# The form and use of the imperative

**Form of the imperative**

The imperative form is the same as the *bare infinitive*. It has only one form for both second person singular and plural ***'you'***

Examples:

* *hurry up*; you'll be late
* *go out* immediately

In the negative form you add ***'do not'*** or ***'don't'***

Examples:

* *Don't disturb* me; I'm working.
* *Do not smoke*!

**Use of the imperative**

You can use the imperative to give instructions, commands, advice or to invite:

1. To give instructions

* *Push* the button
* *Turn* left

2. To give commands

* *Stop* saying nonesense
* *don't lie.*

3. To give advice

* *Go* to hospital; you are ill
* *Tell* her that you love her

4. To invite

* Please, *come* to the party
* *Have* a drink

## Use of the emphatic do with the imperative

**The verb *to be***

The verb ***to be*** is the most important verb in the English language. It is difficult to use because it is an irregular verb in almost all of its forms. In the simple present tense, to be is conjugated as follows:

***Affirmative forms of the verb* to be**

***Interrogative forms of the verb to be:***

You can use ***'do****'* before the imperative to emphasize what you want to say:

Example:

* *Do write down* your name.
* *Do think* of our offer.

# The Simple present of the verb to be

**The simple present of the verb *to be***

This page will present the simple present of the verb to be:

* its form
* and its use

|  |  |  |
| --- | --- | --- |
| **Subject Pronouns** | **Full Form** | **Contracted Form** |
| I | am | 'm |
| you | are | 're |
| he/she/it | is | 's |
| we | are | 're |
| you | are | 're |
| they | are | 're |

|  |  |
| --- | --- |
| Am | I? |
| Are | you? |
| Is | he/she/it? |
| Are | we? |

|  |  |
| --- | --- |
| Are | you? |
| Are | they? |

***Negative Forms of the verb to be:***

|  |  |  |
| --- | --- | --- |
| **Subject Pronouns** | **Full Form** | **Contracted Form** |
| I | am not | 'm not |
| you | are not | aren't |
| he/she/it | is not | isn't |
| we | are not | aren't |
| you | are not | aren't |
| they | are not | aren't |

**Examples**:

* **Is** Brad Pitt French?
* No, he **isn't**. He**'s** American.
* What about Angelina Joli? **Is** she American, too?
* Yes, she **is**. She **is** American.
* **Are** brad Pitt and Angelina Joli French?
* No, They **aren't**. They **are** American.

**Use of the simple present of to be**

The principal use of the simple present is to refer to an action or event that takes place habitually, but with the verb "to be" the simple present tense also refers to a present or general state, whether temporary, permanent or habitual.

* I **am** happy.
* She **is** helpful.

The verb to be in the simple present can be also used to refer to something that is true at the present moment.

* She **is** 20 years old.
* He **is** a student.

## Remember:

* **I, you, he, she, it, you, they** are [subject pronouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-personal-pronouns.php) (also called **personal pronouns,** a term used to include both subject and object pronouns.)
* **am, are, is** are forms of the verb **to be** in the simple present.
* **'m, 're, 's** are short (contracted) forms of **am, are, is**
* **'m not, aren't, isn't** are short (contracted forms) of **am not, are not, is not.**

**The forms of the simple present**

***The affirmative form of the simple present:***

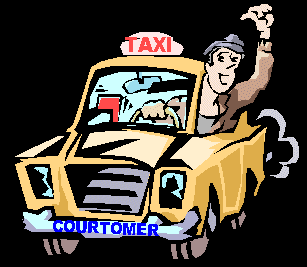
**The Simple Present**

**The simple present tense**

This page will present the simple present tense:

* its form
* and its use.

Before you continue the lesson read the following passage and try to see how the verbs are formed and used.



James **is** a taxi driver. He **drives** a taxi. But on Sundays he **doesn't drive** his taxi. He **stays** at home.

The verb ***be***, ***drive***, ***stay*** are in the simple present. [(more on the simple present of the verb to be)](http://www.myenglishpages.com/site_php_files/beg_less_gram_spr_be.php)

|  |  |
| --- | --- |
| I, you, we, they | play. |
| He, she, it | plays. |

Remember the verbs in the third person singular (he,she and it) always take an "s". For example, "he ***play*s**, she ***sing*s**,it ***work*s**..."

**Examples**:

* Nancy and James ***speak*** good German.
* Nancy ***work*s** in a restaurant downtown.
* The children ***play*** in the garden every weekend.

|  |  |  |
| --- | --- | --- |
| Do | I, you, we, they | play? |
| Does | he, she, it |

**Examples**:

***The interrogative form of the simple present:***

***The negative form of the simple present:***

* **Do** you **speak** good German?
* **Does** Nancy **work** in a restaurant downtown?

|  |  |  |
| --- | --- | --- |
| I, you, we,they | do not | play. |
| don't |
| He, she, it | does not |
| doesn't |

**Examples**:

* No, I **don't speak** German.
* No, she **doesn't work** in a restaurant downtown

**The use of the simple present:**

The simple present is used:

* to give your opinion - I **like** ice cream. I **don't like** spicy food.
* to talk about schedules - The library **opens** at eight. It **doesn't open** at 7.
* to talk about daily habits (routine actions)- Sara **eats** a cheese for breakfast every day. She **doesn't eat** cereal.
* to give facts - The earth **circles** the sun. The moon **doesn't circle** the sun.

**The spelling of the third person singular form of the simple present:**

All the verbs take an "s" in the simple present when conjugated in the third person singular (he, she, it) form:

***Examples:***

* I visit my parents every summer holiday. But my wife visit**s** her parents every weekend.
* My brother meet**s** his girlfriend everyday.

So the rule is:

**He / she / it + Verb + S**

There are however some special cases. Here are the spelling rules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Silent *e*** | **Vowel + *y*** | **Consonant + *y*** | **Verbs ending in *o*** | **Verbs ending in *s*, *z*, *sh*, *tch*, *ch*** |
| close = close**s** note = note**s** | play = play**s** say = say**s** | study = stud**ies** marry = marr**ies** | go = go**es** do = do**es** | miss = miss**es** buzz = buzz**es** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | hatch = hatch**es** finish = finish**es** teach = teach**es** |

#### Examples:

* She drive**s** to work every morning.
* He say**s** he play**s** football on the weekends

#### Exception:

* The verb **to have** changes its forms as follows:

I **have** two sisters and two brothers. But she **has** one sister and two brothers. I **have** = he / she / it **has**

**Things to remember about the simple present:**

1.In the interrogative forms, we use "do" or "does".

* "**Do** you like the house?"
* "**Does** she go to school?"

2; Verbs never take an "s" in the the negative and interrogative forms.

* "Does he **speak** German?"
* "Do they **play** soccer?"
* She doesn't **like** ice cream.

3. **don't** is the short form of "do not". You can say either:

* I **do not** speak Italian, or
* I **don't** speak Italian.

4.**doesn't** is the short form of "does not". you can say either:

* He **does not** listen to jazz music, or
* He **doesn't** listen to jazz music.

# The Present Continuous / Progressive

***The affirmative forms of the present continuous:***

***The interrogative forms of the present continuous***



John is in his car. He is in his way to work.

He **is driving** to work

This means he **is driving** now: “at the time of speaking” This is the present continuous.

**The past continuous (progressive) tense**

This page will present the **present continuous**:

* its form
* and its use.

You may also be interested by [the past continuous](http://www.myenglishpages.com/site_php_files/grammar-lesson-past-progressive.php)

**The form of the present continuous tense**

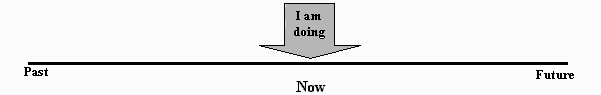
|  |  |
| --- | --- |
| **The verb *to be* (in the simple present)** | **verb + ing** |

|  |  |  |
| --- | --- | --- |
| I | am | eating. |
| ’m |
| You, we, they | are |
| ’re |
| He, she, it | is |
| 's |

|  |  |  |
| --- | --- | --- |
| Am | I | eating? |
| Are | you, we, they |
| Is | he, she, it |

***The negative forms of the present continuous***

|  |  |  |
| --- | --- | --- |
| I | am not | eating. |
| ’m not |
| You, we, they | are not |
| aren't |
| He, she, it | is not |
| isn't |



**The use of the present continuous tense**

 The present continuous is used to talk about actions happening at the time of speaking.

### Example:

* Where is Mary? She **is having** a bath. (Not she has a bath)
* What **are you doing** at the moment in front of your screen? Don't you know? Well … you **are reading** this lesson. You **are learning** English.
* The present continuous can also be used when an action has started but hasn’t finished yet.

### Example:

o I **am reading** a book; it’s a nice book. (It means = I am not necessarily reading it; I started reading it but I haven’t finished it yet

**Special verbs**

There are verbs which are normally not used in the present continuous.

***Examples:***

be, believe, belong, hate, hear, like, love, mean, prefer, remain, realize, see, seem, smell, think, understand, want, wish

It's not correct to say:

He is wanting to buy a new car.\*

You must say:

He wants to buy a new car.

# The Simple Past of the Verb "to be"

**The simple past tense of the verb *to be*:**

This page will present the simple past tense of the verb to be:

* its form
* and its use.

## The affirmative form:

|  |  |
| --- | --- |
| **I, he, she, it** | was. |
| **you, we, they** | were. |

#### Examples:

* I **was** in London in 1999.
* Pam **was** in London in 1999, too.
* We **were** together.
* She **was** my girlfriend.

## The interrogative form:

|  |  |
| --- | --- |
| Was | **I, he, she, it?** |
| Were | **you, we, they?** |

#### Examples:

* **Were** you in London last year?
* **Was** Pam with you?
* **Were** you together?

## The negative form:

|  |  |
| --- | --- |
| **I, you, he, she** | was not. |

|  |  |
| --- | --- |
|  | wasn't. |
| **You, we, they** | were not. |
| weren't. |

#### Examples:

* I **wasn't** in Paris in 1999.
* Pam **wasn't** in Paris in 1999.
* We **weren't** in Paris.

**Use of the simple past**

The simple past is used principally to describe events in the past.

**Remember:**

1. ***wasn't*** is the short form of ***was not***. You can say either:

* I ***was not*** in Paris, or
* I ***wasn't*** in Paris.

2. ***weren't*** is the short form of ***were not***. You can say either:

* we ***were not*** in Paris, or
* we ***weren't*** in Paris.

# The Simple Past

**The simple past tense**

This page will present the simple past tense:

* its form
* and its use.

Before you continue the lesson read the following passage and try to see how the verbs are formed and used.



Wolfgang Amadeus Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791. He **started**composing at the age of five years old and **wrote** more than 600 pieces of music. He **was** only 35 years old when he **died**.

The verbs "**was**, **lived**,**started**, **wrote**, **died**" are in the simple past tense.

Notice that:

* **lived**, **started**,**died** are regular past forms.
* **was, wrote** are irregular past forms.

**Regular verbs:**

The verbs "**lived, started, died**" are **regular** past forms. The rule is the following:

**Verb + ed**

### Examples:

**The infinitive The simple past**

live liv**ed**

start start**ed**

die di**ed**

visit visit**ed**

play play**ed**

watch watch**ed**

phone phon**ed**

marry marri**ed**

For the spelling of the -ed forms click [here](http://www.myenglishpages.com/site_php_files/grammar-lesson-spelling-ed-forms.php).

**Irregular verbs:**

The verbs "**was**, **wrote**" are **irregular** past forms. "Was" is the simple past of "to be"; "wrote" is the simple past of "write".

[More on the simple past of "to be" here](http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-present-be.php).

There is no rule for these verbs. You should learn them by heart.

|  |  |
| --- | --- |
| **The infinitive** | **The simple past** |
| be | **was/were** |
| write | **wrote** |
| come | **came** |
| do | **did** |
| meet | **met** |
| speak | **spoke** |

As you can see we can not predict the simple past forms of these verbs. They are irregular. You should learn them by heart. [Here is a list of irregular verbs](http://www.myenglishpages.com/site_php_files/grammar-lesson-list-irregular-verbs.php).

**The forms of the simple past:**

***The Affirmative form of the simple past:***

|  |  |
| --- | --- |
| I, you, he, she, it, we, they | played. |
| wrote |
| did. |

**Examples:**

* I **played** tennis with my friends yesterday.
* I **finished** lunch and I **did** my homework.

***The interrogative form of the simple past:***

|  |  |  |
| --- | --- | --- |
| Did | I, you, he, she, it, we, they | play? |
| write |
| do? |

**Examples:**

* **Did you play** basketball yesterday?
* **Did you watch** television?
* **Did you do** the homework?

***The negative form of the simple past:***

|  |  |  |
| --- | --- | --- |
| I, you, he, she, it, we, they | did not/didn't | play |
| write |
| do |

* I **didn't like** the food in the wedding last Saturday.
* I **didn't ea**t it.

**The use of the simple past**

The **simple past** is used principally to describe events in the past, but it also has some other uses. Here are the main uses of the simple past.

***Finished events in the past***

* William Shakespeare **wrote** *Hamlet*.
* Christoph Columbus **discovered** America in 1492.
* He **kissed** her and **left.**

#### Past habitual action

* I **visited** them every day for a year.
* I **drove** to work every day when I worked with that company.

#### Events that were true for some time in the past

* He **lived** in Paris for 20 years.
* They **talked** on the phone for ten minutes.

**Remember:**

***didn't*** is the short form of ***did not***. You can say either:

* I ***did not* play** basketball, or
* I ***didn't* play** basketball.

# Spelling of the -ed forms



**The spelling of the simple past form (-ed forms)**

You will learn the spelling of the simple past form (-ed form.) But before you continue the lesson study the following examples and try to see how the verbs are spelled.

|  |  |  |  |
| --- | --- | --- | --- |
| **Verbs ending in a...** | | | |
| **1. silent *e*** | **2. vowel + *y*** | **3. consonant + *y*** | **4. other forms** |
| close = close**d** die = die**d** phone = phoned | play = play**ed** destroy = destroyed show = show**ed** | marry = marr**ied** carry = carr**ied** study = stud**ied** | visit = visit**ed** miss = miss**ed** watch = watched finish = finished fix = fix**ed**  buzz = buzz**ed** |

***The rules of the simple past tense forms:***

Here are the rules:

1. Regular verbs ending in a silent *e* take /-d/ in the simple past and past participle: Example:

clos*e*=clos*e***d**

1. Regular verbs ending in a vowel + *y* take /-ed/ in the simple past and past participle:

Example: pla*y*=pla*y***ed**

1. Regular verbs ending in a consonant + *y* take /-ied/ in the simple past and past participle (the *y* becomes an *i* followed by /-ed/)

Example: mar*ry*=mar*ri***ed**

1. All the other regular vebs take /-ed/ in the simple past and past participle. Example:

visit=visit**ed**

***Special cases of the -ed forms:***

Follow these rules when there is a consonant after a vowel (stop, ban, open, offer...)

* If there is a consonant after a stressed vowel at the end of the word, double the consonant

stop – sto*pp***ed** ban - ba*nn***ed** swap - swa*pp***ed**

* If the vowel is not stressed, we do not double it: open - open**ed** (Here the stress is on'o', not the 'e'.) offer - offer**ed** ( Here the stress is on 'o', not the 'e'.)

In British English we double the last *l* even though the last vowel is not stressed. Here are some examples:

* travel - trave*ll***ed**
* cancel - cance*ll***ed**
* level - leve*ll***ed**
* marvel - marve*ll***ed**

# The past continuous / progressive

## The past continuous:

The **past continuous**, also called **past progressive**, is used to refer to an action that was continuous (i.e. an action that was going on) at a particular time in the past.

