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"RICARDO FLORES MAGÓN"

GUÍA

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FORMATO DE LA GUÍA DE ESTUDIO

Área:	Nombre de la Unidad de Aprendizaje:	Nivel/semestre:
Humanística	Inglés VI	Sexto

Instrucciones generales de la guía:

Esta guía no tiene valor alguno sobre el examen. La fecha del examen ETS se dará a conocer a través de la página oficial del CECyT.

Presentación:

La Unidad de Aprendizaje Inglés VI tiene como finalidad el dominio de las 4 habilidades del idioma, las cuales te servirán para poder interactuar en diversos ámbitos de la vida personal, escolar y laboral.

Objetivos

Satisface necesidades comunicativas que le permiten comprender textos de diversas fuentes y temas, así como a las personas que hablan en inglés en programas de radio o televisión, escribir notas en inglés mientras otra persona está hablando en este idioma, hablar con otros sobre una amplia variedad de tópicos.

Justificación

El idioma inglés, considerado como lengua universal, es utilizado en la mayoría de las áreas del conocimiento, científico y tecnológico. Por lo tanto, es una herramienta lingüística y comunicativa a nivel mundial indispensable.

Esta guía retoma los contenidos vistos a lo largo del semestre, reafirmando para así tener una visión general de todos los temas que se abordarán en éste.

Estructura y contenidos

- Conditionals (zero, first, second & third)
- Wishes & regrets (wish & if only)
- Passive
- Phrasal Verbs
- Articles
- Quantifiers
- Tense Review

Evaluación

No tiene valor en la evaluación.

Materiales para la elaboración de la guía

- Programa de Estudios de la Unidad de Aprendizaje Inglés VI de 2008
- Diversas páginas web
- Libros de Texto

Actividades de estudio

- Auto estudio ya sea con base en el libro de texto, ejercicios de internet o de aplicaciones para aprender el idioma.

Información Adicional

- Se recomienda elaborar un cuadro sinóptico, mapa conceptual o infografía con ejemplos de cada estructura gramatical de la sección.
- Asesoría en línea o presencial con el maestro titular.

Bibliografía Básica

- Sure Upper-Intermediate / Martyn Hobbs & Julia Starr / Helbling Languages

Conditionals

Is that something you use after shampooing your hair? Not quite. You may have heard your English teacher talk about conditionals. Who knows, you may have even learnt a couple:

- *If it rains, you will get wet!*
- *If you don't study, you won't pass the exam.*

But just when you think you've mastered them all, another one **pops up** that seems harder than the last.

Well, the good news is there are four main conditionals. All of which we're going to teach you today. So that by the end of this blog post you'll not only recognise them but also feel comfortable to use them in a variety of situations. We'll also share some fun videos with you!

So, if you're ready to begin, let's **get the ball rolling**. (That's the first conditional by the way).

The conditionals

Conditionals are also known as *if clauses*, we use them to say that one thing depends on something else. They can be used to talk about something that always happens, might happen or might have happened as a result of another state, action or event.

Check out these four conditionals and how to use them in a sentence.

Zero conditional	<i>If I'm hungry, I eat.</i>
First conditional	<i>If I'm hungry, I will eat.</i>
Second conditional	<i>If I was hungry, I would eat.</i>
Third conditional	<i>If I had been hungry, I would have eaten.</i>

As you can see, the sentences are divided into two parts:

If clause (condition), + main clause (result)

These are separated by a comma, but they also function in the following order without one and mean exactly the same thing:

Main clause (result) + if clause (condition)

Confused? Let's take things back to basics.

1. Zero conditional

The zero conditional is used to talk about things that are certain, or always true. It is a real condition that has an **inevitable** result. Think about how scientific facts are written or general truths.

Structure & Examples

The structure of the zero conditional is: **If + present simple...present simple**

<i>If you heat water at 100 degrees, it boils.</i>
<i>If you heat ice, it melts.</i>
<i>You get wet if it rains.</i>

The message here is that if something happens there will always be a guaranteed consequence. If you stand out in the rain, you'll get wet. If you eat too much, you'll put on weight. If you touch a fire...well, then you're **asking for it**.

'When' instead of 'if'

We can also use the word *when* instead of *if* and the meaning stays the same.

2. First conditional

Finished the quiz? Now, back to work! Let's move on to the first conditional. We use this to talk about things in the future that are likely to happen or have a real possibility of happening.

Structure & Examples

The structure of the first conditional is: **If + present tense,...will/won't + infinitive**

<i>If it rains, I'll take an umbrella.</i>
<i>If it's sunny at the weekend, we'll go to the park.</i>
<i>I won't take the dog out later, if you do it now.</i>

Other connectors: when, as soon as, in case, etc.

We can use the following connectors instead of *if*:

When, as soon as, in case, unless, as long as, after. However, each of these connectors changes the meaning of the sentence **slightly**.

<i>When I get my results, I'll phone you.</i>	(At some point after)
<i>As soon as I get my results, I'll phone you.</i>	(Immediately after)
<i>As long as I get my results, I'll phone you.</i>	(On the condition that)
<i>Unless I get my results, I'll phone you.</i>	(Except if)

Modal verbs or imperatives

We can use modal verbs instead of *will/won't*:

May, might, shall, should, could or an imperative in the main clause. This changes the meaning, or the likelihood of the result.

<i>If I have time, I might go to the supermarket.</i>	<i>(Possibility)</i>
<i>If I have time, I should go to the supermarket.</i>	<i>(Obligation or duty)</i>
<i>If I have time, I could go to the supermarket.</i>	<i>(Ability)</i>
<i>If you have time, go to the supermarket.</i>	<i>(Imperative)</i>

3. Second conditional

So you're halfway through learning the conditionals. Well done you! The thing is, this is where things get a bit more difficult.

Whereas the zero and first conditionals describe a real or possible situation, the second and third are imaginary or hypothetical situations. Let's start with the second conditional:

Structure & Examples

The structure of the second conditional is: ***If + past simple, ... would/wouldn't + infinitive***

As you can see, in the *if* clause we use the past simple, and in the main clause we use the conditional *would*. We can also use the word *could* to mean a hypothetical possibility.

<i>If I won the lottery, I would travel around the world.</i>
<i>If he didn't have the dog, he could go anywhere he wanted.</i>
<i>They would buy a bigger house, if they had the money.</i>

The second conditional refers to the present or the future, and is used to talk about anything **unlikely** to happen. Imagine meeting Lionel Messi, or finding a million dollars on the floor. These things might not have happened to you, but you sure can dream!

Were' instead of 'was'

When there is the verb *to be* in the *if* clause, we can change it from *was* to *were*. This is because we are talking about hypothetical situations, so we're changing the mood of the verb from indicative to subjunctive. Both options are correct, but *were* is often preferred.

*If I **were** an animal, I would be a bird.*

*She would be able to drive, if she **were** a year older.*

*If I **were** you, I would talk to the teacher.*

4. Third conditional

Last but not least, we have the third conditional. We use this structure to talk about an imagined past. That's right ladies and gentlemen, here's where you can change the past. Well, at least speculate how things could have been different.

Structure & Examples

The structure of the third conditional is: **If + past perfect,...would/wouldn't + have + past participle.**

*If Steve **had woken up** earlier, he **wouldn't have missed** the bus.*

*You **would never have met** Jamie if you **hadn't gone** to the same school.*

*If I'd **studied** more, I **would have passed** the exam.*

As you can see, we often use the third conditional to talk about **regrets**, and it is based on an unreal situation that cannot be changed.

