verb	Form	Justification
Keep	Kept	.....
See	Had seen	.....
Phone	Phoned	.....



<b>Said</b>	Said	.....
<b>Spend</b>	Spent	.....
<b>Not be able</b>	Was not be able	.....
<b>call</b>	called	.....
<b>Carry</b>	Was carrying	.....
<b>Sit</b>	Sat	.....
<b>Read</b>	read	.....

## Exam 4

**Exercise 1:** Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

- Ann sees Paul putting on his coat and says: where you (**go**), Paul? Paul: I (**go**) to buy some cigarettes. You (**want**) an evening paper?
- Ann: no, thanks. You are always buying cigarettes, Paul: how many you (**smoke**) a day? Paul: I (**not smoke**) very many –perhaps 20. Jack (**smoke**) far more than I (**do**), he (**spend**) 30 dollars a week on cigarettes.
- It is 8.30 Tom and Ann (**have**) breakfast. They (**open**) their letters.

Verb	Form	Justification
<b>Go</b>	Are going	.....
<b>Go</b>	Am going	.....
<b>Want</b>	Do you want	.....
<b>Smoke</b>	Do you smoke	.....
<b>Not smoke</b>	I don't smoke	.....
<b>Smoke</b>	Smokes	.....
<b>Do</b>	Do	.....
<b>Spend</b>	Spends	.....
<b>Have</b>	Are having	.....
<b>Open</b>	Are opening	.....

**Exercise 2:** Put the verbs in brackets either in the Simple Past or Past Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer.

- I (**walk**) along Piccadilly when I (**realize**) that a man with a ginger beard, whom I had seen three times already that afternoon, (**follow**) me.



2. To make quite sure, I (**walk**) on quickly, (**turn**) right, then left and (**stop**) suddenly at a shop window. In a few minutes, the man with the beard (**appear**) and (**stop**) at another shop window.
3. I went on and whenever I (**look**) round he (**be**) still there.

Verb	Correction	Justification
Walk	Was walking	.....
Realize	Realized	.....
Follow	Was following	.....
Walk	Walked	.....
Turn	Tuned	.....
Stop	Stopped	.....
Appear	Appeared	.....
Stop	Stopped	.....
Look	Looked	.....
be	was	.....

**Exercise 3:** Put the verbs in brackets either in the Present Perfect or Simple Past tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

1. Peter: when we last (**meet**) you (**say**) that nothing would induce you to come to England. What (**make**) you change your mind? Paul: I (**find**) that I (**need**) English for my work and this (**seem**) the quickest way of learning it.
2. Peter: you (**know**) any English when you first (**arrive**) here? Paul: no, I (**not know**) a word.
3. Ann to his friend: how long you (**learn**) English. Friend: I have been learning off and on for about five and half years.

Verb	Correction	Justification
Meet	Met	.....
say	said	.....
Walk	Was walking	.....
Realize	Realized	.....
Follow	Was following	.....
Walk	Walked	.....
Turn	Tuned	.....
Stop	Stopped	.....
Appear	Appeared	.....



learn	Have you learned	.....
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**Exercise 4:** Put the verbs in brackets in one of the following tenses; Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect and Past Perfect. Use all the elements in the brackets. Note the importance of certain key words. **Justify** your answer.

- Englishmen very seldom (**talk**) on the underground. They (**prefer**) to read their newspapers. Those two men in the corner (**talk**) but they (**not talk**) English.
- Ann: hello, Jack! I (**not see**) you for ages! Where you (**be**)? Jack: I (**be**) in France. I (**mean**) to send you a postcard but I (**not have**) your address with me.
- Peter told me yesterday that he (**make**) his own five notes on the lectures.

Verb	Correction	Justification
Talk	Talk	.....
Prefer	Prefer	.....
Talk	Are talking	.....
Not talk	Are not talking	.....
Not see	Have not seen	.....
Be	Have you been	.....
Be	Have been	.....
Mean	Meant	.....
Not have	Did not have	.....

## Exam 5

**Exercise 1:** Put the verbs in brackets into the correct conditional type then justify your answer.

“10 points”

- The weather is very fine. It is suitable to expose my clothes. I suppose that if it (**stay**) good like this moment they (**be**) dry in less than half an hour.
- How did you do in the final exams? We failed in last actually; but only because we did not have enough time to revise our lessons well. If we (**have**) enough time for revision we (**succeed**).
- If you are not going to use your car to go to the factory why do not you sell it to your friend? If I (**have**) a second car I could drive I (**sell**) it at once.
- Why do people always wear special uniforms when they are inside factories? If workers (**wear**) ordinary clothes bosses (**refuse**) them to work because this type of work is dangerous.