This page will present the form and the use of the past continuous (progressive.) (More on [the present continuous / progressive](http://www.myenglishpages.com/site_php_files/grammar-lesson-present-progressive.php))

Before you continue the lesson, read the following passage and try to see how the verbs in bold are formed and used.



Yesterday, Liza and Jim played tennis. They began at 10:00 and finished at 11:30.

So at 11:00, they **were playing** tennis.

They **were playing**="they were in the middle of playing." They had not finished yet.

**Was/were playing** is the past continuous.

## The form of the past continuous:

The past continuous is formed as follows:

|  |  |  |
| --- | --- | --- |
| **to be in the simple past** | **+ verb** | **+ ing** |

#### The affirmative form:

|  |  |  |
| --- | --- | --- |
| I, he, she, it | was | playing. |
| you, we, they | were |

**Examples**:

* Yesterday evening I **was watching** a film, when someone knocked on the door.
* This morning I **was revising** my lessons when my father came in.
* Jim and Liza **were playing** tennis yesterday at 11:00.

#### The interrogative form:

|  |  |  |
| --- | --- | --- |
| Was | I, he, she, it | Playing? |
| were | you, we, they |

**Examples**:

* What **were you doing** yesterday evening?
* And what **was your mother doing**?
* Where **were you going**, this morning at 7:30?
* What **were Jim and Liza doing**?

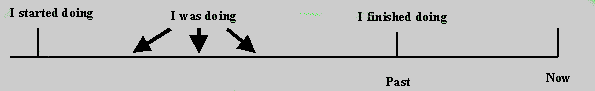
#### The negative form:

|  |  |  |
| --- | --- | --- |
| I, he, she, it | was not / wasn't | playing. |
| you, we, they | were not / weren't |

**Examples**:

* I **wasn't reading** a book yesterday evening; I was watching a film.
* My mother **wasn't preparing** dinner; she was working on the computer.
* We **weren't playing** cards.

## The use of the past continuous:



* We use the past continuous to say that somebody was in the middle of doing something at a certain time in the past.

Example:

"This time yesterday, I **was doing** my homework."

* We use the past continuous to say that something happened in the middle of something else:

Example:

"Bob burnt his hand when he **was cooking** dinner yesterday" "While I **was working** in the garden, I hurt my back."

## Remember:

* "**Wasn't** playing" and "**weren't** playing" are the short forms of "**was not** playing" and "**were not** playing"

# Going to and Present Continuous

**Future plan**

In addition to [the simple future](http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-future.php) we can talk about future events by using either:

* [the present continuous](http://www.myenglishpages.com/site_php_files/grammar-lesson-present-progressive.php), or
* [to be (in the simple present)](http://www.myenglishpages.com/site_php_files/beg_less_gram_le_spr_be.php) + going to +verb.

These two forms are used to talk about future plans. There are, however, some differences between the two forms.

***1. The present continuous for future plans:***

The present continuous is used when we say what we have planned and arranged to do at a specific time in the future. These are fixed plans with definite time and/or place.

**Examples:**

* I**'m doing** my homework this evening.
* I**'m starting** university in September.
* Sally **is meeting** John at seven o'clock this evening in a restaurant downtown.

#### To be + going to + verb:

* 1. We use '**going to'** to express the future when we intend to do something or have decided to do something but did not arrange it. It is just an intention.

**Example**:

* A: The windows are dirty.

B: Yes I know. I'm going to clean them later.

= I've decided to clean them ,but I haven't arranged to clean them.

B. We also use '**going to'** to make predictions.

* Watch out! you are going to break the glass.
* It's so cloudy! I think it's going to rain.

# The Simple Future

**The simple future tense:**

This page will present the simple future tense:

* its form
* and its use.

**The forms of the simple future:**

The simple future is formed as follows:

**will / 'll + verb**

**will = 'll**

***The affirmative form of the simple future:***

|  |  |  |
| --- | --- | --- |
| **I, you, he, she, it, we, they** | **will / ''ll** | **go.** |

**Examples**:

* I think I**'ll buy** a new computer.
* I **will open** the door. Someone is ringing the bell.

***The interrogative form of the simple future:***

|  |  |  |
| --- | --- | --- |
| **Will** | **I, you, he, she, it, we, they** | **go?** |

**Examples**:

* **Will you buy** a computer?
* **Will you go** to the party?

***The negative form of the simple future:***

|  |  |  |
| --- | --- | --- |
| **I, you, he, she, it, we, they** | **will not** | **go.** |
| **won't** |

**will not = won't**

**Examples**:

* I **will not stay** at home if I finish the homework.
* I **won't visit** Big Ben if I go to London.



**The use of the simple future:**

* We use the simple future for instant decisions. Example: "I've left the door open; I'**ll close** it."
* We use the simple future , when we predict a future situation: Example: "She**'ll pass** the exam. She's hardworking"
* We use the simple future with: "I (don't) think...", "I expect...", "I'm sure...", "I wonder...", "probably".

Example: "It **will** *probably* **rain** tonight" , "I *wonder* what **will happen**?

* We use the simple future in conditional sentences type one. ([More on conditional sentences here](http://www.myenglishpages.com/site_php_files/grammar-lesson-conditionals.php)):

Example: "If I have enough time, I**'ll watch** the film."

**Things to remember:**

1. We don't use the simple future to say what somebody has already decided or arranged to do in the future. We use instead either the present continuous or "going to + verb" ([Future plan](http://www.myenglishpages.com/site_php_files/grammar-lesson-future-plan.php)) :

* Ann is traveling to New York next week. (NOT, "Ann ~~will travel~~ ")
* Are you going to watch television? (NOT "~~will you watch~~").

2. You can use **shall** instead of **will** for **I** and **we**:

* I **shall play** football.(Or, I will play ...)
* We **shall play** football. (Or, we will play ...)

3. **'ll** is the short form of **will**. You can say either:

* I **will go**, or
* I **'ll go**.

4. **Won't** is the short form of **will not**. You can say either:

* I **will not go**, or
* I **won't go**.

# Future Progressive

**Form of the future progressive**

The **future progressive tense** is formed by adding *will be* to the *ing* form (gerund form) of the main verb.

|  |  |  |
| --- | --- | --- |
| **will** | **be** | **verb+ing** |

***Affirmative:***

I will/'ll be watching TV.

***Negative***

I will not/won't be watching a football match.

***Interrogative***

Will you be watching TV?

**NOTE**:

will be watching = 'll be watching

will not be watching = won't be watching

**Use of the future progressive**

**Future progressive tense** is used to indicate action which will be taking place at some time in the future.

**Examples**:

I **will be watching a football match** next Sunday afternoon. We'**ll be working on our project** this morning..

When you arrive, I'**ll be sleeping** .

I **will be leaving** in a few minutes.

We **will be working** tomorrow morning.

**Present Perfect Simple**

**The present perfect tense:**

This page will present the present perfect simple:

* its form
* and its use.

You may also be interested in [the present perfect continuous](http://www.myenglishpages.com/site_php_files/grammar-lesson-present-perfect-continuous.php)

**The form of the present perfect simple tense:**

|  |  |  |
| --- | --- | --- |
| **Positive** | **Negative** | **Interrogative** |
| I have worked. | I have not worked. | Have you worked? |

### NOTE:

**Have (in the simple present) + Verb (in the past participle form)**

|  |  |
| --- | --- |
| I have worked = I've worked He has worked = He's worked | I have not = I haven't worked He has not = He hasn’t worked |

**Examples**:

* **Have** you **finished** the job?
* No, I **haven't finished** yet.
* Yes, I **have** already **finished**.
* She**'s** just **finished** her job.

## Remember:

1. The past participle of regular verbs is :

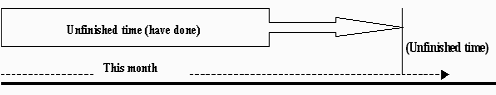
|  |  |
| --- | --- |
| **Rule** | **Examples** |
| Verb + ed | play - played visit - visited |

finish -finished

2.

3. The past participle of irregular verbs can't be predicted (there is no rule .) But there is [a list of irregular verbs](http://www.myenglishpages.com/site_php_files/grammar-lesson-list-irregular-verbs.php) that you have to learn by heart. Here are some examples:

|  |  |  |
| --- | --- | --- |
| **Infinitive** | **Simple past** | **Past participle** |
| be come go do meet | was/were came went  did met | been come gone done met |



**The uses of the present perfect simple tense:**

1. To emphasize on the result of a past action without mentioning the actual time when it happened:

Examples:

* I **have met** that girl before.
* We **have discussed** this issue a few times.

2. Action performed in a period that has not finished yet (the same day, week, month, etc.):

Examples:

* **Have** you **seen** Lacy today? (The day is not over yet.)
* I **have had** several tests this month. (The month has not finished yet.)

3. Action that started in the past and has continued until now. Often used with since (indicating the beginning of action) or for (indicating the duration of action):

Examples:

* They **have lived** here *for* ten years.
* I **have not seen** her *since* we left high school.
* Clare and John **have known** each other *since* they were at primary school.

4. It is used to indicate completed activities in the immediate past (with just).

Example:

 " He **has just taken** the medicine."

**Present perfect vs past simple tense:**

The use of past simple instead of present perfect requires clear reference to a past period/moment:

|  |  |
| --- | --- |
| **Present perfect** | **Simple past** |
| I **have met** that girl before | I **met** that girl at the beach last Saturday. |
| **Have** you **seen** Nancy recently? | **Did** you **see** Nancy yesterday? |
| We **have discussed** this issue a few times. | We **discussed** this issue last month. |
| I **have had** some tests this week. | I **had** some tests last week. |

# Present Perfect Continuous

**Present perfect continuous**

This page will present the present perfect continuous tense:

* its form
* and its use

You may also be interested in [the present perfect simple](http://www.myenglishpages.com/site_php_files/grammar-lesson-present-perfect.php).

***The form of the present perfect continuous:***

|  |  |  |
| --- | --- | --- |
| **Have (in the simple present)** | **been** | **verb + ing** |

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I have been working. | I have not been working. | Have you been working? |

**Note:**

|  |  |
| --- | --- |
| I have been driving = I've been driving | He has been sleeping = He's been sleeping |

|  |  |
| --- | --- |
| I have not been driving = I haven't been driving | He has not been sleeping = He hasn't been sleeping |

**Examples**:

* I **have been studying** English for two years.
* **Have** you **been studying** English for two years?
* She**'s been revising** her lessons.
* She **hasn't been hanging** around with her friends.



***The use of the present perfect continuous:***

1. We use the Present Perfect Continuous to show that something started in the past and has continued up until now indicating a duration. "For an hour", for two weeks", etc ...are used to indicate duration.

**Examples**:

* They **have been watching** TV for the last three hour.
* She **has been studying** at that institution for three years.
* What **have** you **been doing** for the last 30 minutes

2. The present perfect continuous is also used without indication of duration. This use indicates an action that has occurred "lately" or "recently".

**Examples**:

* I **have been feeling** really tired, recently.
* She **has been smoking** too much lately.

# For or Since with the Present Perfect

**When to use *for* and *since* with the present perfect?**

For and since are used with the present perfect to indicate time. **For** is used to say *how long* something has been the case (e.i. the duration.) **Since**, however, is used to say that something has been true from a particular time in the past until now.

***For***

Used with the present perfect, **for** indicates the duration, that is *how long* something has lasted or has continued:

Examples:

* I have been in this town ***for*** a long time.
* He has known her ***for*** six years.

***Since***

Use **since** to say that something has been true from a particular time in the past until now. Examples:

* I have been in this town ***since*** I was 10 years old.
* He has known her ***since*** 2008.

**Past Perfect Simple**

**Past perfect tense**

The past perfect refers to an event that was completed at some point in the past before something else happened. It is formed by combining the auxiliary verb **had** with **the past participle** of the main verb.

***Form of the past perfect simple:***

|  |  |
| --- | --- |
| **Had** | **Past Participle Form** |

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I had worked. | I had not worked. | had I worked? |
| You had worked. | You had not worked. | had you worked? |

**NOTE**:

|  |
| --- |
| **I had not worked = I hadn't worked** |
| **I had worked = I'd worked** |



***Use of the past perfect simple:***

Use the past perfect tense to show an action that was completed prior to another action that took place in the past.

**Examples:**

* He **had learned** Spanish before he went to Spain.
* President Lincoln **had attended** the theater before his assassination in 1865.
* They **had had** lunch when I arrived.
* She passed the exam because she **had worked** very hard.

**Past Perfect Continuous (Progressive)**

**Past perfect continuous tense**

The past perfect continuous refers to a duration of an event taking place before a certain time in the past.

***Form of the past perfect continuous:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **had** | **been** | **verb**  **+ing** |  | | |
| **Affirmative** | | | | **Negative** | **Interrogative** |
| I had been working. | | | | I had not been working. | Had I been working? |
| You had been working. | | | | You had not been working. | Had you been working? |

**Examples:**

* You **had been waiting** there for more than two hours when she finally arrived.
* **Had** you **been waiting** there for more than two hours when she finally arrived?
* You **had not been waiting** there for more than two hours when she finally arrive.



***Use of the past perfect continuous:***

1. We use the past perfect continuous to show that something started in the past and continued up until another action stopped it.

**Example:**

* We **had been playing** soccer when the accident occurred

2. We use the past perfect continuous to show that something started in the past and continued up until another time in the past. In this case we use expressions of duration such as:

* for an hour
* for three years

**Example:**

* I **had been living** in that small town for three years before I moved to New York.

3. We use the Past Perfect Continuous before another action in the past to show cause and effect.

**Example:**

* I was so tired. I **had been revising my lessons** for hours.

**Future Perfect Simple**

**Future perfect simple**

The **future perfect** is used to describe an event that will be finished by a particular time in the future.

***Form of the future perfect simple:***

|  |  |  |
| --- | --- | --- |
| **will** | **have** | **past participle** |

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I will / 'll have finished. | I will not / won't have finished. | will you have finished? |

**NOTE**:

|  |
| --- |
| I will have finished = I'll have finished |
|  |
| I will not have finished = I won't have finished |

**Examples**:

* I **will have finished** my English homework by the time my mother arrives.
* **Will** you **have finished** your English homework by the time your mother arrives?



***Use of the simple future simple:***

The Future Perfect shows that something will occur before:

1. another action occurs in the future
2. or before a specific time in the future.

### Examples:

* By the end of this weekend, I **will have revised** my lessons.
* By the time her husband arrives home, she **will have prepared** dinner.
* I **won't have finished** this task by the end of June

**Future Perfect Continuous (Progressive)**

**Future Perfect Continuous:**

Future perfect continuous refers to a progressive event that will be completed at some point in the future. Here are the forms and uses of this tense.

***Form of the future continuous:***

|  |  |  |  |
| --- | --- | --- | --- |
| **will** | **have** | **been** | **verb+ing** |

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I will have been teaching. | I will not/won't have been teaching. | will you have been teaching? |

**NOTE**:

|  |
| --- |
| I will have been teaching = I'll have been teaching |
|  |
| I will not have been teaching = I won't have been teaching |

**Examples**:

* I **will have been teaching** for more than 35 years when I retire.
* **Will** you **have been teaching** for more than 35 years when you retire?



***Use of the future perfect continuous:***

It is used to show that an event will continue up until a particular event or time in the future. It is mostly used with an expression such as:

* for five minutes
* for two weeks

These expressions indicate durations.

**Examples**:

* She **will have been working** for over 8 hours by the time her children arrive. .
* He **will have been studying English** for three years next month.

**Subjunctive**

**Subjunctive**

The subjunctive is a rare form. There are two sorts of subjunctive in English:

* the present subjunctive,
* the past subjunctive.