Past participles

The third conditional is a little tricky, as there's a lot to remember. So make sure you **know** your past participles **inside out first**. Here's a [list of past participles](#) for you to revise.

Links

<https://www.wallstreetenglish.com/exercises/how-to-use-conditionals-in-english-zero-first-second-third-and-mixed>

<https://www.englishclub.com/grammar/verbs-conditional.htm>

<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-1>

<https://www.britishcouncil.org.mx/blog/conditionals>

Exercise links

<https://www.perfect-english-grammar.com/conditional-exercises.html>

https://www.englisch-hilfen.de/en/exercises_list/if.htm

<https://www.ego4u.com/en/cram-up/tests/conditional-sentences-3>

<https://learnenglish teens.britishcouncil.org/grammar/b1-b2-grammar/conditionals>

<https://www.englishpage.com/conditional/conditionalintro.html>

Wishes & Regrets

Wishes and Regrets – Past, Present and Future

We often use the verb 'wish' to express strong desires, to wish for something to be different than it is (or was) or wish for something new or different to happen in the future.

Wishes and Regrets

We often use the verb 'wish' to express strong desires. We always wish for something to be different than it is (or was) or wish for something new or different to happen in the future. Our wishes for the present are for things that are unlikely or impossible. Our wishes for the past are always impossible, because the past cannot be changed.

Wishes about the present and future

We cannot use a present tense verb with 'I wish'. Wishes for the present / future use a past tense verb or a modal verb with an infinitive. When we make a wish, we change the form of the verb that we are using from positive to negative, or vice versa.

Example:

I am poor. I don't like this and I want to be rich. To express this as a wish we can say: "I wish I wasn't poor." or we can change the adjective and say: "I wish I was rich."

Wishes about states

If we make a wish about possessions or to change a state, we use 'wish' and the original verb in a past form.

Look at the examples below:

Wishes relating to states

- I wish I was rich! (**I am not rich!** This is a wish relating to a present state, not an action)
- I wish I wasn't here! (**I am here!** A wish relating to a state, not an action)
- I wish I knew what to do! (**I don't know what to do!** A wish relating to a state, not an action)

- I wish I had her phone number! (**I don't have her number!** A wish about possession, not an action)
- I wish I lived in America! (**I don't live there!** A wish relating to a state, not an action)
- I wish I didn't smoke. (**I smoke!** A wish relating to a state – being a person who smokes)

If our wishes relate to **actions** that are performed by **other people**, we use wish with '**would**' and a verb infinitive.

If the wish is for an **action** that we wish for **ourselves**, we use '**could**' instead of 'would'.

If we wish for **opportunity, ability, capability or permission**, we use '**could**' and a verb infinitive.

Typical wishes – relating to actions

- I wish he would stop talking! (**He never stops talking!** A wish relating to an action)
- I wish it would stop raining! (**It is raining** and it won't stop!)
- I wish he wouldn't leave his clothes on the floor! (**He does leave** his clothes on the floor)
- I wish I could swim. (**I can't swim.** A wish relating to ability)
- I wish I could remember her name! (**I can't remember.** A wish relating to ability)
- I wish I didn't have to go to work today. (**I must work.** A wish relating to permission/ability etc)

To talk about repeated actions which we do not like, we use 'keep + ...ing' to emphasise the repeated or continual nature of the action:

- I wish she wouldn't keep talking about her children! (She constantly talks about her children)
- I wish he wouldn't keep parking his car outside my house, it's inconsiderate. (He always does this)
- I wish she wouldn't keep shouting. I'm not deaf! (She always shouts.) (We can also use 'always + verb infinitive' for a similar meaning:)
- I wish she wouldn't always shout. I'm not deaf.

Wishes about the past

We all make mistakes. We all have regrets. Things happen that are not perfect. We often talk about these things and wish for things to be different. When we speak about things that **DID NOT** happen in the past, but which we wish were true, we use this form:

'I wish' + 'subject' + 'had' + 'verb past participle'.

Consider these ideas:

- I went to University in Oxford, but now I regret it. Cambridge is a better University.
We can say: "I wish I had gone to Cambridge University."

- Manchester United lost to Barcelona in the Champions League. I wanted Manchester to win.

We can say: "I wish Manchester had beaten Barcelona."

If we wish about past possessions or past ability/capability/permission/opportunity etc, we use this form:

'I wish' with 'subject + could + have + past participle (present perfect)'.

Consider these ideas:

- I didn't go to the cinema with you because I was working. I was unable to go.
We can say: "I wish I could have gone to the cinema with you."
- I wanted to live in America when I was a boy, but my parents chose to live in the UK.
We can say: "I wish I could have lived in America." ('I wish I had lived in the USA' is also correct, but gives less information.)

Sometimes, the same wish can be expressed both ways, depending on the reasons:

For example:

- "I wish I had gone to Cambridge University." (I decided to go to Oxford) **or**
"I wish I could have gone to Cambridge University." (They refused to accept me, so I was unable)
- "I wish I had gone to the cinema with you last night." (It was a mistake, which I regret.) **or**
"I wish I could have gone to the cinema with you last night." (I was working so I was unable to go.)

When we speak about states or things that DID happen in the past, but which we wish were not true, we use this form:

'I wish' with 'subject + had + not + verb past participle (negative past perfect)'.

For example:

- I went to University in Oxford, but now I regret it. Cambridge is a better University.
We can say: "I wish I hadn't gone to Oxford University."
- Manchester United lost against Barcelona in the Champions League. I wanted Manchester to win.
We can say: "I wish Manchester hadn't lost to Barcelona."
- I forgot to write to her. Now she is unhappy with me.
We can say: "I wish I hadn't forgotten to write to her."
- I resigned from my job, but now I am unemployed. It was a mistake.
We can say: "I wish I hadn't resigned from my job."
- I was tired when I met Susan, so I didn't talk a lot. Now she thinks I'm boring.
We can say: "I wish I hadn't been tired when I met Susan."

We do not use 'could' with this negative form.

Links

[https://www.ecenglish.com/learnenglish/using-wish-regrets-and-other-things-too/#:~:text=Using%20wish%20for%20past%20regrets&text='%20%3D%20I%20am%20now%20sorry%20that,useful%20word%20for%20me\)!](https://www.ecenglish.com/learnenglish/using-wish-regrets-and-other-things-too/#:~:text=Using%20wish%20for%20past%20regrets&text='%20%3D%20I%20am%20now%20sorry%20that,useful%20word%20for%20me)!)
<https://www.lewolang.com/english-grammar/110/wishes-and-regrets>
<https://test-english.com/grammar-points/b1-b2/wishes-regrets/>
<https://www.myenglishpages.com/english/grammar-lesson-if-only.php>
<https://montyenglish.co.uk/grammar/expressing-wishes-and-regrets-in-english>

Exercise Links

<https://www.esl-lounge.com/student/grammar/4g7-wishes-and-regrets.php>
<https://www.myenglishpages.com/english/grammar-exercise-if-only-i-wish.php>
<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-104539.php>
<https://agendaweb.org/verbs/wish-exercises-verb.html>
<https://english-in-chester.co.uk/e-learning/lesson/wishes-regrets/>
<http://www.carmenlu.com/fifth/grammar/wishes5.html>

Passive

What is the passive voice?