5. I don't expect that one of you take the adventure to drive this car. Both the car and the road are very dangerous. If someone **(try)** to drive it he **(kill)** himself.
6. All the teachers and students blame the noisy students even more. If the noisy student **(recognize)** his guilt the innocent student **(not be punished)**.
7. All my family and friends expect that I succeed in BAC exam with high average. If I **(revise)** all my lessons throughout this month I **(get)** excellent scores.
8. Your lovely friend knocked on the door and asked me about you while you were outside home. Oh dear! If he **(tell)** me that he was coming to see me I **(wait)** at home to meet him.
9. I have all the advantages in my life. The only thing I don't have is a university certificate. If I **(have)** this advantage I **(work)** in the biggest international company and make my life perfect.
10. I suppose you will meet the president in the coming conference. If you **(meet)** him you please, **(tell)** him about all the latest news.

	Verb 1	Verb 2	Justification
1	Stays	Would be	.....
2	Had	Would succeed	.....
3	Had	Would sell	.....
4	Wore	Would refuse	.....
5	Tried	Would kill	.....
6	Had recognized	Would have been punished	.....
7	Revise	Will get	.....
8	Had told	Would have waited	.....
9	Had	Would work	.....
10	Meet	Will discuss	.....

**Exercise 2:** Put the verbs in brackets into the correct tense, using the “Will + Infinitive” or “Be going to” then justify your answer. “05 points”

- 1 Why do you want all the equipment's out of the room? Because I **(clean)** the surface of the room. It's impossible to do it unless you take everything of it first.
- 2 Before you go out of the classroom do not forget to leave a note for them on the table and they **(see)** it when they come in. as you know they do not have any idea about it.
- 3 Have you decided on your new house color? Oh yes, and I've bought the paint. I **(paint)** this room blue and the other room green.
- 4 Pay attention to the keys, If you leave them with the hall porter the young boy **(take)** them and drive the car round to the garage.



- 5 Students leave a pile of papers on the desk so the teachers (surprise) when he enters the room.
- 6 I'm afraid I'm not quite ready. Never mind. I (**wait**).
- 7 Here is the oil: but what do you want it for? I (**make**) a bonfire at the garden; I want to burn all the extra materials. Well, be careful. If the fire gets to big it (**burn**) the apple trees.
- 8 I wonder if my friend knows that the time of the meeting has been changed. Probably not. I (**look**) in on my way home and tell him. I'm glad you thought of it.
- 9 What do you want all those corks for? I bought a cask of wine and I (**bottle**) it myself.
- 10 Hurry up; someone is knocking at the door. I (**go**). But I expect it is someone for you.

Verb	Correction	Justification
Clean	.....	.....
See	.....	.....
Paint	.....	.....
Take	.....	.....
Wait	.....	.....
Make	.....	.....
Burn	.....	.....
Look	.....	.....
Bottle	.....	.....
Go	.....	.....

**Exercise 3: Rewrite sentence (b) so that it means the same as sentence (a). "05 points"**

1. a) "Don't lend Harry any money," I said to Ann  
b) .....
2. a) They didn't look after the children properly.  
b) .....
3. a) "I usually take my dog out for a walk when I come home from work," he aid.  
b).....
4. a) "Please, please don't tell my mother," said the boy.  
b) .....
5. a) Someone saw him pick up the gun.  
b) .....
6. a) "The lake will probably freeze tonight," said Peter  
b) .....
7. a) I'm employing a man to tile the bathroom.  
b) .....



8. a) Peter says that he was taking his children the day after to the zoo.  
 b) .....
9. a) The entire block was being demolished by the government last night.  
 b).....
10. a) “Did you sleep well?” reported by hostess.  
 b) .....

## Exam 6

**Exercise 1:** Put the verbs in brackets into the correct tense, using the “be going to” or “Will + Infinitive” with justification.

- He says that he’s tired of writing books about horrible people who get more and more horrible on every age, and now he (**write**) about perfectly charming people who are happily married. I wonder if any one (**buy**) it. Oh, yes, people (**buy**) it. He’s a famous writer.
- I hear the farmer down the road has hired a bulldozer. Yes he (**dig**) up all his hedges and put in fences instead.
- The new owner (**make**) any changes? He’s made some already. You should see his new menus. He (**concentrate**) more on the restaurant than the shop.
- What do you want all those corks for? I bought a cask of wine and I (**bottle**) it myself.
- There’s someone at the door. I (**go**). But I expect it is someone for you.
- Where are all going? There’s nothing to eat or drink here except one chop and a bottle of champagne, so we (**buy**) fish and chips and eat them in the car. Come with us. No, thanks. I think I (**stay**) and use up the chop and champagne.