**The form of the subjunctive**

***Present***

The subjunctive in the present is the same as the bare infinitive (infinitive without "to") for all verbs.

|  |  |  |
| --- | --- | --- |
| **Subject pronouns** | **The verb to be** | **The verb to meet** |
| **I** | be | meet |
| **you** | be | meet |
| **he, she, it** | be | meet |

|  |  |  |
| --- | --- | --- |
| **we** | be | meet |
| **you** | be | meet |
| **they** | be | meet |

***Past***

The **past subjunctive** relates only to the verb *to be.* It takes the form *were*

|  |  |
| --- | --- |
| **Subject pronouns** | **The verb to be** |
| **I** | were |
| **you** | were |
| **he, she, it** | were |
| **we** | were |
| **you** | were |
| **they** | were |

**Use of subjunctive**

**1.**We generally use the subjunctive when talking about events that are not certain to happen, especially when talking about events someone wants to happen, hopes will happen or imagines happening.

Examples

* The minister hopes that you **help** him with the new law.
* If I **were** you I would buy this house.

**2.**Typically, the subjunctive is used after these structures:

* It is essential, vital, important, necessary, desirable,...+ that
* The verbs ask, recommend, request, suggest, insist, propose, command + that

Examples

* It is vital that you **finish** your studies.
* I suggest that you **visit** Paris.

**3.**Some fixed expressions use the subjunctive. Here are some examples:

* Long **live** the King!
* God **bless** America!

## In conditional sentences type II

The subjunctive form of the verb to be is used in [conditional sentences type II](http://www.myenglishpages.com/site_php_files/grammar-lesson-conditionals.php), So after 'if' (and

other words having the same meaning) the verb 'to be' takes the form of the past subjunctive.

* If I **were** rich I would buy that beautiful car.
* If she **were** attentive to his problems she would help him.
* Suppose you **were** a millionaire, what would you do?

# Conditional Simple

**Conditional simple** is a form used to refer to a hypothetical state of affairs, or an uncertain event that is contingent on another set of circumstances. It is formed as follows:

**Would + Verb**

**Forms**

***Affirmative***

I would travel around the world.

***Interrogative***

Would you buy a castle?

***Negative***

I wouldn't stay here.

**Use**

Conditional simple is used in the following cases:

* in a hypothetical actions that might take place.
* in conditional sentence type II. For example, Example:

If I had enough money, I would buy a new laptop.

# Conditional Progressive

The conditional progressive refers to an action that might take place.

**Form**

**Would + be + present participle**

Present participle = Verb + ing (e.g. playing, writing, driving...)

***Affirmative***

I **would be traveling** around the world

***Interrogative***

**Would** you **be watching** the match?

***Negative***

I **wouldn't be sleeping** all day long?

**Use**

Conditional progressive is used for actions that might take place and puts emphasis on the course of an action. It is used in the main clause of conditional sentences type 2.

**Examples**

* If he had a lot of money, he **would be traveling** around the world.
* If I were free, I **would be watching** the movie.
* If the music were better, everybody **would be dancing**.
* I **would be having** a good time if I met my friends.

**Conditional Perfect**

Conditional perfect is an English grammatical tense. It relates an action that someone would have done.

**Form**

would + have + past participle

***Affirmative***

I would have traveled around the world.

***Interrogative***

Would you have traveled around the world?

***Negative***

I wouldn't have stayed in my hometown.

**Use**

* Conditional perfect is used for something that might have happened in the past.
* It is also used in the main clause of conditional sentences type in type III.

## Examples

* She **would have** met him if she had come earlier.
* You **would have got** more money, if you had worked harder.
* He **would have passed** the test, if he had studied.
* We **would have arrived** on time, if we had run faster.

# Clauses

**What is a clause?**

**A clause** is a group of words that consists of a subject and a predicate. There are two major types of clauses:

* Independent clauses
* Dependent clauses

***Independent clauses***

An indpendent clause, also called a main clause, is like a sentence. It consits of a subject and a predicate and can stand alone like a sentence.

Examples:

* She died last week
* He likes her.

***Dependent clauses***

A dependent clause, also called subordinate clause, has a subject and a verb but, unlike a dependent clause, it cannot stand alone as a sentence.

* because I am in love.
* that you lent me.
* who is over there.

# Sentence and sentence structure

**What is a sentence?**

In grammar, a sentence is the basic grammatical unit. It contains a group of words and expresses a complete thought.

A sentence consists of a [subject](http://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php) and a [predicate](http://www.myenglishpages.com/site_php_files/grammar-lesson-predicate.php). For example in the sentence "*Bill writes good poems*" *Bill* is the subject of the sentence and *writes good poems* is the predicate.

**Simple and complex sentences**

Simple sentences contain one clause:

 The girl is learning how to drive

Complex sentences contain more than one clause.

* The girl who is learning how to drive is still twelve years old.
* She faced the whole trouble with courage and managed to solve the problem all by herself.

**Types of sentences**

There are four types of sentences:

### Declarative sentence

Applicants will be answered in due time. (It makes a statement.)

### Imperative sentence

Show me your photo album, please. ( Gives a command or makes a request.)

### Interrogative sentence

Do you like this photo? (Asks a question.)

### Exclamatory sentence

What a beautiful dress she is wearing ! (Shows strong feeling)

# Adjective Clauses

## What is an adjective clause?

An **adjective clause** (also called *adjectival clause*) is a dependent clause which modifies

a [noun](http://www.myenglishpages.com/site_php_files/grammar-lesson-noun.php) and usually begins with a relative pronoun (*which, that, who, whom, whose*) or a relative adverb (*where, when, why*).

***Examples:***

* **Students** *who work hard* get good grades.

→ The adjective clause *who work hard* modifies the noun **students.**

* **The book** *which you lent me* is very interesting.

→ The adjective clause *which you lent me* modifies the noun **the book**.

* **Leila**, *whose father is a famous poet*, invited me to her birthday party.

→ The adjective clause *whose father is a famous poet* modifies the noun **Leila.**

* My grandmother remembers **the days** *when there were no personal computers*.

→ The adjective clause *when there were no personal computers* modifies the noun **the days.**

There are two types of adjective clauses:

* *restrictive or defining clauses*
* *non-restrictive or non-defining clauses*

**Restrictive / Defining Clauses**

Restrictive (also called defining) clauses give *essential information* about the noun. These clauses don't require commas.

***Examples***

* The man *who is standing there* is a secret agent.
* The writer *who won the Nobel Prize* is from Colombia.

**Non-restrictive / non-defining clauses**

Non-restrictive (also called non-defining) clauses give *extra or non-essential information* about the noun. These clauses require commas.

***Examples***

* Fast food, *which most people love*, is not very healthy at all.
* My uncle, *who is a farmer*, lives in the countryside.

**Adverb Clauses**

## What is an adjective clause?

An **adverb clause** (also called *adverbial clause*) is a dependent clause (or subordinate clause) which functions as an [adverb](http://www.myenglishpages.com/site_php_files/grammar-lesson-adverbs.php).

***Types of adverb clauses***

There are many types of adverb clauses:

|  |  |
| --- | --- |
| **Type** | **Example** |
| Place | He thinks he will be happy *where he has recently moved*. |
| Time | He wrote the book *when he was 25.* |
| Manner | The kids cleaned the room *as we wanted.* |
| Reason | I forgave him *because I liked him.* |
| Purpose | They bought a piece of land so that they can build a bigger house. |
| Concession | Although he is very old, he runs fast. |
| Condition | *If I had a lot of money*, I would travel around the world. |
| Comparison | He can run *as fast as a world champion.* |

**Noun Clauses**

**What is a noun clause?**

A **noun clause** (also called *nominal clause*) is a dependent clause that plays the role of a [noun](http://www.myenglishpages.com/site_php_files/grammar-lesson-noun.php). A noun clause can function as:

* [a subject](http://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php)
* [an object](http://www.myenglishpages.com/site_php_files/grammar-lesson-direct-indirect-object.php)

#### Examples

* *What you have done* pleased so many fans. (*What you have done* → **subject**)
* *Whoever comes first* will score a point. (*Whoever comes first* → **subject**)
* I think *that he is the best match for her*. (*that he is the best match for her* → **object**)
* You know *what you have done*. (*what you have done* → **object**)

**Conditional Sentences**

**If** + Simple Present, + Simple Present



If + Simple Present, + Simple Future

**Conditional Sentence Type 0**

Conditional type zero is used to talk about general truths, scientific facts or things which always happen under certain conditions.

***Form:***

***Use:***

The zero conditional is used to talk about things which are always true, scientific facts, general truths:

**Examples**:

*If you cross an international date line, the time changes. Phosphorus burns if you expose it to air.*

*If I wake up early, I go jogging.*

NOTE: you can use "when" instead of "if".

**Conditional Sentence Type 1**

Often called the "real" conditional because it is used for real or possible situations. These situations take place if a certain condition is met. It is possible and also *very likely* that the condition will be fulfilled.

***Form:***

***Use***

Conditional Sentences Type 1 refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic – so we think it is likely to happen.

**Example:**

*If I have enough time, I'll watch the football match.*

I may have time to watch the match but I'm not sure about it.

**Conditional Sentence Type 2**

**if + Simple Past, + would + base verb**

Often called the "unreal" conditional because it is used for unreal impossible or improbable situations. This conditional provides an imaginary result for a given situation. It is *very unlikely* that the condition will be fulfilled.

***Form:***

**if + Past Perfect, + would + have + Past Participle**

***Were / Was***

In conditional type 2, we usually use in the if clause "**were**" instead of "**was**" even if the pronoun is *I*, *he*, *she* or *it*. "**were**" here is a [subjunctive](http://www.myenglishpages.com/site_php_files/grammar-lesson-subjunctive.php) form.

NOTE "**was**" is also a possible form.

**Example**:

*If I* ***were*** *a millionaire, I would buy a castle.*

***Use***

Conditional Sentences Type 2 refer to an action in the present that could happen if the present situation were different. I don't really expect the situation to change because it is very unlikely.

**Example:**

*If I had a lot of money, I would travel around the world.*

**Conditional Sentence Type 3**

It is *impossible* that the condition will be met because it refers to the past.

***Form:***

***Use***

Conditional Sentences Type 3 refer to situations in the past. They express hypothetical results to past given situations.

**Example:**

*If he had been careful, he wouldn't have had that terrible accident.*

Sometimes in the past, he was careless. He drove so fast. So he had a terrible accident

**Things to remember**

1. The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

**Examples:**

"Phosphorus burns if you expose it to air."

* I will send her an invitation if I find her address."
* I would travel around the world if I had a million dollars."

"He wouldn't have had that terrible accident if he had been careful."

2. *Main clause* and/or *if clause* might be negative.

**Example**:

If *I don’t see* him this afternoon, I will phone him in the evening. If he had been careful, he *wouldn't have had* an accident.

**If or Unless**

**Use of *if* and *unless***

Some students are not sure whether to use if or unless. The difference is, however, straightforward. This page will try to provide an explanation of these two words and show how they are used in [conditional sentences](http://www.myenglishpages.com/site_php_files/grammar-lesson-conditionals.php).

**Meaning of *if* and *unless***

***If***

***If*** means on (the) condition that, provided (that), providing (that), presuming (that), supposing (that), assuming (that), as long as...

**Example:**

***If*** I am free this evening, I will watch the match.

***Unless***

Unless means except if.

**Example:**

You will feel cold ***unless*** you wear a warm jacket.

***If and unless in conditional sentences***

Both ***if*** and ***unless*** are used to introduce [conditional sentences](http://www.myenglishpages.com/site_php_files/grammar-lesson-conditionals.php):

**Conditional Sentence Type 1:**

* ***If*** we don't hurry, we will be late for the show.
* ***Unless*** we hurry, we will be late for the show.

### Conditional Sentence Type 2

* ***If*** he had permission from his parents, he would travel alone.
* ***Unless*** he had permission from his parents, he wouldn't travel alone.

### Conditional Sentence Type 3

* ***If*** you hadn't suggested it, I wouldn't have phoned him.
* ***Unless*** you had suggested it, I wouldn't have phoned him.

**Relative Clauses**

**What are relative clauses?**

A **relative clause** is a subordinate clause that modifies a noun or a noun phrase. Example:

The **man** *who is smoking* is the murderer

The noun *the man* is modified by the relative clause ***who is smoking***.

Relative clauses give essential information to define or identify the person or thing we are talking about.

**How to use relative clauses**

They are used to provide extra information. This information can either:

* define something (defining clause),

**Example**:

*The girl who is standing there is a world champion in karate.*

* or provide unnecessary, but interesting information (non-defining clause).

**Example**:

*Michael Jackson, who was a famous singer, died of an overdose.*

Relative clauses can be introduced by:

1. A relative pronoun: **who, whom, which, that, whose**.

**Example:** "The man **who** is standing there is a famous writer."

1. A relative adverb: **where, why and when.**

**Example:** " The restaurant **where** I have dinner is nice."

1. None of them.

**Example:** "The man I met is extremely wealthy"

**Relative Pronouns**

**who -** subject or object pronoun for people *They caught the lady* ***who*** *killed her baby.* **which -** subject or object pronoun

*I read the book* ***which*** *is on the table.*

*I visited the town* ***which*** *you told me about.*

**which -** referring to a whole sentence

*They were unsuccessful which is disappointing.*

**whom -** used for object pronoun for people, especially in non-restrictive relative clauses (in restrictive relative clauses use *who*)

*The boy* ***whom*** *you told me about got the best grades in mathematics.*

**that -** subject or object pronoun for people, animals and things in restrictive relative clauses (*who* or *which* are also possible)

*I like the vase* ***that*** *is over there.*

**Relative adverbs**

**where** - referring to a place

*The restaurant* ***where*** *I usually have dinner is nice.*

**when** - referring to a time

*There are times* ***when*** *I feel so lonely.*

**why** - referring to a reason

*This is* ***why*** *she refused the offer*.

**Subject Pronoun or Object Pronoun?**

You can distinguish subject and object pronouns as follows:

* If the relative pronoun is not followed by a noun or pronoun, it is a *subject pronoun*. *Subject relative pronouns* can never be omitted (dropped.) **Example**:

*The apple* ***which*** *is lying on the table is sweet. The teacher* ***who*** *lives next door is nice.*

* If the relative pronoun is followed by a noun or pronoun, the relative pronoun is an *object pronoun*. *Object relative pronouns* can be omitted (dropped) in restrictive (defining) relative clauses.

**Example**:

*The film* ***(which)*** *we watched yesterday was fantastic.*

*The writer (****who/whom****) we met last weekend is very famous.*

**Restrictive Relative Clauses**

1. **Restrictive (identifying or defining) relative clauses** give detailed necessary information. They are not put between commas.

*I know the man* ***who*** *is standing there*

1. These clauses are often used in *definitions*.

*A novelist is someone* ***who*** *writes novels.*

1. Object pronouns in these clauses can be omitted (dropped.)

**Example**:

*The boy* ***(who/whom)*** *we met yesterday is from New York.*

**Non-Restrictive Relative Clauses**

**Non- restrictive (non-identifying or non- defining) relative clauses** give interesting additional information which is not necessary to the meaning of the sentence. These clauses are put between commas.

**Example**:

Martin Luther king, who was known for his fight for the civil rights, was assassinated in 1968.

**Note**:

In non restrictive relative clauses:

1. *who/which* may not be replaced with *that*.

**Example:**

*Jim, who we met yesterday, is very nice.*

NOT

*~~Jim, that we met yesterday, is very nice.~~*

1. Object relative pronouns cannot be dropped.

**Example**:

*Jim, who we met yesterday, is very nice.*

NOT

*~~Jim,we met yesterday, is very nice.~~*

# Concessive clause - Although, even though...

## Concessive clause

A **concessive clause** is a clause which begins with "*although*" or "*even though*" and which expresses an idea that suggests the opposite of the main part of the sentence.