In general, the **active voice** makes your writing stronger, more direct, and, you guessed it, more active. The subject *is* something, or it *does* the action of the verb in the sentence. With the **passive voice**, the subject is acted upon by some other performer of the verb. (In case you weren't paying attention, the previous two sentences use the type of voice they describe.)

But the passive voice is not incorrect. In fact, there are times when it can come in handy. Read on to learn how to form the [active and passive voices](#), when using the passive voice is a good idea, and how to avoid confusing it with similar forms.

The difference between active and passive voice

While *tense* is all about time references, *voice* describes whether the grammatical subject of a clause performs or receives the action of the [verb](#).

Here's the formula for the active voice:

[subject]+[verb (performed by the subject)]+[optional object]

Chester kicked the ball.

In a passive voice construction, the grammatical subject of the clause *receives* the action of the verb. So, the ball from the above sentence, which is *receiving* the action, becomes the subject.

The formula:

[subject]+[some form of the verb *to be*]+[past participle of a transitive verb]+[optional prepositional phrase]

The ball was kicked by Chester.

That last little bit—"by Chester"—is a prepositional phrase that tells you who the performer of the action is. But even though Chester is the one doing the kicking, he's no longer the grammatical subject. A passive voice construction can even drop him from the sentence entirely:

The ball was kicked.

How's that for anticlimactic?

When (and when not) to use the passive voice

If you're writing anything with a definitive subject who's performing an action, you'll be better off using the active voice. And if you search your document for instances of *was*, *is*, or *were* and your page lights up with instances of passive voice, it may be a good idea to switch to active voice.

That said, there are times when the passive voice does a better job of presenting an idea, especially in certain formal, professional, and legal discussions. Here are three common uses of the passive voice:

1 Reports of crimes or incidents with unknown perpetrators

My car was stolen yesterday.

If you knew who stole the car, it probably wouldn't be as big a problem. The passive voice emphasizes the stolen item and the action of theft.

2 Scientific contexts

The rat was placed into a T-shaped maze.

Who places the rat into the maze? Scientists, duh. But that's less important than the experiment they're conducting. Therefore, passive voice.

3 When you want to emphasize an action itself and the doer of the action is irrelevant or distracting:

The president was sworn in on a cold January morning.

How many people can remember off the top of their heads who swears in presidents? Clearly the occasion of swearing in the commander in chief is the thing to emphasize here.

In each of the above contexts, the action itself—or the person or thing receiving the action—is the part that matters. That means the performer of the action can appear in a prepositional phrase or be absent from the sentence altogether.

Creative ways to use the passive voice in writing

The above examples show some formal uses of the passive voice, but some writers take advantage of the shift in emphasis it provides for other reasons. Here are moments when the passive voice is a stylistic decision that suits the author’s writing goals.

1 Avoid getting blamed

There are times when you want to get away with something without making it crystal-clear who’s at fault. The classic example:

“Mistakes **were made**.” —most politicians

Who made them? Is anyone taking responsibility? What’s the solution here? One political scientist dubbed this structure the “past exonerative” because it’s meant to exonerate a speaker from whatever foul they may have committed. In other words, drop the subject, get off the hook.

2 Beat around the bush

Jane Austen is a master of poking fun at her characters so [euphemistically](#) that it seems almost polite, and the passive voice is one of her favorite methods for doing that.

“[He] pressed them so cordially to dine at Barton Park every day till they were better settled at home that, though his entreaties **were carried** to a point of perseverance beyond civility, they could not give offense.” —Jane Austen, *Sense and Sensibility*

Austen could have rephrased this sentence like so:

“Though Mr. Middleton carried his entreaties to a point of perseverance beyond civility, they could not give offense.”

Though maybe she means something closer to:

“Mr. Middleton pushed his invitations beyond the point of politeness and into pushiness, but he still meant well.”

In cases like this, the passive voice allows for more polite phrasing, even if it’s also a little less clear.

3 Make your reader pay more attention to the something

This is like the president getting sworn in: the thing that gets the action of the verb is more important than the people performing the action.

“That treasure lying in its bed of coral, and the corpse of the commander floating sideways on the bridge, **were evoked by historians** as an emblem of the city drowned in memories.” — Gabriel García Márquez, *Love in the Time of Cholera*

Here, you could invert the sentence to say “Historians evoked that treasure (and so on).” But that would take the focus away from that oh-so-intriguing treasure and the corpse. And since the historians are less important here, the author makes the choice to stress the key idea of the sentence through the passive voice.

Here’s another famous example that puts the emphasis on what happens to the subject, instead of on what the subject is doing:

“We hold these truths to be self-evident, that all men **are created** equal, that they **are endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” —The Declaration of Independence, 1776

“All men” (and these days, women, too) get boosted to the front of the phrase because their equality and rights are the focus. It makes sense that a statement declaring independence would focus on the people who get that independence, after all.

Writers use the passive voice. Can you?

The above examples lean toward the literary side of things, but don’t forget that there are times when the passive voice is useful and necessary in daily life. In each of the sentences below, the passive voice is natural and clear. Rewriting these sentences in the active voice renders them sterile, awkward, or syntactically contorted.

Passive: Bob Dylan was injured in a motorcycle accident.

Active: A motorcycle accident injured Bob Dylan.

Passive: Elvis is rumored to be alive.

Active: People rumor Elvis to be alive.

Passive: Don’t be fooled!

Active: Don’t allow anything to fool you!

Passive voice misuse

Sometimes what looks like passive voice isn't passive voice at all. If you're not careful, even the most careful eye can mistake the following sentences for passive voice.

Chester's favorite activity is kicking.

The bank robbery took place just before closing time.

There is nothing we can do about it.

There were a great number of dead leaves covering the ground.

Despite what any well-meaning English teachers may have told you, none of the sentences above are written in the passive voice. The sentence about the leaves, in fact, [was \(wrongly\) presented as an example of the passive voice by none other than Strunk and White in *The Elements of Style*.](#)

Here's how to remember: using the verb *to be* doesn't automatically put a verb phrase into the passive voice. You also need a past participle. That's how to keep passive voice masqueraders from fooling you.

Passive voice is summed up here:

- The passive voice isn't a grammatical error; it's a matter of style
- Use the active voice if it makes your sentence sound clearer and more natural
- Forming passive voice requires the verb "to be" *and* a past participle
- The passive voice is your friend when the thing receiving an action is the important part of the sentence—especially in scientific and legal contexts, times when the performer of an action is unknown, or cases where the subject is distracting or irrelevant
- When it comes to good writing, don't be passive—even if your sentences sometimes need to be

Links

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/active-and-passive-voice>
<https://www.ef.com/wwen/english-resources/english-grammar/passive-voice/>
<https://www.ego4u.com/en/cram-up/grammar/passive>
<https://www.englishclub.com/grammar/passive-voice.htm>
<https://test-english.com/grammar-points/b1/active-passive-voice/>
<https://test-english.com/explanation/b1-2/passive-voice-tenses/>

Exercises Links

<https://agendaweb.org/verbs/passive-exercises.html>
<https://www.english-4u.de/en/grammar/passive.html>
<https://www.perfect-english-grammar.com/passive-exercise-5.html>
https://www.english-hilfen.de/en/exercises_list/passiv.htm
https://www.english-grammar.at/online_exercises/passive-voice/passive-voice-index.htm
<https://www.curso-ingles.com/practicar/ejercicios/the-passive-voice>

Phrasal Verbs

Do you know how to use verbs in phrases like *pick the kids up*, *turn the music down* and *look after my cat*? Test what you know with interactive exercises and read the explanation to help you.