Verb	Correction	Justification
Write	Is going to write	.....
Buy	Will buy	.....
Buy	Will buy	.....
Dig	Is going to dig	.....
Make	Is going to make	.....
Concentrate	Is going to concentrate	.....
Bottle	Are going to bottle	.....
Go	Will go	.....
Buy	Are going to buy	.....
Stay	Will stay	.....

**Exercise 2:** Put the verbs in brackets into the correct conditional type with justification.



1. Tell him to bring his car inside the garage. If he (**leave**) it there someone (**steal**) it.
2. When my father left school he became a barber. My family didn't like it at all. They (**be**) much happier if he (**become**) a doctor like his father.
3. My family still say and repeat that if he (**join**) the university of medicine when he left school he (**be**) comfortably off now instead of being poor.
4. But my father says and repeats again that if he (**have**) his young life again he (**make**) the same choice.
5. No one swim in this pool. The water is heavily polluted and dangerous. If you (**swim**) in it you (**be**) ill for a whole life.
6. I can hear the teacher well but I hope I could see him also. If he (**stand**) on the board we all (**be**) much better.
7. I expect you'll see my friend in the school today. If you (**see**) him please (**tell**) him about tomorrow's meeting?
8. I blame the students even more. If they (**admit**) their mistake the headmaster (**not be felt**) angry.
9. The only thing I haven't got is a car. If I (**have**) one I (**travel**) always.
10. English is very essential language for students. All of them speak it well. If they (**not speak**) English they (**not understand**) all the lectures.

	Verb 1	Verb 2	Justification
1	leaves	Will steal	.....
2	Would have been	Had become	.....
3	Had joined	Would be	.....
4	had	Would make	.....
5	swam	Would be	.....
6	stood	Would be	.....
7	see	Would you please tell	.....
8	Had admitted	Would have been felt	.....
9	had	Would travel	.....
10	Didn't speak	Wouldn't understand	.....

**Exercise 3: Rewrite sentence (b) so that it means the same as sentence (a) "05 pts."**

1. a) "How do you get on with your mother-in-law?" said Paul.  
b) .....
2. a) All the ministers will see him off at the airport.  
b) .....



3. a) "What were you doing with these skeleton keys?" said Mr. Jones.  
b).....
4. a) Dogs guard the warehouses. The other day a thief tried to get in and a dog saw him and chased him.  
b) .....
5. a) "Don't take more than two of these at once," said the doctor, handing me a bottle of pills.  
b) .....
6. a) "Remember to book a table," said Ann.  
b) .....
7. a) A Japanese firm makes this television sets.  
b) .....
8. a) The robber has been arrested by the police.  
b) .....
9. a) "I've missed my train," said Bill. "Now I'll be late work."  
b).....
10. a) "Get into the right lane," said the driving instructor.  
b) .....

### Exam 7

**Exercise 1:** Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. "05 points"

1. These fruits (**cost**) 50p a one kilogram. You (**think**) that is expensive? I do not think so. It (**depend**) on the quality of the product.
2. I (**see**) my doctor two days later; I (**change**) my intention because of all these circumstances.
3. You always (**change**) your will. Why you (**not leave**) it alone?
4. You (**look**) very thoughtful. What you (**think**) about? I (**think**) about my retirement

Verb	Form of the Verb	Justification
Cost	Cost	.....
Think	Do you think	.....
Depend	Depends	.....
See	Am seeing	.....
Change	Am changing	.....
Change	Are changing	.....



<b>Not leave</b>	Do not you leave	.....
<b>Look</b>	Look	.....
<b>Think</b>	Are you thinking	.....
<b>Think</b>	Am thinking	.....

**Exercise 2:** Put the verbs in brackets either in the Simple Past or Past Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

1. They (**work**) in silence for some time. Just as they (**start**) the third wall, the doorbell (**ring**). It was one of Peter’s friends who (**want**) to know if Peter was there.
2. The comer (**stay**) talking with Peter in the hall while Ann (**go**) on painting. But at the end of the hour he (**leave**).
3. After this, Peter (**return**), expecting Ann to say something about friends who (**come**) and (**waste**) valuable time talking about extra matters.

Verb	Form	Justification
<b>Work</b>	Worked	.....
<b>Start</b>	Were starting	.....
<b>Ring</b>	Rang	.....
<b>Want</b>	Wanted	.....
<b>Stay</b>	Stayed	.....
<b>Go</b>	Went	.....
<b>Leave</b>	Left	.....
<b>Return</b>	Returned	.....
<b>Come</b>	Came	.....
<b>Waste</b>	Wasted	.....

**Exercise 3:** Put the verbs in brackets either in the Present Perfect or Simple Past tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

1. There (**be**) a very good program on TV last night. You (**see**) it? No, I (**take**) my set back to the shop last day because there (**be**) so much distortion.
2. So they (**say**) it (**need**) a new part. They (**not be able**) to get the new part so far.
3. Consequently, I (**not watch**) television for about one whole week.
4. You ever (**be**) in Russia? Yes, I (**spend**) last March and April in the Moscow.