The sentence "*Although he's quiet, he's not shy*" begins with a concessive clause- "*Although he's quiet* " which has an opposite meaning of - "*he's not shy*" which is the main part of the sentence.

**NOTE**: " *In spite of"* , " *despite"* have similar meaning to "*although*" or "*even though*". **BUT** they don't introduce clauses. They have different syntax. They are followed

by **nouns** or **gerunds** (verb+ing.) They don't introduce a **clause** (subject + verb.)

## Although, even though:

#### Study these examples:

"He had enough money."

" He refused to buy a new car."

The above two statements can be combined as follows :

|  |  |  |
| --- | --- | --- |
| *Although Even though* | he had enough money, | he refused to buy a new car |

OR

|  |  |  |
| --- | --- | --- |
| He refused to buy a new car | *although even though* | he had enough money. |

#### Structure:

*"Although",* and *"even though" introduce concessive clauses.*

|  |  |  |
| --- | --- | --- |
| **Although /even though** | **subject** | **verb** |

#### Examples:

*Although* it was raining, he walked to the station.

*Even though* she is very old, she runs fast.

## Despite / in spite of:

*Despite* and *in spite of* do not introduce a concessive clause. They are rather followed by a **noun** or a **verb+ing** form.

#### Study this example:

"He had enough money."

"He refused to buy a new car."

The above two statements can be combined as follows :

|  |  |  |
| --- | --- | --- |
| *Despite In spite of* | all his money, | he refused to buy a new car. |
| having enough money, |  |

OR

|  |  |  |
| --- | --- | --- |
| He refused to buy a new car | *despite in spite of* | all his money. |
|  |
| having enough money. |

#### Structure

**Despite / in spite of**

+ a **noun**,

+ **verb** + **ing.**

***Examples:***

*Despite /in spite of* **the rain**, he walked to the station.

*Despite /in spite of* **being** tired, he walked to the station.

## Remember:

1. *Although, even though* + subject + verb (**Concessive clause**)

3. *In spite of, despite* + noun *or* verb+ing (**Not a concessive clause**)

1. There are structural similarities between:
   * *"in spite of", "despite"* **and** *"although", "even though"*
   * *"because of", "due to", "owing to", "thanks to"* **and** *"because", "since ,"as", "for".* (Expressing cause and effect)

In spite of

Despite

Because of Due to owing to Thanks to

Although Even though

Because Since For

As

+ noun

+ verb

More on [cause and effect](http://www.myenglishpages.com/site_php_files/communication-lesson-cause-effect.php) to see the use of "because, since, as, for, because of, due to ... "

**Appositive**

## What is an appositive?

An **appositive** is a noun or a noun phrase placed next to another word to define or modify it. For example, in the phrase "my friend *Leila*," the noun "*Leila*" is an appositive.

**Restrictive versus non-restrictive**

An appositive can either be *restrictive*, or *non-restrictive*.

1. Non-restrictive appositives are not crucial to the meaning of the sentence. For example, in "Alan, *the chief executive of the project, has just called for a meeting* ", *"the chief executive of the project"* doesn't narrow down the first element "*Alan*". It rather provides additional information about it. Non-restrictive appositives are put between commas.
2. In a restrictive appositive, the second element limits or clarifies a word in some crucial way. For example, in the phrase "my friend *Leila writes good poems ",* the name " *Leila"* tells us which friend the speaker is talking about and is thus restrictive. Restrictive appositives don't need to be set off with a pair of commas.

**Examples of appositives**

* Mexico City***, the biggest city in the world,*** has many interesting archaeological sites.
* Denver***, the capital of Colorado,*** is beautiful.
* My friend ***bill*** is very rich.

**Either / or versus neither / nor**

**Either/or and neither/nor**

1. ***Either / or*** - used in a sentence in the affirmative sense when referring to a choice between two possibilities

We can ***either*** eat now ***or*** after the show - it's up to you.

1. ***Neither / nor*** - used in a sentence in the negative sense when you want to say that two or more things are not true

***Neither*** my mother ***nor*** my father went to university.

**Singular or plural**

When using either/or and neither/nor, note the following rules:

1. If both elements are singular, then the verb is singular too.

* ***Either*** the father ***or*** the mother has to attend the meeting. (*father* and *mother* are singular; so the verb *has* is singular too)
* ***Neither*** Leila ***nor*** Nancy is going to write the report. (*Leila* and *Nancy* are singular; so the verb *is* is singular too)

2. However, if one of the elements is plural, then use a plural verb.

* ***Either*** Sue ***or*** the girls are going to prepare dinner tonight. (*the girls* is plural; so the verb *are* is plural too)
* ***Neither*** the teacher ***nor*** the students were in the classroom this morning. (*the students* is plural; so the verb *were* is plural too)

**Like and As**

**What is the difference between like and as?**

***Like and as*** are confusing for many English learners. In this section, we will try to show how they are used in specific examples.

***As - preposition / conjunction***

***As*** may function as a **preposition** and is used when we talk about a job or function: Examples:

* I worked as a taxi driver.
* He was nominated as a Secretary of State.
* He used the carpet as a decoration in his office.
* The wind can be used as a source of energy.

***As*** may also be used as a **conjunction** meaning *in the same way that..*.

Examples:

* She behaved exactly as her mother told her.
* When in Rome do as the Romans do.

***Like - preposition / conjunction***

***Like*** may be used as preposition meaning *similar to*. It is used to compare things.

* He has been working like a dog.
* I am like my mother. I hate waiting.
* He looks like his father.

***Like*** is often used in place of the subordinating conjunction *as*, or *as if*.

Examples:

 They look *like* they have been having fun. = They look *as if* they have been having fun.

**Who and whom**

**Who and whom in formal English**

English learners are sometimes confused when

using ***who*** and ***whom***. ***Who*** and ***whom*** are [pronouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-pronouns.php) used in questions or in [relative clauses](http://www.myenglishpages.com/site_php_files/grammar-lesson-relative-clauses.php). In formal English ***who*** is used to replace a [subject](http://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php), while ***whom*** is used to replace an [object](http://www.myenglishpages.com/site_php_files/grammar-lesson-direct-indirect-object.php). ***Who***

*Who* is a subjective pronoun. Examples:

***Leila*** is the teacher. -- (***Leila*** is the subject of the sentence.)

→ ***Who*** is the teacher?

→ Leila, ***who*** is the English teacher, will give a talk about human rights.

The senators supported the president. --(***The senators*** is the subject of the sentence.)

→ ***Who*** supported the president?

→ The senators ***who*** supported the president are happy with the new bill.

***Whom***

*Whom* is used to replace an object. Examples:

You have met ***Alan***. -- (***Alan*** is the object of the sentence.)

→ ***Whom*** have you met?

→ This is Alan, ***whom*** I believe you have already met.

Nancy can ask ***her husband*** for help . -- (***her husband*** is the object of the sentence.)

→ ***Whom*** can she ask for help?

→ Her husband ***whom*** she can ask for help is on a trip.

**Who and whom in informal English**

While in traditional grammar ***who*** is used as a *subjective pronoun* and ***whom*** as an *objective pronoun*, as it is explained above, in informal English, the normal practice is to use ***who*** in both cases (as subjective and objective pronouns), thus replacing *whom* in the contexts where the latter was traditionally used.

Examples:

* ***Whom*** did you offer the book to? (Formal English)
* ***Who*** did you offer the book to? (Informal English)

# Expressing Purpose

**Purpose with *to*, *in order to* and *so as to***

Use ***to*** , ***so as to***, and ***in order to*** to express purpose in the affirmative form. Examples:

* He is looking for a part time job ***to*** save some pocket money.
* She wakes up early ***in order*** to be on time to work.
* They visited him ***so as*** to offer their condolences for the death of his wife.

Use ***so as not to*** and ***in order not to*** to express purpose in the negative form.

Examples:

* They woke up early ***in order not to*** be late.
* She exercises regularly ***so as not to*** get fat.
* He helped the new policewoman ***so as not to*** fail in her first mission.

**Purpose with *so that***

You can also express purpose with ***so that***. In this case you generally need to use a [modal](http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php).

Examples:

* He turned down the music ***so that*** he wouldn't disturb the neighbors.
* He got a visa ***so that*** he can travel to the USA.
* He decided to stay in England for a while ***so that*** he could practice his English.

**Purpose with *for***

Purpose can be also expressed by using ***for***. ***For*** may be followed by either a noun or a verb + ing.

Examples:

* I stopped there ***for*** a chat.
* This mop is ***for*** cleaning the floor.

**Parallelism**

**Definition of parallelism**

The balance between two or more similar words, phrases or clauses is called parallelism in grammar. Parallelism is also called parallel structure or parallel construction. Parallel construction prevents awkwardness, promotes clarity and improves writing style and readability.

***Examples:***



* Nancy likes *playing the piano*, *the trumpet* and *play the guitar*. Nancy likes *the piano*, *the trumpet* and *the guitar*.

Nancy likes *playing the piano*, *the trumpet* and *the guitar*.

* She *played basketball*, *had a shower* and *gone to school*. She *played basketball*, *had a shower* and *went to school*.
* You *can apply to the job by filling this form* or *apply by telephone.*

You *can apply to the job by filling this form* or *you can apply by telephone.*

**Rules of parallelism**

1. Parallelism is used to balance nouns with nouns, prepositional phrases with prepositional phrases, participles with participles, infinitives with infinitives, clauses with clauses.



1. Parallelism is used with elements joined by coordinating conjunctions. My mother likes *cooking* **and** *to read.*

My mother likes *cooking* **and** *reading*

1. Parallelism is used with elements in lists or in a series.

This task can be done *individually*, *in pairs*, or *can be done in groups of four*. This task can be done *individually*, *in pairs*, or *in groups of four*.

1. Parallelism is used with elements being [compared](http://www.myenglishpages.com/site_php_files/grammar-lesson-comparatives-superlatives.php).

She is mad about *watching TV* more than *to read a book* . She is mad about *watching TV* more than *reading a book*.

1. Parallelism is used with elements joined by a linking verb or a form of be

*To learn* is *understanding the world*. *To learn* is *to understand the world*.

1. Parallelism is used with elements joined by [linking words](http://www.myenglishpages.com/site_php_files/writing-linking-words.php).

The teacher **not only** wants his students *to keep quiet* **but also** *to do the task* . The teacher wants his students **not only** *to keep quiet* **but also** *to do the task* .

**The infinitive**

**What is the infinitive?**

The infinitive of a verb is its basic form with or without the particle *to*: Examples:

#### 'do' or 'to do'

* ***'be***' or '***to be***'

The infinitive without to is called ***bare infinitive*** ('***do***', '***be***') The infinitive with to is called ***full infinitive*** ('***to do***', ***'to be***')

**The bare infinitive**

1. The bare infinitive is used as the main verb after the dummy auxiliary verb *do*, or most modal auxiliary verbs (such as *will*, *can*, or *should..)*

Examples:

I do ***know*** him I do ***like*** you.

I can ***do*** it ***.***

2. Several common verbs of perception, including *see*, *watch*, *hear*, *feel*, and *sense* take a direct object and a bare infinitive.

Examples:

I saw it ***happen***

I watched it ***happen***

1. The bare infinitive is also used with several common verbs of permission or causation, including *make*, *bid*, *let*, and *have*.

Example:

I made/bade/let/had him ***do*** it.

(However, *make* takes a to-infinitive in the passive voice. I was made **to do** it.

1. The bare infinitive is also used after *had better*. Example:

You had better ***leave*** now

1. The verb *help* is followed by the bare infinitive. Example:

He helped them ***do*** it. ("He helped them ***to do"*** it is also possible)

1. With the word *why*. Example:

Why **say** it?

**The full infinitive**

The full infinitive is used as follows:

* The full infinitive can function as a noun phrase. In this case it is used as follows.
  + as a subject. Examples:

***To err*** is human, ***to forgive*** is divine.

* + as an object. Examples:

I intended ***to marry*** her.

He wanted ***to know*** the whole truth.

* It can also be used like an adjective or adverb. Examples:

This is the game ***to watch***. (***to watch*** functions as an adjective, modifying *the* noun *game*)

This is the problem ***to think about***. (***to think about*** functions as an adjective modifying the noun 'the problem')

He went to his friend's house ***to study***. (***to study*** functions as an adverb answering the question why he went to his friend's house)

He is ready ***to go***. (***to go*** functions as an adverb, modifying the adjective 'ready'.)

* It is used to mean "*in order to*" to express purpose Examples:

You need to exercise regularly ***to lose*** weight. ***(****...in order* ***to lose*** weight) He works hard ***to earn*** a lot of money. (...*in order* ***to earn*** a lot of money)

# The Gerund

**What is a gerund?**

The gerund always ends in *ing*. Example:

* *Swimming* is my hobby
* *Writing* is more difficult than *reading*

However, it should be noted that the present participle also ends in *ing*.

Example:

* They were *watching* TV when I arrived.
* John will be *teaching* in that school for the next two years.

**What is the difference between a gerund and the present participle?**

You can differentiate between the gerund and the present participle as follows:

* Gerunds function as nouns.
* Gerunds can be a subject, direct objects, indirect objects, and objects of prepositions.
* Present participles, on the other hand, complete progressive verbs or act as modifiers.

Examples of gerund:

* *Cycling is fun.* ([subject](http://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php))
* I like *cycling*. ([direct object](http://www.myenglishpages.com/site_php_files/grammar-lesson-direct-indirect-object.php))
* He gives *fishing* all his time.( [indirect object](http://www.myenglishpages.com/site_php_files/grammar-lesson-direct-indirect-object.php))
* He has devoted all his life to *fishing. (*object of the preposition *to*)

Examples of present participle:

* They were *eating* when the bell rang. (*eating* is a present participle which is part of the [past progressive](http://www.myenglishpages.com/site_php_files/grammar-lesson-past-progressive.php) tense "*were eating"*)
* I bought a *fishing* book. (*writing* is a present participle modifying book)

# Gerund or Infinitive



**Using Gerunds or infinitives**

One of the difficulties of the English language is to know whether to use a *gerund* (ex : doing) or an *infinitive* (ex : to do).

Generally speaking we can use the following rules:

|  |  |  |  |
| --- | --- | --- | --- |
| **Examples** | | **Rules** | **Explanations** |
| **Verb + gerund** | 1. I enjoy playing 2. I denied stealing | Often we use the gerund for an action that happens **before** or **at the**  **same** time as the action of the main verb. | 1. I enjoy myself at the time of playing. 2. I deny having stolen anything before. |
| **Verb + infinitive** | 1. I decided to visit my uncle 2. I want to go out | Often we use the infinitive for actions that **follow** the action of the main verb. | 1. Visiting my uncle was an action of my decision. It comes after. 2. What I want (now) is to go out (after/later) |

These rules are helpful but DO NOT always explain all uses of gerunds and infinitives.