Look at these examples to see how phrasal verbs are used.

*This is the form. Please can you **fill it in**?*

*Why are you **bringing** that argument **up** now?*

*Police are **looking into** connections between the two crimes.*

*We need to **come up with** a solution.*

Grammar explanation

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

I called Jen to see how she was. (call = to telephone)

They've called off the meeting. (call off = to cancel)

In terms of word order, there are two main types of phrasal verb: separable and inseparable.

Separable

With separable phrasal verbs, the verb and particle can be apart or together.

*They've **called** the meeting **off**.*

OR

*They've **called off** the meeting.*

However, separable phrasal verbs must be separated when you use a personal pronoun.

*The meeting? They've **called** it **off**.*

Here are some common separable phrasal verbs:

*I didn't want to **bring** the situation **up** at the meeting.*

(bring up = start talking about a particular subject)

*Please can you **fill** this form **in**?*

(fill in = write information in a form or document)

*I'll **pick** you **up** from the station at 8 p.m.*

(pick up = collect someone in a car or other vehicle to take them somewhere)

*She **turned** the job **down** because she didn't want to move to Glasgow.*

(turn down = to not accept an offer)

Non-separable

Some phrasal verbs cannot be separated.

*Who **looks after** the baby when you're at work?*

Even when there is a personal pronoun, the verb and particle remain together.

*Who **looks after** her when you're at work?*

Here are some common non-separable phrasal verbs:

*I **came across** your email when I was clearing my inbox.*

(come across = to find something by chance)

*The caterpillar **turned into** a beautiful butterfly.*

(turn into = become)

*It was quite a major operation. It took months to **get over** it and feel normal again.*

(get over = recover from something)

*We are aware of the problem and we are **looking into** it.*

(look into = investigate)

Some multi-word verbs are inseparable simply because they don't take an object.

*I **get up** at 7 a.m.*

With two particles

Phrasal verbs with two particles are also inseparable. Even if you use a personal pronoun, you put it after the particles.

*Who **came up with** that idea?*

(*come up with* = think of an idea or plan)

*Let's **get rid of** these old magazines to make more space.*

(*get rid of* = remove or become free of something that you don't want)

*I didn't really **get on with** my stepbrother when I was a teenager.*

(*get on with* = like and be friendly towards someone)

*Can you hear that noise all the time? I don't know how you **put up with** it.*

(*put up with* = tolerate something difficult or annoying)

*The concert's on Friday. I'm really **looking forward to** it.*

(*look forward to* = be happy and excited about something that is going to happen)

Links

<https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>

<https://www.britishcouncil.org.mx/blog/phrasal-verbs>

<https://elblogdeidiomas.es/150-phrasalverbs-traduccion-ejemplo/>

<https://www.perfect-english-grammar.com/phrasal-verbs.html>

<https://skypeenglishclasses.com/english-phrasal-verbs/>

<https://www.grammarly.com/blog/common-phrasal-verbs/>

Exercise Links

https://www.english-hilfen.de/en/exercises_list/phrasal.htm

https://agendaweb.org/verbs/phrasal_verbs2-exercises.html

https://www.english-grammar.at/online_exercises/phrasal_verbs/phrasal_verbs_index.htm

<https://test-english.com/grammar-points/b1/b1-phrasal-verbs-1-exercises-explanation/>

<https://www.ego4u.com/en/cram-up/grammar/phrasal-verbs>

Articles

What are articles?

Articles are words that define a noun as specific or unspecific. Consider the following examples:

After the long day, the cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

After a long day, a cup of tea tastes particularly good.

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

English has two types of articles: definite and [indefinite](#). Let's discuss them now in more detail.

The definite article

[The definite article is the word *the*](#). It limits the meaning of a [noun](#) to one particular thing. For example, your friend might ask, "Are you going to **the** party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, [plural](#), or uncountable nouns. Below are [some examples](#) of the definite article *the* used in context:

Please give me the hammer.

Please give me the red hammer; the blue one is too small.

Please give me the nail.

Please give me the large nail; it's the only one strong enough to hold this painting.

Please give me the hammer and the nail.

The indefinite article

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. [The indefinite article](#) indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, "Should I bring *a* gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring *an* apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

Please hand me a book; any book will do.

Please hand me an autobiography; any autobiography will do.

Exceptions: choosing *a* or *an*

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word *honor* begins with a vowel sound. Therefore, we use *an*. Consider the example sentence below for an illustration of this concept.

My mother is a honest woman.

My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*, as in the sample sentence below:

She is an United States senator.

She is a United States senator.

This holds true with acronyms and initialisms, too: **an** LCD display, **a** UK-based company, **an** HR department, **a** URL.

Article before an adjective

Sometimes an article modifies a noun that is also modified by an [adjective](#). The usual word order is article + adjective + noun. If the article is indefinite, choose *a* or *an* based on the word that immediately follows it. Consider the following examples for reference:

Eliza will bring a small gift to Sophie's party.

I heard an interesting story yesterday.

Indefinite articles with uncountable nouns

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use **a** or **an** with them—remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like *some*, however. Consider the examples below for reference:

Please give me a water.

Water is an uncountable noun and should not be used with the indefinite article.

Please give me some water.

However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Please give me a bottle of water.

Please give me an ice.

Please give me an ice cube.

Please give me some ice .

Note that depending on the context, some nouns can be countable or uncountable (e.g., hair, noise, time):

We need a light in this room.

We need some light in this room.

Using articles with pronouns

Possessive [pronouns](#) can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like *his*, *my*, *our*, *its*, *her*, and *their*. Articles should not be used with pronouns. Consider the examples below.

Why are you reading the my book?

The and *my* should not be used together since they are both meant to modify the same noun.

Instead, you should use one or the other, depending on the intended meaning:

Why are you reading the book?

Why are you reading my book?

Omission of articles

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a “zero article.” Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

Let’s go out for a dinner tonight.

Let’s go out for dinner tonight.

The creativity is a valuable quality in children.

Creativity is a valuable quality in children.

Many [languages and nationalities](#) are not preceded by an article. Consider the example below:

I studied the French in high school for four years.

I studied French in high school for four years.

Sports and academic subjects do not require articles. See the sentences below for reference:

I like to play the baseball.

I like to play baseball .

My sister was always good at the math .

My sister was always good at math .

Article FAQs

What is an article?

An article is a word that comes before a noun to show if it’s specific or general. Specific nouns use the article *the* and general nouns use the article *a* (or *an* if the next word starts with a vowel sound).

What is an example of an article in grammar?

“*The* hammer” refers to only one hammer, but “*a* hammer” refers to any hammer.

When should we not use articles?

You don't use articles with uncountable nouns or possessive pronouns. Certain nouns such as nationalities, school subjects, and sports don't need articles, especially if they refer to abstract ideas.

What are definite and indefinite articles?

Definite and indefinite articles refer to whether they describe something specific or general.

"The" is the definite article and "a" and "an" are indefinite articles.