Verb	Form	Justification
Be	Was	.....
See	Did you see	.....
Take	Took	.....
Be	Was	.....
Say	Said	.....
Need	Needed	.....
Not be able	Have not been able	.....
Not watch	Have not watched	.....
Be	Have you ever been	.....
Spend	Spent	.....

**Exercise 4:** Put the verbs in brackets in one of the following past tenses; Simple Past, Past Continuous, Present Perfect and Past Perfect. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 points”

- In the evenings I often play chess with my next door neighbor. I **(play)** chess with him ever since I**(come)** to live here ten years ago.
- A woman **(come)** in with a baby, who she **(say)** just **(swallow)** a safety pin.
- When the teacher first **(come)** to this classroom, it **(be)** very quiet classroom. But since then a new students **(be)** enrolled with the classroom and from that time it **(become)** very noisy classroom. Consequently, my son **(not make)** any effort because of noise.

Verb	Form of the Verb	Justification
Play	Have played	.....
Come	Came	.....
Come	Came	.....
Say	Said	.....
Swallow	Had just swallowed	.....
Come	Came	.....
Be	Was	.....
Be	Has been enrolled	.....
Become	Has become	.....
Not make	Has not made	.....



## Exam 8

**Exercise 1: Put the verbs in brackets into the correct conditional type then justify your answer.**

**“10 points”**

1. I had no map; that's why I got lost. If I (**had**) a map I (**be**) all right.
2. The lift wasn't working when I was here last. If it still (**not work**) we (**have**) to use the stairs.
3. Prime Minister on golf course: I'm not at all worried about the situation. If I (**be**) worried I not (**play**) golf at this moment.
4. I'll look for your notebook and if I (**find**) it I (**give**) you a ring..
5. If a driver (**brake**) suddenly on a wet road he (**skid**).
6. If the earth suddenly (**stop**) spinning we all (**fly**) off it.
7. She was sent to prison only because she refused to pay the fine; if she (**pay**) the fine she (**not be**) sent to prison.
8. If you (**not know**) the meaning of a word you (**use**) a dictionary.
9. I have no particular desire to win the Football Pools. If I (**win**) an enormous sum everybody (**write**) to me asking for money.
10. It was rather a dull game so I left before the end; if I (**wait**) another five minutes I (**see**) Chelsea scoring a really exciting goal.

	Verb 1	Verb 2	Justification
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4	.....	.....	.....
5	.....	.....	.....
6	.....	.....	.....
7	.....	.....	.....
8	.....	.....	.....
9	.....	.....	.....
10	.....	.....	.....



**Exercise 2:** Put the verbs in brackets into the correct tense, using the “Will + Infinitive” or “Be going to” then justify your answer. “05 points”

1. Do you have to carry so much stuff on your backs? ~ Yes, we do. We (**camp**) out and (**cook**) our own meals, so we have carried a lot.
2. If you leave your keys with the hall porter he (**take**) the car round the garage.
3. Why are you rolling up the carpets? You (**paint**) the ceiling? ~ No, I (**take**) the carpet to the cleaner's.
4. George and Paul find an injured man lying by the roadside. Paul: I (**stay**) with him, George, if you go back and get help. George: All right. I (**try**) to get a lift back.
5. No, I'm not going away for the weekend. I'm staying at home. I (**start**) building my garage. The bricks have come at last. ~ You (**do**) it all by yourself? ~ No, my nephew (**help**) me. I suggested it to him yesterday and he was quite enthusiastic.

Verb	Correction	Justification
camp	.....	.....
cook	.....	.....
take	.....	.....
paint	.....	.....
take	.....	.....
stay	.....	.....
try	.....	.....
start	.....	.....
do	.....	.....
help	.....	.....

**Exercise 3:** Rewrite sentence (b) so that it means the same as sentence (a). “05 points”

1. a) You can't wash this dress; you must dry-clean it.  
b) .....
4. a) 'Who has been using my typewriter?' said my mother.  
b) .....
5. a) 'Does anyone want tickets for the boxing match?' said Charles.  
b).....
6. a) They are repairing my piano at the moment.  
b) .....
7. a) We will have to tow the car to the garage.



- b) .....
8. a)'Don't put sticky things in your pockets,' said his mother.  
b) .....
9. Someone stole my car and abandoned it fifteen miles away. He had removed the radio.  
b) .....
10. 'If I press my ear against the wall, I can hear what the people in the next flat are saying,' he said.  
b) .....
11. He said, 'I am quite a good cook and I do all my own washing and mending too.'  
b) .....

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