**Verbs commonly followed by a gerund**

***1- After verbs that express likes/dislikes :***

* like
* love
* enjoy
* dislike
* hate

Example:

" I like playing soccer but I hate boxing."

|  |  |
| --- | --- |
| Note "like/love/hate..." can be also followed by an infinitive: Example:  I like to watch TV in the evening.  ***2- After verbs such as :*** | |
| ***Verbs*** | ***Examples*** |
| **admit** | He admitted stealing the wallet. |
| **advise** | I wouldn't advise buying a used car. |
| **allow** | They don't allow smoking here. (Note that when an object is introduced an infinitive is used instead of a gerund: *they allowed us to leave early.*) |
| **anticipate** | He anticipated passing the exam. |
| **avoid** | She avoided meeting him. |
| **appreciate** | I appreciate working with you. |
| **complete** | They completed building their house. |
| **consider** | She considered starting a new business. |
| **delay** | She delayed doing her homework. |
| **deny** | He denied stealing the money. |
| **fancy** | Fancy meeting you here! |
| **finish** | She finished writing the letter. |
| **go** | go swimming. |
| **imagine** | He imagines meeting her. |
| **involve** | the job involves working in teams. |
| **keep** | He keeps complaining about his girlfriend. |
| **mention** | He mentioned working in that company. |
| **mind** | Would you mind helping me? |
| **miss** | He misses talking to her. |
| **permit** | The don't permit smoking here. (Note that, like [allow,](http://www.myenglishpages.com/site_php_files/grammar-lesson-gerund-infinitive.php#allow) when an object is introduced an infinitive is used instead of a gerund: *they permitted us to leave early.*) |
| **postpone** | They postponed traveling to Japan. |
| **practice** | She practiced painting. |
| **reject** | He rejected working with them. |
| **resist** | He couldn't resist eating the cake. |
| **risk** | She risks losing her job. |
| **suggest** | I suggest leaving early. |
| **waste time/money** | Don't waste my time complaining. |

#### 3- After prepositions

* aim at
* keep on
* interested in
* instead of
* good at
* before ...
* after ...

Example:

"I am interested **in** collecting stamps."

"**After** playing football I drank an orange juice".

***4- After some expressions :***

* It's no use ...
* It's no good ...
* There's no point in ...
* I can't help...
* I don't mind...
* I can't stand/bear...

|  |  |
| --- | --- |
| " It's no use convincing him to meet her. "  **Verbs that can be followed by an infinitive**  ***1- After verbs that generally refer to a future event:*** | |
| ***Verbs*** | ***Examples*** |
| **afford** | We can't afford to buy a new car. |
| **agree** | She agreed to help him. |
| **aim** | The government aims to reduce illiteracy rates |
| **arrange** | He arranged to stay at a hotel. |
| **attempt** | He attempted to join them. |
| **choose** | He chose to stay at home. |
| **consent** | She consented to marry him. |
| **decide** | They decided to go to the movies. |
| **deserve** | He deserves to be punished. |
| **demand** | He demanded to speak to Mrs. Lynch |
| **endeavor** | They endeavor to provide the best possible service |
| **expect** | They expected to arrive early. |
| **fail** | He failed to convince him. |

|  |  |
| --- | --- |
| **happen** | They happened to be at the theatre when we met them. |
| **help** | She helped me to do the exercise. (Note, help is also followed by a bare infinitive: *She helped me do the exercise*.) |
| **hope** | I hope to join you as soon as possible. |
| **intend** | She intends to write an autobiography. |
| **learn** | He learned to play the guitar when he was young. |
| **manage** | He managed to do his homework without his mother's help. |
| **need** | I need to find a job. |
| **offer** | He offers to help us. |
| **plan** | He plans to follow a career as an engineer. |
| **pretend** | The child pretended to be asleep. |
| **proceed** | He proceeded to show us how to use the machine. |
| **promise** | She promised to come on time. |
| **refuse** | She refused to forgive him. |
| **seem** | He seemed to be unhappy. |
| **swear** | I swear to tell the truth. |
| **threaten** | He threatened to reveal her secret. |
| **volunteer** | He always volunteers to help the needy. |
| **want** | I want to finish my work early. |
| **would hate** | He would hate to lose. |
| **would like** | He would like to drink a cup of tea. |
| **would love** | I would love to meet you. |

#### 2- After adjectives

* be determined
* be disappointed
* be glad
* be happy
* be pleased

Examples:

"I'm glad to know that you passed the exam." "I'm pleased to meet you."

"I'm disappointed to hear that you flunked maths."

***3- After "too" & "enough":***

too difficult easy enough

Example:

"It's too difficult to convince him to be helpful."

" But it's easy enough to fool him to get what you want."

**Verbs that can be followed by both an infinitive and a gerund:**

Some verbs can be followed by either a gerund or an infinitive. Here are some examples:

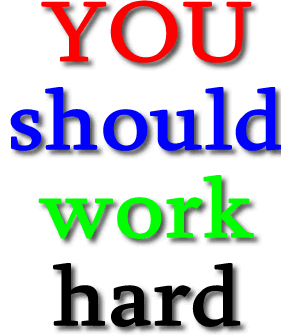
* start
* begin
* stop
* remember...

Example:

"I started smoking when I was young."

"I started to smoke when I left the office."

# Modal verbs and their meaning



**What are modal verbs?**

Modals (also called **modal verbs, modal auxiliary verb**s, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the ***function*** of the main verb that follows it. They have a great variety of ***communicative functions***.

Here are some characteristics of modal verbs:

* They never change their form. You can't add "s", "ed", "ing"...
* They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
* They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

**List of modal verbs**

Here is a list of modal verbs:

***can, could, may, might, will, would, shall, should, must***

The verbs or expressions ***dare*, *ought to*, *had better*,** and ***need not*** behave like modal auxiliaries to a large extent and my be added to the above list

**Use of modal verbs:**

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. possibility
8. probability

**Examples of modal verbs**

Here is a list of modals with examples:

|  |  |  |
| --- | --- | --- |
| **Modal Verb** | **Expressing** | **Example** |
| **must** | Strong obligation | You must stop when the traffic lights turn red. |
| logical conclusion / Certainty | He must be very tired. He's been working all day long. |
| **must not** | prohibition | You must not smoke in the hospital. |
| **can** | ability | I can swim. |
| permission | Can I use your phone please? |
| possibility | Smoking can cause cancer. |
| **could** | ability in the past | When I was younger I could run fast. |
| polite permission | Excuse me, could I just say something? |
| possibility | It could rain tomorrow! |
| **may** | permission | May I use your phone please? |

|  |  |  |
| --- | --- | --- |
|  | possibility, probability | It may rain tomorrow! |
| **might** | polite permission | Might I suggest an idea? |
| possibility, probability | I might go on holiday to Australia next year. |
| **need not** | lack of necessity/absence of obligation | I need not buy tomatoes. There are plenty of tomatoes in the fridge. |
| **should/ought to** | 50 % obligation | I should / ought to see a doctor. I have a terrible headache. |
| advice | You should / ought to revise your lessons |
| logical conclusion | He should / ought to be very tired. He's been working all day long. |
| **had better** | advice | You 'd better revise your lessons |

**Remember**

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

***Examples:***

* You **must stop** when the traffic lights turn red.
* You **should see** to the doctor.
* There are a lot of tomatoes in the fridge. You **need not buy** any.

# Modals in the Present and Past

**Modals in the present and past**

Generally speaking modals in the past have the following form:

 modal + have + past participle

#### Example:

* **Present**:

You ***should* see** a doctor.

* **Past**:

You ***should* have seen** a doctor

Except for modals that express obligation,ability and lack of necessity:

### Obligation:

Present = I *must / have to* work hard. -- Past = I *had to* work hard.

### Ability:

Present = I *can* run fast. -- Past = I *could* run fast when I was young.

### Lack of necessity:

Present = You *don't have to / needn't* take your umbrella. -- Past = You *didn't have to / didn't need* to take your umbrella.

|  |  |  |
| --- | --- | --- |
|  | **Modals in the Present** | **Modals in the Past** |
| Obligation | You ***must* / *have to* stop** when the traffic lights are red. | You ***had to* stop**. |
| Advice | You ***should* see** a doctor. | You ***should* have seen** a doctor |
| Prohibition | You ***mustn't* smoke** here. | You ***mustn't* have smoked** there. |
| Ability | I ***can* run** fast**.** | I ***could* run** fast. now I am old. |
| Certainty | He has a Rolls Royce. He ***must* be** very rich.  He ***can't* be** American. His English is terrible. | He ***must* have been** rich. He had a big house and an expensive car.  He ***can't* have written** that poem. He was illiterate. |
| Permission | ***Can* I go** out? | She ***could* drive** her father's car when she was only 15. |
| Possibility | It ***may / can / could / might* rain**. It's cloudy. | I guess it ***may / can / could / might* have been** Lacy on the phone. |
| Lack of necessity | You ***don't have to / needn't* buy** any tomatoes. There are plenty in the fridge. | You ***didn't have to / didn't need* to buy** tomatoes. |

# Must and Have to

**What's the difference between *must* and *have to*?**

**Must** and **have to** are modal verbs in English. This page will guide you to the proper use of these modals.

***Must***

1. We use **must** to make a logical deduction based on evidence. It indicates that the speaker is certain about something:

**Examples:**

* It has rained all day, it **must** be very wet outside.
* The weather is fantastic in California. It **must** a lot fun to live there.

2. **Must** is also used to express a strong obligation.

**Examples:**

* Students **must** arrive in class on time.
* You **must** stop when the traffic lights are red.
* I **must** go to bed.

***Have to***

Like **must**, **have to** is used to express strong obligation, but when we use **have to** there is usually a sense of external obligation. Some external circumstance makes the obligation necessary.

**Examples:**

* I **have to** send an urgent email.
* I **have to** take this book back to the library.

**Shall and Will**

**What is the difference between shall and will?**

Shall is not used often in modern English especially in American English. In

fact, **shall** and **will** have the same meaning and are used to refer to the simple future. They are use as follows:

 **will** is used with all persons

|  |  |  |
| --- | --- | --- |
| **I, you, he, she, it, we, they** | will | go there |

 **shall** is used with the first person singular and plural

|  |  |  |
| --- | --- | --- |
| **I, we** | shall | go |

 The short form of ***will*** and ***shall*** is ***'ll***

|  |  |  |
| --- | --- | --- |
| **I, you, he, she, it, we, they** | will or 'll | call you |



|  |  |  |
| --- | --- | --- |
| **I, we** | shall or 'll | call you |

* In the negative, the short forms of ***will not*** and ***shall not*** are ***won't*** and ***shan't*** respectively

|  |  |  |
| --- | --- | --- |
| **I, you, he, she, it, we, they** | won't | give up |



|  |  |  |
| --- | --- | --- |
| **I, we** | shan't | give up |

**Uses of shall**

It should be noted that **shall** is often used to make suggestions, offers or ask for advice. It is used in questions as follows:

* **Shall** we stay or go out?
* **Shall** we dance?
* **Shall** I get his phone number if I meet him?
* What **shall** I do to get rid of my acne?

As said above shall is used with first person singular and plural (I and we.) But there is a very

special use of shall with other persons to make a promise, command or threat as noted below:

* You **shall not** get in! (Command)
* You **shall** pay for it. (Threat)
* You **shall** get your money back soon. (Promise)

In American English shall is mainly used in formal or legal documents:

* You **shall** abide by the law.
* There **shall** be no trespassing on this property.
* Students **shall** not enter this room.

# Predicate

**What is a predicate?**

In traditional grammar, a sentence consists of two parts:

* a subject,
* a predicate which modifies the subject.

consider the following sentence:

 *Bill* ***likes soccer.***

*Bill* is the subject and ***likes soccer*** acts as the predicate (a subsequent description of the subject which is headed with the verb *likes*.)

Predicates provide information about the subject, such as what the subject is doing or what the subject is like. It must contain a verb but may also contain other sentence elements. These elements may be objects ([direct and indirect objects](http://www.myenglishpages.com/site_php_files/grammar-lesson-direct-indirect-object.php)), adverbials...

**Examples of predicates**

* *He laughs.* (Predicate containing only a verb)
* *She writes* ***poems***. (Direct object)
* *They gave* ***me*** *a gift* . (Indirect object and a direct object)
* *He saw her* ***in the hospital*** . (Adverbial)

When the subject and the predicate are connected with a linking verb, the predicate is either nominal, adjectival or adverbial complement:

Nominal predicates:

* He *is* ***the president****.*
* These *are* ***the candidates****.*

Adjectival predicates:

* She *is* ***beautiful***.
* They *are* ***careless***.

Adverbial complement:

* He *is* ***in the kitchen****.*
* We *are* ***in the house***.

**Direct and Indirect Object**

**What is an object?**

An **object** in grammar is a part of a sentence, and often part of the [predicate](http://www.myenglishpages.com/site_php_files/grammar-lesson-predicate.php). It refers to someone or something involved in the [subject'](http://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php)s "performance" of the verb. It is what the verb is being done to. As an example, the following sentence is given:

|  |  |  |
| --- | --- | --- |
| **Subject** | **Verb** | **Object** |
| *Leila* | *wrote* | *the poem* |

* "*Leila*" is the [subject](http://www.myenglishpages.com/site_php_files/grammar-lesson-subject.php), the doer or performer,
* "*wrote*" is a [verb](http://www.myenglishpages.com/site_php_files/grammar-lesson-english-verb.php) that refers to the action,
* "*the poem*" is the object involved in the action.

**Transitive and intransitive verbs**

A verb can be classified as **transitive** or **intransitive** according to whether it takes or doesn't take an object:

* If a verb takes objects, then it is a **transitive verb**. Example:

They played **soccer**. → (The verb ***play*** takes ONE object '**soccer**')

They sent **him a postcard**. → (The verb ***send*** takes TWO objects **'him**' and '**a postcard**')

* If a verb doesn't take an object, then it is **an intransitive verb**. Example:

She lies. → (The verb '***lie***' doesn't take any object)

The building collapsed. → (The verb ***'collapse'*** doesn't take any object)

**Types of objects**

There are two types of objects: **direct** and **indirect objects:**

***Direct object***

A direct object answers the question *"what?" or "whom?"*

Examples:

* David *repaired* ***his car*** → ***his car*** is the **direct object** of the verb *repaired.* ( What did David repair?*)*
* He *invited* ***Mary*** *to the party* → ***Mary*** is the **direct object** of the verb *invited*. (Whom did he invite?)

***Indirect Object***

An indirect object answers the question *"to whom?", "for whom?", "for what?"...*

An indirect object is the recipient of the direct object, or an otherwise affected participant in the event. There must be a direct object for an indirect object to be placed in a sentence. In other words an indirect object cannot exist without a direct object.

Examples:

* They sent him a postcard - *him* is the **indirect object** of the verb *sent. (To whom* did they send a postcard?)
* He bought his son a bike - *his son* is the **indirect object** of the verb *bought*. (*For whom* did he buy a bike?)

# Determiners

**What are determiners?**

A determiner is used to modify a noun. It indicates reference to something specific or something of a particular type. This function is usually performed by [articles](http://www.myenglishpages.com/site_php_files/grammar-lesson-articles.php), [demonstratives](http://www.myenglishpages.com/site_php_files/grammar-lesson-demonstratives.php), [possessive](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-adjectives.php) [determiners](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-adjectives.php), or [quantifiers](http://www.myenglishpages.com/site_php_files/grammar-lesson-quantifiers.php).

**Determiners vs pronouns**

Determiners are followed by a noun.

* ***The*** man
* ***This*** book
* ***Some*** people

Subject pronouns ( *I* , *you* , *he* , etc.) and possessive pronouns (*mine, yours, his,* etc.) cannot be determiners because they can never be followed by a noun.

**Types of determiners**

***Articles***

The definite and indefinite [articles](http://www.myenglishpages.com/site_php_files/grammar-lesson-articles.php) are all determiners.

* Definite article - ***the***
* Indefinite article - ***a*** or ***an*** (***a*** is used before a consonant sound; ***an*** is used before a vowel sound.)

Examples:

Close ***the*** door, please. I've got ***a*** friend in Canada.

***Demonstratives***

There are four [demonstrative determiners](http://www.myenglishpages.com/site_php_files/grammar-lesson-demonstratives.php) in English and they are: **this, that, these and those**

Note that demonstrative determiners can also be used as demonstrative pronouns. When they are used as determiners they are followed by the nouns they modify. Compare:

***This*** is my camera. (Demonstrative used as a pronoun, subject of the verb *is*)

***This*** camera is mine. (Demonstrative used as a determiner modifying the noun *camera*.)

***Possessives***

[Possessive adjectives](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-adjectives.php) **- my, your, his, her, its, our, your, their -** modify the noun following it in order to show possession.