Zero Article

Wow, I sure do love cats! I suppose I didn't know how much until my social media service informed me I had "liked" eight pictures of cats this week. Maybe I should get a cat – or stay off of social media. 😊

If you listened closely, you may have noticed that I did not use an **article** in my first two sentences about cats, but I did in my third. There, I used the article "a."

On our program today, I will tell you why and share some simple rules for when not to use articles.

As you may know, English articles **refer** to the words "a" "an" and "the." Even some English learners with years of training have trouble with these little words – and for good reason! The rules differ from language to language, making it tricky to know when to use them.

But, don't worry! The good news is that some kinds of nouns do not require articles in speech or writing. This idea is often called the "zero article." The term "zero article" itself is not very important. It is just a way of saying no article is used.

There are many kinds of nouns that are not **preceded** by articles in English. Other nouns get no article only in some kinds of statements, such as generalizations.

Plural and noncount nouns in generalizations

To begin, we do not use articles before plural nouns and noncount nouns when making generalizations.

A generalization is a broad statement or an idea that can be **applied** to a whole group of people or things.

As you may know, a plural noun is the form of a word that relates to more than one person or thing, like apples, dogs, telephones and children.

Let's listen to an example of a generalization with plural nouns:

Dogs are much more playful than cats.

This is a very broad statement applied to two groups of animals, so we do not use articles.

We do however use articles with plural nouns in *specific* statements. Here is an example for comparison:

The dogs at the doggy park are very playful.

The speaker is talking of **specific** dogs – the ones at the doggy park. So the article “the” is used before the plural noun “dogs.”

Now, let's move on to noncount nouns.

You may remember from an earlier [program](#) that a noncount noun is a noun that we usually do not count. So it does not appear in plural form. Noncount nouns include materials (like *gold*), substances (like *water* and *fire*), **abstract** things (like *music* and *justice*) and some other things.

Generalizations with noncount nouns are not preceded by articles. Let's hear an example:

I like listening to music while I exercise.

The person is not speaking of specific music. They are saying they enjoy the general act of listening to music as they exercise.

For comparison, here's a specific statement:

The music at the show last night was too loud.

The person is speaking of specific music – the music at the show last night. So the article “the” appears before the noncount noun “music.”

Proper nouns

The zero article also applies to other kinds of nouns. For instance, we normally do not put an article in front of a proper noun – a word or group of words that name a specific person, place or thing. Proper nouns are easy to identify because they begin with capital letters, like the month of August, 7th Street, Mexico City, Alice, English and Voice of America. Have a listen:

Alice teaches English at Voice of America.

Note that none of the proper nouns has an article before it.

Articles however must remain in place if they are part of the full name of something, like the newspaper *The New York Times*, musical group A Tribe Called Quest and country The Netherlands. Here’s an example:

My favorite musical group in high school was A Tribe Called Quest.

Transport phrases

Now, on to transport **phrases**.

No article is used with *some* phrases that relate to transportation, such as: “by car,” “by train,” “by bus,” “by air” and “on foot.” Take this example:

The group traveled from Tangier to Casablanca by train.

Time phrases

In addition, we do not use articles with some time words and phrases, such as “at night,” “at midnight,” “tomorrow,” “today” and “yesterday.” Articles also are not used for general time phrases beginning with the word “last,” such as “last night,” “last week,” and “last year,” as in this example:

Last week, I took a painting class for the first time.

Common institutions

Next, no article is used for some phrases that relate to well-known **institutions** or places, such as “at home,” “at work,” “at school,” “in class,” “in college” and “in jail.” Take this example:

Sorry, I can't talk right now. I'm at work. I'll call you later.

However, in American English, there are a few exceptions, such as “at the hospital.”

And, lastly, we do not use articles in relation to the general role of most common places, as with the word “class” in this sentence:

When does class begin in DC public schools?

And now, back to my cat **obsession**. I'll tell you later if I decide to get a cat or just stop “liking” so many pictures online.

Links

<http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html>
<https://courses.dcs.wisc.edu/wp/grammar/category/articles/>
<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/articles-1>
<https://www.englishpage.com/articles/index.htm>
https://www.englisch-hilfen.de/en/grammar_list/artikel.htm
<https://www.englishclub.com/grammar/determiners-zero-article.htm>
<https://www.thoughtco.com/zero-article-grammar-1692619>

Exercise Links

<https://www.juicyenglish.com/lgdanoarticle-exercise01.html>
<https://www.myenglishpages.com/english/grammar-exercise-definite-or-zero-article.php>
<https://www.focus.olsztyn.pl/en-grammar-articles-test-5.html>
<https://www.autoenglish.org/generalgrammar/gr.the.pdf>
<https://agendaweb.org/grammar/articles-beginners-exercises.html>
<https://www.myenglishpages.com/english/grammar-exercise-articles-2.php>

Quantifiers

What are Quantifiers?

Quantifiers are very important words because they let us express the quantity of something. There are several quantifiers in English and they can be a little tricky to use. So here's a description of each quantifier with examples to help improve your understanding of them.

What are Quantifiers?

A quantifier is a word that usually goes before a noun to express the quantity of the object; for example, *a little milk*. Most quantifiers are followed by a noun, though it is also possible to use them without the noun when it is clear what we are referring to. For example,

Do you want some milk? – Just a little. (It's clear that I mean 'a little milk'.)

There are quantifiers to describe large quantities (*a lot, much, many*), small quantities (*a little, a bit, a few*) and undefined quantities (*some, any*). There are also quantifiers that express the idea of a sufficient amount (*enough, plenty*).

There are some quantifiers that have a similar meaning but differ because one is used with countable nouns and the other is used with uncountable nouns. Countable nouns are things that we can count; for example, *a table, two chairs*. Uncountable nouns are things that we cannot count and only have a singular form; for example, *some furniture, some fruit*.

Let's start by looking at quantifiers that express large quantities.

Much, Many, A lot (of)

We use *many, much, a lot (of)* to refer to big quantities. We use 'many' with countable nouns and 'much' with uncountable nouns, and we can use 'a lot (of)' with both countable and uncountable nouns. In modern English it is very common to use 'a lot (of)' in affirmative sentences instead of 'many' and 'much'.

MANY + COUNTABLES	MUCH + UNCOUNTABLES
<i>many pens</i>	<i>much money</i>
A LOT OF + COUNTABLES	A LOT OF + UNCOUNTABLES
<i>a lot of pens</i>	<i>a lot of money</i>

Here are some examples:

- *There are **many things** to do today.*
- *We have **a lot of time** left, don't worry.*
- ***Many people** take the train to work.*
- ***Much Italian wine** is sold abroad.*
- *She plays **a lot of sport**.*
- When we want to emphasize a really big quantity we can add 'so' in front of 'many' and 'much'. For example:
- *There were **so many passengers** on the train, it was difficult to get off.*
- *She had **so much work** to do, she stayed at the office until midnight.*

A Few, A Little, A Bit (of)

To talk about small quantities we can use 'a few' and 'a little'. We use 'a few' with countable nouns and 'a little' with uncountable nouns. It's also possible to use 'a bit' with uncountable nouns, but it is more informal.