Possessive determiners are different from [possessive pronouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-pronouns.php) - **mine, his, hers, yours, ours, their.**

* Possessive pronouns can stand alone and are not followed by nouns.
* Possessive determiners, on the other hand, are followed by nouns.

Compare:

This is ***my*** house. (***my*** is a possessive determiner. It is followed by the noun *house* which it modifies)

Is that car ***yours***? (***yours*** is a possessive pronoun. It is not followed by a noun.)

***Quantifiers***

[Quantifiers](http://www.myenglishpages.com/site_php_files/grammar-lesson-quantifiers.php) are followed by nouns which they modify. Examples of quantifiers include:

some, any, few, little, more, much, many, each, every, both, all, enough, half, little, whole, less etc.

Quantifiers are commonly used before either countable or uncountable nouns. He knows ***more*** people than his wife.

***Little*** knowledge is a dangerous thing .

**Definite and indefinite articles**

**What is an article?**

Basically, **articles** are either *definite* or *indefinite*. They combine to a noun to indicate the type of reference being made by the noun.

 I met **a** friend.



* The **definite** article is **the.**
* The **indefinite** article is **a** / **an**.

**The indefinite article *a* or *an*:**

The article **a** / **an** is used when we don't specify the things or people we are talking about:

* + - I work in **a** factory in New York.
    - I borrowed **a** pencil from **a** passenger sitting next to me.

The indefinite article **a** is used before a consonant sound:

* **a** dog.
* **a** pilot
* **a** teacher.
* **a** university

NOTE:

Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:.niv3:.si.ti/

The indefinite article **an** is used before a vowel sound:

* **an** engineer.
* **an** elephant.
* **an** athlete

**The definite article *the*:**

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

* **The** car over there is fast.
* **The** president of the United States is giving a speech tonight.

When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.

 I live in **a** house. **The** house is quite old and has four bedrooms.

 I ate in **a** Chinese restaurant. **The** restaurant was very good.

**No article:**

1. Do not use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "**The** United States".

* He lives in **Washington** near **Mount Rainier**.
* They live in **Northern British Columbia**.
* They climbed **Mount Everest.**

2. we do not normally use an article with plurals and [uncountable](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php) nouns to talk about things in general.:

* He writes books.
* She likes sweets.
* Do you like jazz music?
* She ate bread with butter in the morning.

**Countable and uncountable nouns**

Using English articles with [countable and uncountable](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php) nouns may be confusing.

**The** can be used with *uncountable* nouns, or the article can be dropped entirely as mentioned above.

1. "The two countries reached **the** peace after a long disastrous war" (some specific peace treaty) or "The two countries reached peace after a long disastrous war" (any peace).
2. "He drank **the** water" (some specific water- for example, the water his wife brought him from the kitchen) or "He drank water." (any water)

It is unusual to use **a/an** for uncountable nouns. You can't say "~~I'd like a milk~~"

**a/an** can be used only with *countable* nouns.

1. I'd like **a** piece of cake.
2. I lent him a book.
3. I drank **a** cup of tea.

**Possessive Adjectives**



**What are possessive adjectives?**

Possessive adjectives **- my, your, his, her, its, our, your, their -** modify the noun following it in order to show possession.

Examples:

* I'll get ***my*** bag.
* Is this ***your*** luggage?

Possessive adjectives are often confused with [possessive pronouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-pronouns.php).

Examples:

* ***Your*** bike is blue. (***your*** is an **adjective** which modifies *bike*)
* ***Mine*** is yellow. (***mine*** is a **pronoun** which functions as the subject of the verb *is*)

## Examples

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Pronouns** | I | you | he | she | it | we | you | they |
| **Possessive Adjectives** | my | your | his | her | its | our | your | their |

Examples:

* Why didn't you clean ***your*** room? (***your*** modifies the noun *room*)
* Mary doesn't like ***her*** dress. (***her*** modifies the noun *dress*)
* The chameleon can change ***its*** color. (***its*** modifies the noun *color*)



***Her*** hair is long.***His*** hair is short

**Things to remember:**

1. Possessive adjectives are different from [possessive pronouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-pronouns.php).

 This is **your** (possessive adjective) book and this is mine (possessive pronoun).

2. **its**, **their** are possessive adjectives.

* **Its** color is beautiful.
* **Their** car is in **their** garage.

3. **it's**, **they're** and **there** are not possessive adjectives — **its** is a contraction of it is or it has; **they're** is a contraction of they are; **there** is an adverb of place.

* **It's** not my book = **It is** not my book.
* My house is big. **It's** got five bedrooms = **It has** got five bedrooms.
* Nancy and Alan are from New York. **They're** my friends = **They are** my friends.
* Please, put the chair **there**. (adverb)

You may also be interested in:

* [possessive pronouns,](http://www.myenglishpages.com/site_php_files/grammar-lesson-possessive-pronouns.php)
* [object pronouns,](http://www.myenglishpages.com/site_php_files/grammar-lesson-object-pronouns.php)
* [subject pronouns,](http://www.myenglishpages.com/site_php_files/grammar-lesson-personal-pronouns.php)
* [and reflexive pronouns.](http://www.myenglishpages.com/site_php_files/grammar-lesson-reflexive-pronouns.php)

## Review:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personal pronouns** | **Possessive adjectives** | **Possessive pronouns** | **Reflexive pronouns** | **Object pronouns** |
| I | ***my*** | mine | myself | me |
| you | ***your*** | yours | yourself | you |
| he | ***his*** | his | himself | him |
| she | ***her*** | hers | herself | her |
| it | ***its*** | its | itself | it |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| we | ***our*** | ours | ourselves | us |
| you | ***your*** | yours | yourselves | you |
| they | ***their*** | theirs | themselves | them |

**Demonstratives - This, that, these, those**

**What are demonstratives?**

**Demonstratives** are words that show which person or thing is being referred to. In the sentence:

***'This*** is my brother',

***'this'*** is a demonstrative

The demonstratives in English are ***this***, ***that***, ***these***, and ***those***

**Demonstrative pronouns vs demonstrative adjectives**

A distinction must be made

between **demonstrative adjectives** (or **demonstrative determiners**) and **demonstrative pronouns** (or **independent demonstratives**).

A demonstrative adjective modifies a noun:

***This*** *apple is good. I like those houses.* (***This*** modifies 'apple' and ***those*** modifies 'houses') A demonstrative pronoun stands on its own, replacing rather than modifying a noun:

*This is good. I like those.* (***This*** and ***those*** don't modify any nouns they stand alone and replace other nouns)

**Use of demonstratives**

Demonstratives differ according to:

* distance: near or far,
* or number: singular or plural.

Here are the main distinctions:

* ***This*** modifies or refers to singular nouns that are near to the speaker.
* ***That*** modifies or refers to singular nouns that are far from the speaker.
* ***These*** modifies or refers to plural nouns that are near to the speaker.
* ***Those*** modifies or refers to plural nouns that are far from the speaker.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Demonstratives** | **Singular** | **Plural** | **Near** | **Far** |
| **This** |  | - |  | - |
| **That** |  | - | - |  |
| **These** | - |  |  | - |
| **Those** | - |  | - |  |

**Quantifiers**

**What are quantifiers?**

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity: 'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers.

Quantifiers can be used with both [countable and uncountable nouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php). Examples:

There are ***some*** books on the desk He's got only ***a few*** dollars.

How ***much*** money have you got?

There is ***a large quantity of*** fish in this river. He's got ***more*** friends than his sister.

**Examples of quantifiers**

***With Uncountable Nouns***

* much
* a little/little/very little \*
* a bit (of)
* a great deal of
* a large amount of
* a large quantity of

#### With Both

* all
* enough
* more/most
* less/least
* no/none
* not any
* some
* any
* a lot of
* lots of
* plenty of

#### With Countable Nouns

* many
* a few/few/very few \*\*
* a number (of)
* several
* a large number of
* a great number of
* a majority of

***\* NOTE***

***few, very few*** mean that there is not enough of something.

***a few*** means that there is not a lot of something, but there is enough.

***\*\* NOTE***

***little, very little*** mean that there is not enough of something.

***a little*** means that there is not a lot of something, but there is enough.

**Some and Any**

## Use of some and any

**Making a request**

**Responding**

Would you mind lending me **some** money? Of course here you are.

Some and any are used to state the quantity, amount of something. When using some or any, the exact number is not stated. Some and any are quantifiers.

Some and any can be used when:

1. The exact number is not known.
2. The exact number is not important or relevant.
3. Some and any are used with [countable and uncountable nouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php).

## Study the following tables:

|  |  |  |
| --- | --- | --- |
| **Interrogative** | **Affirmative** | **Negative** |
| Are there **any** tomatoes in the fridge? | Yes, there are **some**. | No, there aren't **any.** |
| Is there **any** orange juice? | Yes, there is **some**. | No, there isn't **any.** |

|  |  |
| --- | --- |
| **Offering** | **Responding** |
| Would you like **some** coffee? | Yes please I'd like **some**. |

**The rules of some and many:**

***SOME:***

Use ***some*** in positive (affirmative) sentences. ***Some*** is used for both [countable and uncountable](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php) [nouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php).

**Examples:**

I have **some** friends.( friends is countable) I'd like **some** water. (water is uncountable)

***ANY:***

Use ***any*** for [countable and countable](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php) nouns in:

1. interrogative sentences.

**Examples:**

Have you got **any** cheese? Have you got **any** friends?

1. negative sentences.

**Example:**

He hasn't got **any** cheese

He hasn't got **any** friends in Chicago.

***EXCEPTION:***

Use ***some*** in questions when offering or requesting something.

**Example:**

* Would you like **some** bread? ([offer](http://www.myenglishpages.com/site_php_files/communication-lesson-offers.php))
* Can I have **some** water, please? ([request](http://www.myenglishpages.com/site_php_files/communication-lesson-request.php))

**Something, anything, somewhere, anywhere, someone ,anyone:**

The same rules are true for **something** and **anything**, **someone** and **anyone**, and **somewhere** and **anywhere**.

|  |  |
| --- | --- |
| **Policeman:** | Is there **anyone** at home? |
| **Criminal**: | Yes there is **someone** there! My friend. |
| **Policeman:** | Is there **anything** in your pocket? |
| **Criminal:** | Yes there is **something**. A gun! |
| **Policeman:** | Did you go **anywhere** recently? |
| **Criminal:** | Yes I went **somewhere**. I went to the old man's house to steal his money. |

**Much, many and a lot.**

**Much, many, a lot:**

*"Much"*, *"many"*, and *"a lot* of" indicate a large quantity of something, for example "I have a lot of friends " means I have a large quantity of friends.

*Much*, *many*, and *a lot* are **quantifiers**.

**Study the examples below:**

|  |  |  |
| --- | --- | --- |
| How **much** money have you got? |  | I haven't got **much** money. |
|  |  |
|  | I have got **a lot**. |
|  |  |
|  | I have got **a lot of** money. |
| How **many** students are in the classroom? |  | There aren't **many**. |
|  |
| There are **a lot**. |
| There are **a lot of/lots of** students. |

#### In the interrogative forms we use:

* **much** with uncountable nouns. (money, bread, water...) Example:

How **much** money/bread/water...is there?

* **many** with countable nouns. (students, desks, windows...) Example:

How **many** students/teachers/desks... are there?

([See the lesson on countable and countable nouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php) )

#### In the negative forms we use:

* **much** with uncountable nouns. (money, bread, water...)

**Example:**

I haven't got **much** money/bread/water...

* **many** with countable nouns. (students, desks, windows...)

**Example:**

There aren't **many** students/teachers/desks...

***In the affirmative forms:***

In spoken English and informal writing we tend to use:

* **a lot, a lot of, lots of** with countable and uncountable nouns.

**Example:**

"How many students are there in the classroom?" "There are **a lot**."

"How many students are there in the classroom?" "There are **a lot of** / **lots of** students"..

In formal written English:

* It is also possible (and preferable) to use **many** and **much** rather than **a lot of**, **lots of** and **a lot** in *formal* written English.

**Example**:

There are **many** students.

**Much** time was spent on studying.

So if you're speaking or writing to friends (*informal*), use **a lot**, **a lot of**, **lots of**. But if you want to be more *formal*, perhaps it is preferable to use **much** and **many**.

**Remember:**

In affirmative sentences with *so*, *as* or *too*, we also use **much / many**. **Examples:**

"Carla has *so* **many** friends."

"She has *as* **many** friends *as* Sue." "Kevin has *too* **much** money."

**Summary:**

|  |  |  |
| --- | --- | --- |
| **Interrogative** | **Negative** | **Affirmative** |
| How **many** books are there? | There aren't **many**. | There are **a lot**. |
|  |
| There are **a lot of** books. |
|  |
| There are **lots of** books. |
|  |
| There are **many** books (*formal*) |
| How **much** money have you got? | I haven't got **much**. | I've got **a lot.** |
| I've got **a lot of** money. |
|  |
| I've got **lots of** money. |
| I have got **much** money (*formal*) |

**A little or a few, little or few**

**A little, a few, very little, very few**

The expressions *a little* and *a few* mean *some or enough*.

The expressions *(very) little* and *(very) few* mean *hardly any or not enough*. *A little, a few, (very) little* and *(very) few* are **quantifiers**

**Study the following examples:**

**Examples**

I've got **a little** money. I'm going to the cinema. I've got **a few** friends. We meet everyday.

I've got **(very) little** money. I need to borrow some.

I've got **(very) few** friends. I need to make new friends.

**Meaning**

some/enough

hardly any / not enough

**The rules:**

***Affirmative sentences:***

**A little**, **a few**, **(very) little** and **(very) few** are generally used in affirmative statements, not negatives or questions.

***Countable and uncountable nouns:***

1. **A little** and **(very) little** are used with uncountable nouns (money, bread, water...)
2. **A few** and **(very) few** are used with countable nouns (friends, tables, teachers..)

([See more about countable and uncountable nouns here.](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php))

**Meaning:**

1. **A little** and **a few** mean: some or enough.

**Example**:

"I have got **a little** money" = I have got some money. It's enough for me to do what I want.

"I have got **a few** friends" = I have got some or enough friends. We meet every day.

1. (**Very) little** and **(very)** few mean; hardly any or not enough.

**Examples**:

I have got **(very) little** money = I have got hardly any. I haven't got enough. I'll borrow some from my friend.

I have got **(very) few** friends = I have got hardly any. I haven't got enough. I need to make new friends.

**Fewer vs. Less**

**Fewer or less?**

Fewer and less can be confusing. Although both words are used as comparatives, they are used differently. Here are the rules.

***Fewer***

***Fewer*** is used with [countable nouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php), *things that can be counted or that normally have a plural such as friends, books, students..*

Examples:

* There are **fewer** *customers* theses days than last summer.
* I should eat **fewer** *candies*.
* There are **fewer** *cookies* in the box

***Less***

***Less*** is used with [uncountable nouns](http://www.myenglishpages.com/site_php_files/grammar-lesson-countable-uncountable-nouns.php), *things that can't be counted or that don't normally have a plural such as money, bread, water...*

Examples:

* He has **less** *money*
* There is **less** *drinking water* in the village because of the drought.
* You should spend **less** *time* playing video games.

***Less with numbers***

As discussed above less is normally used with uncountable nouns and fewer with countable nouns. There are, however, some exceptions; less can also be used with counting nouns that denote distance, amount, or time.

Examples:

* **Less** than two weeks
* **Less** than two miles.
* **Less** than three kilos.