A FEW + COUNTABLES	A LITTLE + UNCOUNTABLES
<i>A few students</i>	<i>A little water</i> <i>A bit of salt</i>

Here are some examples:

- *We need **a few coins** for the car park.*
- *Would you like **a little milk** in your coffee?*
- *They ate **a few biscuits** with their tea.*
- *The engine needs **a little oil**.*

When we want to refer to a small quantity with a negative sense, we use 'few' and 'little' without 'a'. For example:

- ***Few trains arrive on time.*** (A small number of trains arrive on train which is a bad thing.)
- ***Little attention is given to the problem of parking.*** (A small amount of attention is given to this problem and it's not good.)

Some, Any

When we want to refer to a plural noun or an uncountable noun, without giving a specific quantity, we use 'some' and 'any'. We use 'some' in affirmatives and 'any' in questions and negatives.

+	-	?
<i>There is some milk.</i>	<i>There isn't any milk.</i>	<i>Is there any milk?</i>
<i>There are some chips.</i>	<i>There aren't any chips.</i>	<i>Are there any chips?</i>

Here are some more examples:

- *We have **some free time** later this afternoon.*
- *She doesn't want **any coffee**.*
- *Do they need **any bread**?*
- *I went to **some meetings** in Rome last week.*
- *Will there be **any managers** at the party?*

EXCEPTION!

As is common in English, there is an exception to this rule. When we make requests and offers, we usually use 'some' instead of 'any'. For example:

- *Can I have **some water** please?*
- *Would you like **some chocolates**?*

Enough, Plenty (of)

The words 'enough' and 'plenty' express the idea of being a sufficient quantity. Both words can go with countable and uncountable nouns. We use 'plenty (of)' to mean there is more than a sufficient quantity of something. For example:

- *I need more plates. – No, we don't. There are **plenty**!*
- *Slow down. We've got **plenty of time** to get to the station.*
- We use 'enough' to express the idea of having, or not having, a sufficient quantity. For example:
- *I think we have **enough vegetables** so I won't buy any more.*
- *But we don't have **enough fruit**. Let's get some more.*

Questions about Quantity

When we want to ask the quantity of something, we use 'how much' or 'how many'.

HOW MANY + COUNTABLES	HOW MUCH + UNCOUNTABLES
<i>How many forks are there?</i>	<i>How much orange juice is there?</i>

Here are some other examples:

- *How many times have you visited Rome?*
- *How many people were at the meeting?*
- *How many chairs do we need?*
- *How much time have you got?*
- *How much bread does he eat?*
- *How much petrol shall I buy?*

We also use 'how much' when we ask the cost of something. For example:

- *How much do these melons cost?*
- *How much does this sofa cost?*
- *How much are those gloves?*

QUANTIFIERS

Expressions of quantity tell us how much or how many of something exists.

This is a summary of the most common expressions of quantity, ordered from 'zero quantities' to 'more than you need are want'.

COUNTABLE	SENTENCE	UNCOUNTABLE	SENTENCE
not any no	I don't have any pets. There are no pens that work.	not any no	I don't have any money. I found no information on the topic.
few not many	Few shops sell this type of coffee. Not many shops sell this type of coffee.	little not much	We have little money to spend on the project. We don't have much money to spend on the project.
a few	A few demonstrators turned violent.	a little	I like a little cheese on pasta.
some: affirm. any: neg. + quest.	There are some bottles of milk in the fridge. Do you have any brothers and sisters? I haven't got any books to read.	some: affirm. any: neg. + quest.	I need some fruit to make a salad. Is there any beer in the glasses? I don't have any money.
many a lot (of)	Many of the files were lost in the fire. There are always a lot of cars parked in this street.	much a lot of	Do you drink much coffee? We had a lot of fun at the party.
lots (of)	Do you have apples? Yes, I have a lot . There were lots of people at the concert.	lots of	Lots of time is needed to learn a language.
plenty of	Did you buy any clothes? Yes, lots . There are plenty of irregular verbs.	plenty of	Mesilla has got plenty of English novels.
all (the): plural	All my friends are married. We gathered up all the papers.	all the	I drank all the water.
every: singular	I need to take two tablets every hour.	/	/
too many	There are too many books to read.	too much	Don't put too much sugar in my coffee, please.

Links

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/quantifiers>
<https://www.curso-ingles.com/aprender/cursos/nivel-basico/nouns/quantifiers>
<https://www.myenglishpages.com/english/grammar-lesson-quantifiers.php>
<https://www.youtube.com/watch?v=-oII5WNHWak>
<https://dictionary.cambridge.org/us/grammar/british-grammar/much-many-a-lot-of-lots-of-quantifiers>

Exercise Links

<https://agendaweb.org/grammar/quantifiers-quantity-exercises.html>
<https://test-english.com/grammar-points/a2/much-many-little-few-some-any/>
https://www.english-hilfen.de/en/exercises_list/mengen.htm
https://www.english-grammar.at/online_exercises/quantifiers/quantifiers-index.htm
https://elt.oup.com/student/solutions/preint/grammar/grammar_03_012e?cc=mx&selLanguage=en

Tense Review

Grammar Tense Review

Tense	Rule	Example Sentence
Present Simple [infinitive]	1. a habit 2. a fact or something true 3. timetables <small>ACADEMIC ENGLISH UK</small>	<ul style="list-style-type: none"> I often start work at 8:30 everyday The world is round The train leaves at 3:45
Present Continuous [is/am/are +ing]	1. an activity now 2. a temporary activity 3. an arranged future	<ul style="list-style-type: none"> We're doing a grammar review (now) I'm staying here for only one month I'm having my haircut today at 3:00
Present Perfect Simple [have/has +past participle]	1. an action that occurred in the past and connects to now 2. a past experience <ul style="list-style-type: none"> Adverbs (for/since/ just/never/ever /yet) Time expressions (today / recently / this morning) 	<ul style="list-style-type: none"> They've lived here since 2011 He's had a mobile phone for 1 year We've just seen Peter I've never been to Japan
Present perfect Continuous [have/has + been +ing]	1. an activity that started in the past but continues up to now. <small>ACADEMIC ENGLISH UK</small>	<ul style="list-style-type: none"> I've been studying English for 9 years
Past Simple [past simple form]	1. a finished action in the past	<ul style="list-style-type: none"> I lived in Spain in 2009
Past Continuous [was/were +ing]	1. an activity in the past 2. an activity in progress when another action took place.	<ul style="list-style-type: none"> I was watching TV last night (at 9:00) While I was watching TV, a friend arrived.
Past perfect Simple [had + past participle]	1. the past of the past (before / after / when)	<ul style="list-style-type: none"> John was not home, he had gone shopping When we arrived, he hadn't eaten his dinner
Past Perfect Continuous [had + been +ing]	1. a past activity of a past action (before / after/when) <small>ACADEMIC ENGLISH UK</small>	<ul style="list-style-type: none"> I had been waiting for 20 mins before the bus came.
Future Simple [will + infinitive]	1. future facts 2. predictions 3. spontaneous decisions 4. promises, offers, threats	<ul style="list-style-type: none"> The world cup will be held in Korea in 2032 We will live on Mars in 2050. I think I'll go shopping this afternoon I'll help you with your homework later (offer)
Future simple [going + to + infinitive]	1. plans & decision made before speaking 2. predictions made with present evidence	<ul style="list-style-type: none"> She is going to play badminton tonight (a plan) Look at those black clouds - it's going to rain
Future Continuous (time) [will + be + ing]	1. an activity in the future <small>ACADEMIC ENGLISH UK</small>	<ul style="list-style-type: none"> I will be travelling to London tomorrow evening
Future Perfect Simple [will + have + past participle]	1. an action will be completed sometime in the future (by / in)	<ul style="list-style-type: none"> By June, I'll have been here for 2 months
Future Perfect Continuous [will + have + been +ing]	1. an activity will be completed sometime in the future (by/ in)	<ul style="list-style-type: none"> In April, I'll have been living here for 5 years.

<p>Present simple</p> <p>always, never, usually, often, rarely, etc. once every three months, twice a week, etc.</p> <ol style="list-style-type: none"> Habitual, regular actions in the present. <i>I wash my hair every day. I never go to the library. She works as a nurse. He lives in Glasgow.</i> Present states. Things that are always or generally true. <i>I don't drink coffee. She's very tall. I have two brothers. Water boils at 100 degrees. I like soup.</i> To talk about the future in first conditional and future time clauses (when, as soon as, after, before, once, while) <i>I'll call you as soon as I arrive. When I am 67, I will retire. Send us a postcard while you are there.</i> Future timetabled events (trains, classes, etc.) <i>The train leaves at 7 a.m. What time does the movie start tonight? The exams start on Monday.</i> 	<p>Present continuous</p> <p>now, these days, this week, at present, etc. Look! Listen!</p> <ol style="list-style-type: none"> Actions in progress, things that are happening now or around now. <i>I'm watching a new series now. Listen! The neighbours are having an argument. What are you doing?</i> Future arrangements (with a future time expression) <i>I'm seeing the dentist at 6. We are getting married next week. I'm flying to New York tomorrow morning.</i> <p>Non-action verbs (stative verbs) are never in continuous forms.</p> <p>Verbs of the senses (hear, see, smell, etc.), verbs of opinion (believe, consider, like, love, hate, prefer, think, etc.) verbs of possession (have, own, belong, etc.). Other common non-action verbs are: agree, be, depend, need, mean, remember, realise, recognise, seem, want, etc.</p>
<p>Past simple</p> <p>yesterday, last week, last year, in 2010, two hours ago, three years ago</p> <ol style="list-style-type: none"> Habitual actions in the past, and past states. <i>Sarah always arrived on time. She travelled very often. He didn't like coffee. She was very tall. They had two children. We lived in the country.</i> Past finished actions. <i>We arrived last Friday. I missed the train. We moved to Chester last year. When did you get married?</i> Past events in chronological order (in narratives). <i>I opened the door, walked into the room and saw him.</i> Situations that started and finished in the past (duration) <i>I played football for twenty years. How long did you live in Brussels? I loved her since the day I met her.</i> 	<p>Past continuous</p> <p>while, when, at three o'clock yesterday</p> <ol style="list-style-type: none"> Actions in progress at certain time in the past, or when another shorter action in past simple happened. <i>At 10 p.m. I was sleeping like a baby. When she arrived we were cooking dinner. Where were you going when I saw you?</i> In narratives, we can use the past continuous to set the scene at the beginning of a story. <i>It was getting dark, and I was walking fast to the pub when...</i>
<p>Present perfect simple</p> <p>ever, never, before, superlative, once, twice, three times, etc., just, already, yet, for, since, how long, recently, lately</p> <ol style="list-style-type: none"> Experiences. We don't say when the action happened. <i>Have you ever been to Ireland? This is the best film I've ever seen. I've read this book twice. I've never been here before.</i> Recent past events that are relevant now. We don't say when the action happened. <i>I've passed the exam! She's just called. Have you finished yet? We've already tidied up the room.</i> Actions or states that started in the past and have not finished. <i>How long have you been married? We've known each other since we were children. I've been very busy lately. I've lived in this house for over 20 years.</i> 	<p>Present perfect continuous</p> <p>for, since, how long, recently, lately, every week/day, etc., at morning/day/etc.</p> <ol style="list-style-type: none"> With action verbs to talk about situations that started in the past and have not finished or have just finished. There is often a present result from doing these actions. <i>I've been working on the computer and now I have a terrible headache. Your face is very red. Have you been running?</i> Use for, since, how long, lately, all day/week/month/etc. to ask or say how long a situation has been happening. <i>I haven't been feeling well lately. He's been annoying us all evening. She's been studying very hard for weeks. How long have you been playing golf?</i> Repeated actions from the past till now. <i>She's been calling you for days.</i>
<p>Past perfect simple</p> <p>when, by the time..., already, just, never, ever, for, since, etc.</p> <ol style="list-style-type: none"> Events that happened earlier in the past. <i>When Anne arrived at the party, it had already finished. By the time the police arrived, he had already left.</i> We use the past perfect simple in the same way as the present perfect simple (but speaking from the past about events or situations happening earlier in the past). <i>When I met them, they had been married for 10 years. How long had you known her when she died? In 1995, I had never taken a plane. She had just arrived when she noticed that something was missing. When he called, we had not finished yet.</i> 	<p>Past perfect continuous</p> <p>by the time..., when, how long, for, since, lately, all day, etc.</p> <ol style="list-style-type: none"> With action verbs to talk about longer continuous actions that had started earlier in the past. <i>How long had she been waiting when you saw her? When the bus arrived, we'd been waiting for more than 20 minutes. We had been driving for less than an hour when the car broke down.</i> With action verbs to talk about repeated actions from earlier in the past. <i>I couldn't believe it; she had been writing a letter every day for over a year. I told Jane that I had been calling her for hours, and she just ignored me.</i>
<p>Future simple</p> <p>will be going to</p> <ol style="list-style-type: none"> Predictions about something we think will happen. <i>I think he'll win the election. He will be a good doctor.</i> Instant decisions <i>"Oh, we don't have sugar." Don't worry, I'll ask our neighbour."</i> Also: Promises (I will) Suggestions (Shall we?) Offers (Shall I?) Requests (Will you?) Predictions about something we see will happen (present evidence). <i>I don't know the answers; I'm going to fail the test. The doctor said I'm going to have a baby girl.</i> Decisions that you have already taken at the moment of speaking (intentions or plans). <i>Why are you undressing? Because I'm going to go for a swim."</i> 	<p>Future continuous</p> <p>at + time (at 3 o'clock tomorrow/etc.), this time tomorrow/next week, etc., when + clause (you arrive/etc.) in ... time (in two weeks time/in three years/etc.)</p> <ol style="list-style-type: none"> Future actions that will be in progress (not finished) at certain time in the future. <i>I'll be flying to Rome at this time tomorrow. When you get off the train, I'll be waiting for you at the station.</i> Future arrangements (similar to present continuous or be going to) <i>The band will be performing live at the end of the month. We'll be leaving early in the morning.</i>
<p>Future perfect simple</p> <p>by tomorrow, by 2050, by the time..., by this time..., in three days, in two weeks (or in three days' time, etc.)</p> <ol style="list-style-type: none"> Actions that will be finished before a certain time in the future. <i>By 2050, we will have found a cure for cancer. By the time you arrive, I'll have finished the report. By this time next year, I will have graduated. The will have finished the new motorway in 3 months.</i> With non-action verbs, for states that will continue until a certain time in the future, or another action in the future (for, since, how long). <i>By the time I leave, I will have been in England for 6 months. By next Monday, you will have had the book for 3 weeks, and the film is 2 weeks</i> 	<p>Future perfect continuous</p> <p>by 2030, by ..., in two years (' time), in ... for, since, how long</p> <p>(Usually studied in B2 courses)</p> <ol style="list-style-type: none"> With action verbs to talk about the duration of a situation in progress at a particular point in the future. <i>When they get married next year, they will have been going out for over 8 years. By the end of the day, we will have been exploring the cave for 8-10 hours. In two years, I will have been working here for 30 years.</i>