**Yes or No Questions**

## Types of questions

There are two types of questions:

* Yes or no questions
* [Wh questions](http://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php)

**Yes-no questions**

Yes or no questions are questions whose expected answer is either "yes" or "no".

**How to form yes-no questions**

In English, a special word order (Verb Subject Object) is used to form yes-no questions. Examples:

|  |  |
| --- | --- |
| **Affirmative** | **Yes or No Question** |
| They are American | Are they American? |
| She is nice | Is she nice? |

***The rules***

1. If the main verb of the sentence is "to be", simply invert the subject and the verb to be: Examples:

* They are American. — Are they American?
* They are nice. — Are they nice?

2. If the sentence includes a main verb and another or other helping (auxiliary) verb(s), invert the subject and the (first) helping (auxiliary) verb.

Examples:

* They are *visiting* Paris. — Are they *visiting* Paris?
* She has *done* the housework. — Has she *done* the housework
* Nancy has *been working* all night long. — Has Nancy *been working* all night long?
* He will *be reading* the book. — Will he *be reading* the book?

1. If the sentence includes a verb which is not the verb "to be" and doesn't include a helping (auxiliary) verb, the transformation is more complex.
   1. If the verb is in the present tense, add either **do** or **does** and put the main verb in its base form:

* **do** if the subject is the first person singular, second person singular, first person plural, second person plural and third person plural (I, you, we, they)

Examples:

I *like* apples. — **Do** you *like* apples?

They *go* to a high school. — **Do** they *go* to a high school?

* **does** if the subject is the third person singular (he, she, it). Examples:

Nancy *reads* a lot. — **Does** Nancy *read* a lot?

He *hates* basketball. — **Does** he *hate* basketball?

b.If the verb is in the past tense, add **did** and put the main verb in its base form:

Examples:

* He *discovered* the truth. — **Did** he *discover* the truth?
* She *wrote* a nice essay. — **Did** she *write* a nice essay?
* They *did* the homework. — **Did** they *do* the homework?

**Wh questions (Question Words)**



**Types of questions**

There are two types of questions:

* [Yes or no questions](http://www.myenglishpages.com/site_php_files/grammar-lesson-yes-no-questions.php)
* Wh questions

**Question words**

Question words are also called wh questions because they include the letters 'W' and 'H'.

|  |  |  |
| --- | --- | --- |
| **Question words** | **Meaning** | **Examples** |
| **who** | person | Who's that? That's Nancy. |
| **where** | place | Where do you live? In Boston |
| **why** | reason | Why do you sleep early? Because I've got to get up early |
| **when** | time | When do you go to work? At 7:00 |
| **how** | manner | How do you go? By car |
| **what** | object, idea or action | What do you do? I am an engineer |
| **which** | choice | Which one do you prefer? The red one. |
| **whose** | possession | Whose is this book? It's Alan's. |
| **whom** | object of the verb | Whom did you meet? I met the manager. |
| **what kind** | description | What kind of music do you like? I like quiet songs |
| **what time** | time | What time did you come home? |
| **how many** | quantity (countable) | How many students are there? There are twenty. |
| **how much** | amount, price (uncountable) | How much time have we got? Ten minutes |
| **how long** | duration, length | How long did you stay in that hotel? For two weeks. |
| **how often** | frequency | How often do you go to the gym? Twice a week. |
| **how far** | distance | How far is your school? It's one mile far. |
| **how old** | age | How old are you? I'm 16. |
| **how come** | reason | How come I didn't see you at the party? |

**Asking questions**

1. If you ask about the subject of the sentence, simply add the question word at the beginning: Example:

**James** writes good poems. — **Who** writes good poems?

1. If you ask about the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:

* If there is a helping (auxiliary) verb that precedes the main verb ( for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.

Examples:

He can speak **Chinese**. — **What** can he speak? They are leaving **tonight**. — **When** are they leaving?

* If you ask about the predicate and there is no helping (auxiliary) verb and the verb is "to be", simply add the question verb and invert the subject and the verb. Example:

The play was **interesting**. — **How** was the play?

* If there is no helping (auxiliary) verb in the the predicate and the main verb is not "to be", add the auxiliary "do" in the appropriate form.

Examples:

They go to **the movies** every Saturday. — **Where** do they go every Saturday? He wakes up **early**. — **When** does he wake up?

They sent **a letter**. — **What** did they send?

**Tag Questions**

**Definition**

**A tag question** is a grammatical structure. It refers to a declarative statement or an imperative that are modified to become a question by adding an interrogative fragment.

**Use**

Tag questions:

* can be considered as an indicator of politeness, emphasis, or irony;
* they may suggest confidence or lack of confidence;
* they may be confrontational or tentative;
* in legal settings, tag questions can be found in leading question.

**Form**

Tag questions vary according to different factors such as the choice of auxiliary, the negation. The structure is generally as follows:

|  |  |
| --- | --- |
| **Affirmative statement** | **Negative Tag** |
| he likes him | doesn't he? |
| **Negative statement** | **Affirmative Tag** |
| she doesn't care about him | does she? |

**Examples**

***Statements***

|  |  |
| --- | --- |
| **Affirmative statement** | **Negative tag** |
| He is excellent at languages, | isn't he? |

|  |  |
| --- | --- |
| You were late, | weren't you? |
| They are working on a new project, | aren't they? |
| She writes good poems, | doesn't she? |
| We have worked hard to earn this money, | haven't we? |
| He called her, | didn't he? |
| You should see a doctor, | shouldn't you? |
| He can drive, | can't he? |
| You will help us, | won't you? |

|  |  |
| --- | --- |
| **Negative statement** | **Affirmative tag** |
| He isn't an athlete, | is he? |
| They weren't early, | were they? |
| You aren't writing a new book, | are you? |
| She doesn't work in a hospital, | does she? |
| He hasn't found the solution, | has he? |
| You didn't visit the museum, | did you? |
| We shouldn't sleep late, | should we? |
| You won't tell her, | will you? |

***Imperatives***

|  |  |
| --- | --- |
| **Imperative** | **Tag** |
| keep quiet, | won't you ? will you? would you? could you? |

**Questions with like**

**Uses of like in questions**

The word ***like*** is used in different ways to ask questions. Such questions with ***like*** may have different meanings.

***Like*** may be used to ask questions about:

* Personality or the characteristics of something.
* Preferences.
* Physical appearance.
* Hobbies.

The word ***like*** in these question is used either as a [verb](http://www.myenglishpages.com/site_php_files/grammar-lesson-english-verb.php) or as a [preposition](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions.php).

***Talking about personality or the characteristics of something***

***Like*** can be used to ask about personality or the characteristics of something: Example:

* What's your friend like? → He's nice.
* What's the house like? → It's huge.
* What was the weather like? → It was sunny.

***Like*** in the above examples is used as a **preposition**.

***Talking about about preferences***

***Like*** can be used to talk about preferences. Examples:

* What would you like to eat? → Fish, please.
* What would you like to do next weekend? → Go sightseeing.

***Like*** is used in these questions as a **verb.**

***Talking about physical appearance or resemblance***

***Like*** may be used in questions to ask about physical appearance. Examples:

* What does he look like? → He is tall and has got black long hair.
* What does she look like? → She is beautiful. She has brown eyes and short black hair.
* Who do you look like? → I look just like my father.
* Who does she look like? → She looks like her grandmother.

***Like*** in the above questions is used as a **preposition**.

***Talking about hobbies***

To ask about hobbies, use ***like*** in questions as follows:

* What does he like doing? → He likes singing.
* What do you like doing? → I like reading.

***Like*** in these examples is used as a **verb**.

**Reported Speech (Indirect Speech)**

**What is reported speech?**

Reported speech is when you tell somebody else what you or a person said before. Distinction must be made between direct speech and reported speech.

**Direct speech vs Reported speech:**

|  |  |
| --- | --- |
| **Direct speech** | **Reported speech** |
| She says: "I like tuna fish." | She says that she likes tuna fish. |
| She said: "I'm visiting Paris next weekend" | She said that she was visiting Paris the following weekend. |

**Different types of sentences**

When you use reported speech, you either report:

* statements
* questions
* requests / commands
* other types

**A. Reporting Statements**

When transforming statements, check whether you have to change:

* pronouns
* tense
* place and time expression

***1- Pronouns***

In reported speech, you often have to change the pronoun depending on who says what. Example:

She says, “My dad likes roast chicken.” – She says that her dad likes roast chicken.

***2- Tenses***

* If the sentence starts in the present, there is ***no backshift*** of tenses in reported speech.
* If the sentence starts in the past, there is often ***backshift*** of tenses in reported speech.

|  |  |  |
| --- | --- | --- |
|  | **Direct speech** | **Reported speech** |
| **(no backshift)** | “I **write** poems.” | He ***says*** that he **writes** poems. |
| **(backshift)** | “I **write** poems.” | He ***said*** that he **wrote** poems. |

**No backshift**

Do not change the tense if the introductory clause is in a present tense (e. g. *He says*). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, “I write poems.” – He says that he writes English.

**Backshift**

You must change the tense if the introductory clause is in a past tense (e. g. *He said*). Example:

He said, “I am happy.” – He said that he was happy.

**Examples of the main changes in tense:**

|  |  |
| --- | --- |
| **Direct Speech** | **Reported Speech** |
| **Simple Present**  He said: "I **am** happy" | Simple Past  He said that he **was** happy |
| **Present Progressive**  He said: "I**'m looking** for my keys" | **Past Progressive**  He said that he **was looking** for his keys |
| **Simple Past**  He said: "I **visited** New York last year" | **Past Perfect Simple**  He said that he **had visited** New York the previous year. |
| **Present Perfect**  He said: " I**'ve lived** here for a long time " | **Past Perfect**  He said that he **had lived** there for a long time |
| **Past Perfect**  He said: "They **had finished** the work when I **arrived**" | **Past Perfect**  He said that they **had finished** the work when he **had arrived**" |

|  |  |
| --- | --- |
| **Past Progressive**  He said: "I **was playing** football when the accident **occurred**" | **Past Perfect Progressive**  He said that **he had been playing** football when the accident **had occurred** |
| **Present Perfect Progressive**  He said:"I **have been playing** football for two hours." | **Past Perfect Progressive**  He said that **he had been playing** football for two hours |
| **Past Perfect Progressive**  He said: "I **had been reading** a newspaper when the light **went off**" | **Past Perfect Progressive**  He said that he **had been reading** a newspaper when the light **had gone off** |
| **Future Simple (will+verb)**  He said: "I **will open** the door." | **Conditional (would+verb)**  He said that **he would open** the door. |
| **Conditional (would+verb)**  He said: "I **would buy** Mercedes if I **were** rich" | **Conditional (would+verb)**  He said that he **would buy** Mercedes if he **had been** rich" |

The modal verbs *could, should, would, might, needn't, ought to, used to* do not normally change.

Example:

He said, "She might be right." – He said that she might be right.

Other modal verbs may change:

|  |  |  |
| --- | --- | --- |
| **Modal** | **Direct speech** | **Reported speech** |
| can | "I **can** do it." | He said he **could** do it. |
| may | "**May** I go out?" | He wanted to know if he **might** go out. |
| must | "She **must** apply for the job." | He said that she **must/had to** apply for the job. |
| will | "They **will** call you." | He told her that they **would** call her. |

***3- Place, demonstratives and time expressions***

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

|  |  |
| --- | --- |
| **Direct Speech** | **Reported Speech** |
| **Time Expressions** | |
| today | that day |

now then

yesterday the day before

… days ago … days before last week the week before

next year the following year

tomorrow the next day / the following day

**Place**

here there

**Demonstratives**

this that

these those

**B. Reporting Questions**

When transforming questions, check whether you have to change:

* pronouns
* place and time expressions
* tenses (backshift)

Also note that you have to:

* transform the question into an indirect question
* use the question word (*where, when, what, how*) or *if* / *whether*

|  |  |  |
| --- | --- | --- |
| **Types of questions** | **Direct speech** | **Reported speech** |
| **With question word (what, why, where, how...)** | "Why" don’t you speak English?” | He asked me why I didn’t speak English. |
| **Without question word (yes or no questions)** | “Do you speak English?” | He asked me whether / if I spoke English. |

**C. Reporting requests / commands**

When transforming requests and commands, check whether you have to change:

* pronouns
* place and time expressions

|  |  |
| --- | --- |
| **Direct speech** | **Reported speech** |
| “Nancy,do the exercise.“ | He told Nancy to do the exercise. |
| "Nancy, give me your pen, please." | He asked Nancy to give him her pen. |

Tenses are not relevant for requests – simply use *to* / *not to* + verb (infinitive without "to")

**Example:**

She said, “Sit down." - She asked me to sit down.

She said, "don't be lazy" - She asked me not to be lazy

For affirmative use *to* + infinitive (without to)

For negative requests, use *not to* + infinitive (without to).

## D. Other transformations

* Expressions of advice with **must**, **should** and **ought** are usually reported using *advise* / *urge*.

Example:

"You must read this book."

He advised / urged me to read that book.

* The expression **let’s** is usually reported using *suggest*. In this case, there are two possibilities for reported speech: gerund or statement with *should*.

**Example**:

"Let’s go to the cinema."

* 1. He suggested going to the cinema.
  2. He suggested that we should go to the cinema.

**Main clauses connected with and/but**

If two complete main clauses are connected with *‚and* or *‚but*, put *‚that* after the conjunction.

**Example**:

He said,“I saw her **but** she didn't see me.“ – He said that he had seen her **but** that she hadn't seen him.“

If the subject is dropped in the second main clause (the conjunction is followed by a verb), do not use *‚that‘*.

**Example**:

She said,“I am a nurse **and** work in a hospital.“ – He said that she was a nurse **and** worked in a hospital.“

**Free Indirect Speech**

**What is free indirect speech?**

**Free indirect speech** is also called as **free indirect discourse**, **free indirect style**, or **discours indirect libre** in *French*.)

While **indirect speech** conveys the report in the words of the reporter, with verbs generally 'backshifted' in tense and changes in pronouns and adverbials of time and place are made to align with the time of reporting; **free direct speech** lacks a reporting clause to show the shift from narration to reporting, it is often used in fiction to represent the mental reactions of characters to what they see or experience.

**Indirect speech vs free indirect speech**

***Similarities:***

Free indirect speech resembles indirect speech in shifting tenses and other references

***Differences:***

There is generally no reporting clause in free indirect speech and it retains some features of direct speech (such as direct questions and vocatives).

**Examples:**

***Direct speech:***

He sat down on the sofa carelessly. "Why are they asking me to contribute to the project?" he asked.

***Indirect speech:***

He sat down on the sofa carelessly and asked himself why they were asking him to contribute to the project.

***Free indirect speech:***

He sat down on the sofa carelessly. Why are they asking him to contribute to the project?

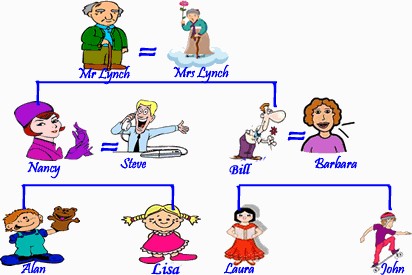
**Famous writers who use free indirect speech**

* Goethe
* Jane Austen
* Gustave Flaubert
* James Joyce
* Virginia Woolf

**Vocabulary: People and Family**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **People and family vocabulary**  This is a list of vocabulary items related to personal relations: people and family members  ***People*** | | | | |
| **man** | **woman** | **baby** | **boy** | **girl** |

#### Family members



Nancy is Mr Lynch's ***daughter****.*

Bill is Mr Lynch's ***son***.

Mr Lynch is Nancy's and Bill's *father*.

Mrs Lynch is Nancy's and Bill's ***mother***.

Nancy and Bill are Mr Lynch's ***children***.

Mr and Mrs Lynch are Nancy's ***parents***.

Nancy is Steve's ***wife***.

Steve is Nancy's ***husband***.

Nancy is Bill's ***sister***.

Bill is Nancy's ***brother***.

Laura is Bill's and Barbara's ***daughter***.

John is Laura's ***brother***.

John is Alan's **cousin**.

Alan is Bill's ***nephew***.

Lisa is Bill's ***niece***.

Lisa is Mr Lynch's ***granddaughter***.

Alan is Mr Lynch's ***grandson***.

Mr Lynch is Alan's ***grandfather***.

Mr and Mrs Lynch are Alan's ***grandparents***.

Alan, Lisa, Laura and John are Mr Lynch's ***grandchildren***.

Mrs Lynch is Alan's ***grandmother***.

Barbara is Nancy's ***sister-in-law***.

Steve is Bob's ***brother-in-law***.

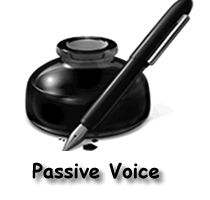
Mr Lynch is is Steve's ***father-in-law***.

Mrs Lynch is Steve's ***mother in law***.

Barbara is Mr Lynch's ***daughter-in-law***.

Steve is Mr Lynch's ***son-in-law.***

# Passive Voice



**The passive vs the active voice:**

|  |  |
| --- | --- |
| **The Active Voice** | **The Passive Voice** |
| Most countries in Latin America speak Spanish. | Spanish is spoken in most countries in latin America. |

## Use of the passive voice:

1. Passive voice is used when the **focus is on the action**. It is not important or not known, however, who or what is performing the action.

**Example:** "A letter was written."

The focus, here, is on the fact that a letter was written. We don't know, however, who wrote it.

1. Sometimes a statement in passive is more **polite** than active voice, as the following example shows:

**Example:** A vase was broken.

Focus, here, is on the fact that a vase was broken, but we don't blame anyone. Compare this to: "You broke the vase."

## Form of the passive voice:

**Subject + the appropriate form of *to be* + Past Participle**

NOTE: The appropriate form of *to be* = To be is put in the the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:

* The object of the active sentence becomes the subject of the passive sentence.
* The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
* The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

Example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Active** | Nancy | makes | tea |
| **subject** | **verb** | **object** |
| **Passive** | Tea | is made | (by Nancy) |
| **object becoming subject** | **verb** | **subject becoming object or is dropped** |

## Examples of the passive voice:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tense** | | **Subject** | **Verb** | **Object** |
| **Simple Present** | ***Active:*** | Nancy | makes | tea. |
| ***Passive:*** | Tea | is made | by Nancy. |
| **Present Progressive** | ***Active:*** | Nancy | is making | tea. |
| ***Passive:*** | Tea | is being made | by Nancy. |
| **Simple Past** | ***Active:*** | Nancy | made | tea. |
| ***Passive:*** | Tea | was made | by Nancy. |
| **Past Progressive** | ***Active:*** | Nancy | was making | tea. |
| ***Passive:*** | Tea | was being made | by Nancy. |
| **Present Perfect** | ***Active:*** | Nancy | has made | Tea. |
| ***Passive:*** | Tea | has been made | by Nancy. |
| **Past Perfect** | ***Active:*** | Nancy | had made | tea. |
| ***Passive:*** | Tea | had been made | by Nancy. |
| **Future simple** | ***Active:*** | Nancy | will make | tea. |
| ***Passive:*** | Tea | will be made | by Nancy. |
| **Future perfect** | ***Active:*** | Nancy | will have made | tea. |
| ***Passive:*** | Tea | will have been made | by Nancy. |
| **Conditional** | ***Active:*** | Nancy | would make | tea. |
| ***Passive:*** | Tea | would be made | by Nancy. |
| **Modals** | ***Active:*** | Nancy | can make | tea. |
| ***Passive:*** | Tea | can be made | by Nancy. |

**Passive voice sentences with two Objects:**

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Active/Passive** | **Subject** | **Verb** | **Object 1** | **Object 2** |
| ***Active:*** | Nancy | offered | a flower | to me. |
| ***Passive:*** | A flower | was offered | to me | by Nancy. |
| ***Passive:*** | I | was offered | a flower | by Nancy. |

**Impersonal Passive:**

***Study these examples:***

* They say that the planet is in danger.
* It is said that the planet is in danger.

This type of passive is called impersonal because we use the impersonal form "it is..." This is only possible with verbs of perception (e. g. say, think, know ...)

***Examples:***

* It is said that...
* It is thought that...
* It is believed that...
* It is known that...

It is also common that we start the passive form of these sentences with the subject of the *that- clause:*

***Examples:***

* They say that the planet is in danger.= The planet is said to be in danger.
* They think that women live longer than men. = Women are thought to live longer.

**Contraction**

**What is contraction?**

A **contraction** refers to a shortened form of a word, syllable, or word group, created by omission of internal letters which are replaced by an apostrophe.

Examples:

#### I am = I'm

* ***He is = He's***

Contractions should not be confused with:

1. Abbreviations which consist of a letter or group of letters taken from the word or phrase as in *Dr* for Doctor
2. Clipping which is the word formation process consisting in the reduction of a word to one of its parts as in *spec* for speculation.
3. Acronyms which is an abbreviation formed from the initial components in a phrase or a word (example: *FBI*, *Benelux*, *radar*)

**A list of contracted forms in English**

Here is a list of some examples of contraction in English:

|  |  |
| --- | --- |
| **Full Forms** | **Contracted forms** |
| I am | I'm |
| you / we / they are | you / we / they're |
| she / he is | she / he's |
| I am not | I'm not |
| you / we / they are not | you / we / they aren't |
| she / he is not | she / he isn't |
| I / you /we / they have | I / you /we / they've |
| she / he has | she / he's |
| they have | they've |
| I had | I'd |
| I would | I'd |
| I will | I'll |
| I do not | I don't |
| he does not | he doesn't |
| I did not | I didn't |

|  |  |
| --- | --- |
| I have not | I haven't |
| I had not | I hadn't |
| I cannot | I can't |
| I could not | I couldn't |
| I will not | I won't |
| I would not | I wouldn't |
| I should not | I shouldn't |
| I must not | I mustn't |
| There is | There's |
| where is | where's |
| who is | who's |

**English Prepositions**



**English prepositions**

In grammar, a preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word. In the sentences:

* "We jumped **in** the lake"
* "Many shops don't open **on** Sundays."

"in" and "on" are prepositions

Generally speaking one can classify prepositions in three groups: prepositions of

time,prepositions of place and other types of prepositions. Visit the pages below to study each type. We provide explanations along with some examples.

**Prepositions of place**

**English prepositions**

Generally speaking one can classify prepositions in three groups:

* [prepositions of time](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-time.php)
* [prepositions of place](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-place.php)
* [and other kinds of prepositions.](http://www.myenglishpages.com/site_php_files/grammar-lesson-other-prepositions.php)



The following table includes prepositions of place.

**Prepositions of place**

|  |  |  |
| --- | --- | --- |
| **Preposition of place** | **Explanation** | **Example** |
| **in** | * inside | * I watch TV **in** the living-room * I live **in** New York * Look at the picture **in** the book * She looks at herself **in** the mirror. * She is **in** the car. * Look at the girl **in** the picture * This is the best team **in** the world |
| **at** | * used to show an exact position or particular place | * I met her **at** the entrance, **at**the bus stop |

|  |  |  |
| --- | --- | --- |
|  | * table * events * place where you are to do something typical (watch a film, study, work) | * She sat **at** the table * **at** a concert, **at** the party * **at** the   movies, **at** university, **at**work |
| **on** | * attached * next to or along the side of (river) * used to show that something is in a position above something else and touching it. * left, right * a floor in a house * used for showing some methods of traveling * television, radio | * Look at the picture **on** the wall * Cambridge is **on** the River Cam. * The book is **on** the desk * A smile **on** his face * The shop is **on** the left * My apartment is **on** the first floor * I love traveling **on** trains /**on**the bus / **on** a plane * My favorite   program **on** TV, **on**the radio |
| **by, next to, beside, near** | * not far away in distance | * The girl who is **by** / **next to** /**beside** the house. |
| **between** | * in or into the space which separates two places, people or objects | * The town lies   halfway **between**Rome and Florence. |
| **behind** | * at the back (of) | * I hung my coat **behind** the door. |
| **in front of** | * further forward than someone or something else | * She started talking to the man **in front of** her |
| **under** | * lower than (or covered by) something else | * the cat is **under** the chair. |
| **below** | * lower than something else. | * the plane is just **below** the the cloud |
| **over** | * above or higher than something else, sometimes so that one thing covers the other. * more than. * across from one side to the other. | * She held the umbrella **over**both of us. * Most of the carpets are **over**$100. * I walked **over** the bridge |

|  |  |  |
| --- | --- | --- |
|  | * overcoming an obstacle | * She jumped **over** the gate |
| **above** | * higher than something else, but not directly over it | * a path **above** the lake |
| **across** | * from one side to the other of something with clear limits / getting to the other side    | * She walked **across** the field/road. * He sailed **across** the Atlantic |
| **through** | * from one end or side of something to the other | * They walked   slowly **through**the woods. |
| **to** | * in the direction of * bed | * We went **to** Prague last year. * I go **to** bed at ten. |
| **into** | * towards the inside or middle of something and about to be contained, surrounded or enclosed by it | * Shall we go **into** the garden? |
| **towards** | * in the direction of, or closer to someone or something | * She stood up and walked **towards** him. |
| **onto** | * used to show movement into or on a particular place | * I slipped as I stepped **onto** the platform. |
| **from** | * used to show the place where someone or something starts: | * What time does the   flight **from**Amsterdam arrive? |

**Prepositions of time**

**English prepositions**

Generally speaking one can classify prepositions in three groups:

* [prepositions of time](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-time.php)
* [prepositions of place](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-place.php)
* [and other kinds of prepositions](http://www.myenglishpages.com/site_php_files/grammar-lesson-other-prepositions.php)



The following table includes the prepositions of time.

**Prepositions of time**

|  |  |  |
| --- | --- | --- |
| **Preposition of time** | **Explanations** | **Example** |
| **on** | * days * weekend (American English) | * Many shops don't open **on** Sundays. * What did you do **on** the weekend? |
| **in** | * months / seasons / year * morning / evening / afternoon * period of time | * I visited   Italy **in** July, **in** spring, **in** 1994   * **In** the evenings, I like to relax. * This is the first cigarette I've had **in** three years. |
| **at** | * night * weekend (British English) * used to show an exact or a particular time: | * It gets cold **at** night. * What did you do **at** the weekend? * There's a meeting **at** 2.30 this afternoon **/ at**lunch time. |
| **since** | * from a particular time in the past until a later time, or until now | * England have not won the World Cup in   football **since** 1966 |
| **for** | * used to show an amount of time. | * I'm just going to bed **for** an hour or so. |
| **ago** |  back in the past; back in time | * The dinosaurs died out 65 |

|  |  |  |
| --- | --- | --- |
|  | from the present: | million years **ago**. |
| **before** | * at or during a time earlier than | * She's always up **before** dawn. |
| **to** | * used when saying the time, to mean before the stated hour | * It's twenty **to** six. |
| **past** | * telling the time | * five **past** ten |
| **to** | * until a particular time, marking end of a period of time | * It's only two weeks to Christmas. |
| **from** | * used to show the time when something starts | * The museum is open **from** 9.30 to 6.00 Tuesday to Sunday. |
| **till / until** | * up to (the time that) | * We waited **till** / **until** half past six for you. |
| **by** | * not later than; at or before | * She had promised to be back **by** five o'clock. |

**English prepositions**

**English prepositions**

Generally speaking one can devide prepositions into three categories:

* [prepositions of time](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-time.php)
* [prepositions of place](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-place.php)
* [and other kinds of prepositions.](http://www.myenglishpages.com/site_php_files/grammar-lesson-other-prepositions.php)

The following table includes the third category of prepositions.



**Other Prepositions**

|  |  |  |
| --- | --- | --- |
| **Preposition** | **Explanation** | **Example** |
| **from** | * used to show the origin of something or someone * used to show the material of which something is made * used to show a change in the state of someone or something | * "Where are you **from**?" "I'm **from** Italy." * The desk is made **from** pine. * Things went **from** bad to worse. |
| **of** | * used to show possession, belonging or origin * used after words or phrases expressing amount, number or particular unit | * a friend **of** mine * a kilo **of** apples |
| **by** | * used to show the person or thing that does something: | * I'm reading some short stories (written) **by**Chekhov. |
| **on** | * used for showing some methods of travelling * entering a public transport vehicle | * It'd be quicker to get there **on** foot / **on** horse * get **on** the train |
| **in** | * entering a car / Taxi | * She got **in** the car and drove fast. |
| **off** | * leaving a public transport vehicle | * She got **off** the bus |
| **out of** | * leaving a car / Taxi | * She got **out of** the train |
| **by** | * used to show measurements or amounts * travelling (other than walking or | * Their wages were increased by 12%. * She |

|  |  |  |
| --- | --- | --- |
| **Preposition** | **Explanation** | **Example** |
|  | horseriding) | went **by** car, **by** bus, **by** train |
| **at** | * age | * In theory, women can still have children **at**the age of 50. |
| **about** | * on the subject of; connected with | * What's that book **about**? |

**Conjunctions**

**What are conjunctions?**

**A conjunction** is [a part of speech](http://www.myenglishpages.com/site_php_files/grammar-exercise-parts-of-speech.php) that joins two words, phrases or clauses together. There are three types of conjunctions:

|  |  |  |  |
| --- | --- | --- | --- |
| **Coordinating Conjunctions** | **Correlative Conjunctions** | **Common Subordinating Conjunctions** | |
| * for * and * nor * but * or * yet * so | * either...or * neither...nor * not only...but also * both...and * whether...or | * after * before * although * though * even though * as much as * as long as * as soon as * because * since * so that | * in order that * if * lest * even if * that * unless * until * when * where * whether * while |

**Coordinating conjunctions**

Coordinating conjunctions, also called coordinators, are conjunctions that connect two or more equal items.

Examples:

 He plays tennis ***and*** soccer

* He works quickly ***but*** accurately
* You'd better do your homework, ***or*** you'll get a terrible grade.

**Correlative conjunctions**

Correlative conjunctions are used in pairs.They work in pairs to coordinate two items. Examples of correlative conjunctions include *both...and..., either...or, not only... but also...*

Examples:

* I didn't know that she can ***neither*** read ***nor*** write.
* You can ***either*** walk to school ***or*** take the bus.
* ***Both*** Sara ***and*** James are invited to the party.
* ***Whether*** you watch TV ***or*** do your homework is your decision.
* ***Not only*** are they noisy ***but*** they are ***also*** lazy.

**Subordinating conjunctions**

Subordinating conjunctions, also called subordinators, are conjunctions that join a dependent (or subordinating) clause to an independent (or main) clause.

Examples:

* He reads the newspapers ***after*** he finishes work.
* ***Even if*** you get the best grade in the writing test, you'll need to pass an oral test.
* ***Although*** he is very old, he goes jogging every morning.
* She didn't go to school ***because*** she was ill.
* They went to bed ***since*** it was late
* ***As soon as*** the teacher had arrived, they started work.

**"So", subordinating conjunction or coordinator?**

"*So*" is a small English word that can have different meanings. As mentioned in the table above, it is commonly used as a coordinator rather than as a subordinating conjunction. There are, however, instances when "*so*" may introduce purpose and in this case "*so*" is used as a subordinating conjunction.

Examples:

* "I took my umbrella with me ***so*** I wouldn't get wet."
* " I stayed ***so*** I could see you."