<u>Simple Present</u>	
Affirmative	She drinks.
Negative	She does not drink.
Interrogative	Does she drink?
Form	I, you we they play he, she, it plays
Uses	<ul style="list-style-type: none">▪ action in the present taking place once, never or several times▪ facts▪ actions taking place one after another▪ action set by a timetable or schedule
<u>Present Progressive</u>	
Affirmative	He is reading.
Negative	He is not reading.
Interrogative	Is he reading?
Form	To be (in the simple present) + verb + ing
Uses	<ul style="list-style-type: none">▪ action taking place at the moment of speaking▪ action arranged for the future
<u>Simple Past</u>	
Affirmative	I cried.
Negative	I did not cry

Interrogative	Did I cry?
Form	Regular verbs: Verb + ed Irregular verbs: forms differ and should be learned by heart. This is a list of irregular verbs
Uses	<ul style="list-style-type: none"> ▪ action in the past taking place once, never or several times ▪ actions taking place one after another
<u>Past Progressive</u>	
Affirmative	He was driving.
Negative	He was not driving.
Interrogative	Was he driving?
Form	to be (in the simple past) + verb + ing
Uses	<ul style="list-style-type: none"> ▪ action going on at a certain time in the past ▪ actions taking place at the same time ▪ action in the past that is interrupted by another action
<u>Present Perfect Simple</u>	
Affirmative	They have slept.
Negative	They have not slept.
Interrogative	Have they slept?
Form	Have / has + past participle (past participle of regular verbs: verb + ed Past participle of irregular verbs: forms differ and should be learned by heart. This is a list of irregular verbs)
Uses	<ul style="list-style-type: none"> ▪ emphasis is on the result (not the duration) ▪ action that started in the past & is still going on ▪ action that stopped recently ▪ finished action that has an influence on the present
<u>Present Perfect Progressive</u>	
Affirmative	He has been thinking.
Negative	He has not been thinking.
Interrogative	Has he been thinking?
Form	have or has + been + verb + ing

Uses	<ul style="list-style-type: none"> ▪ putting emphasis on the course or duration (not the result) ▪ action that recently stopped or is still going on ▪ finished action that influenced the present
<u>Past Perfect Simple</u>	
Affirmative	She had won.
Negative	She had not won.
Interrogative	Had she won?
Form	had + past participle (past participle of regular verbs: verb + ed Past participle of irregular verbs: forms differ and should be learned by heart. This is a list of irregular verbs)
Uses	<ul style="list-style-type: none"> ▪ action taking place before a certain time in the past ▪ sometimes interchangeable with past perfect progressive ▪ putting emphasis only on the fact (not the duration)
<u>Past Perfect Progressive</u>	
Affirmative	He had been waiting.
Negative	He had not been waiting.
Interrogative	Had he been waiting?
Form	had + been + verb + ing
Uses	<ul style="list-style-type: none"> ▪ action taking place before a certain time in the past ▪ sometimes interchangeable with past perfect simple ▪ putting emphasis on the duration or course of an action
<u>Future Simple</u>	
Affirmative	I will open the door.
Negative	I will not open the door.
Interrogative	Will you open the door?
Form	will + verb
Uses	<ul style="list-style-type: none"> ▪ We use the simple future for instant decisions. ▪ We use the simple future when we predict a future situation

	<ul style="list-style-type: none"> We use the simple future in conditional sentences type one. (More on conditional sentences here)
<u>Future Plan (going to)</u>	
Affirmative	He is going to clean the car.
Negative	He is not going to clean the car.
Interrogative	Is he going to clean the car?
Form	to be (in the simple present) + going + to + verb
Uses	<ul style="list-style-type: none"> 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. to express predictions.
<u>Future Plan (Present Progressive)</u>	
Affirmative	He is traveling to Egypt next week.
Negative	He is not traveling to Egypt next week.
Interrogative	Is he traveling to Egypt next week?
Form	to be (in the simple present) + verb + ing
Uses	<ul style="list-style-type: none"> 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.
<u>Future Progressive</u>	
Affirmative	She will be listening to music.
Negative	She will not be listening to music.
Interrogative	Will she be listening to music?
Form	will + be + verb + ing
Uses	<ul style="list-style-type: none"> action that is going on at a certain time in the future action that is sure to happen in the near future

<u>Future Perfect</u>	
Affirmative	He will have spoken.
Negative	He will not have spoken.
Interrogative	Will he have spoken?
Form	will + have + past participle (past participle of regular verbs: verb + ed Past participle of irregular verbs: forms differ and should be learned by heart. This is a list of irregular verbs)
Uses	<ul style="list-style-type: none"> ▪ action that will be finished at a certain time in the future
<u>Future Perfect Progressive</u>	
Affirmative	You will have been studying.
Negative	You will not have been studying.
Interrogative	Will you have been studying?
Form	will + have + been + verb + ing
Uses	<ul style="list-style-type: none"> ▪ action taking place before a certain time in the future ▪ putting emphasis on the course of an action
<u>Conditional Simple</u>	
Affirmative	We would relax.
Negative	We would not relax.
Interrogative	Would we relax ?
Form	would + verb
Uses	<ul style="list-style-type: none"> ▪ action that might take place
<u>Conditional Progressive</u>	
Affirmative	He would be writing.
Negative	He would not be writing.
Interrogative	Would he be writing?
Form	would + be + verb + ing
Uses	<ul style="list-style-type: none"> ▪ action that might take place

	<ul style="list-style-type: none"> putting emphasis on the course / duration of the action
Conditional Perfect	
Affirmative	He would have written.
Negative	He would not have written.
Interrogative	Would he have written?
Form	would + have + past participle (past participle of regular verbs: verb + ed Past participle of irregular verbs: forms differ and should be learned by heart This is a list of irregular verbs)
Uses	<ul style="list-style-type: none"> action that might have taken place in the past
Conditional Perfect Progressive	
Affirmative	She would have been sleeping.
Negative	She would not have sleeping speaking.
Interrogative	Would she have been sleeping?
Form	would + have + been + verb + ing
Uses	<ul style="list-style-type: none"> action that might have taken place in the past putting emphasis on the course / duration of the action

Links

<https://blogs.ugto.mx/rea/clase-digital-1-tenses-review/>
<https://www.linguahouse.com/esl-lesson-plans/general-english/tense-review-1>
<https://www.englishpage.com/verbpage/verbtenseintro.html>
<https://www.youtube.com/watch?v=uXmD4sg8YE8>
https://www.youtube.com/watch?v=aUJO_0phvbw
https://www.youtube.com/watch?v=dYrQsV_zFRs

Exercises Links

<https://test-english.com/grammar-points/b1/review-verb-tenses-b1/>
<https://www.myenglishpages.com/english/grammar-exercise-tenses.php>
<https://usefulenglish.ru/grammar/tenses-exercise-eleven>
https://agendaweb.org/verbs/mixed_tenses-exercises

<https://www.englishexercises.org/makeagame/viewgame.asp?id=3636>
https://www.english-grammar.at/online_exercises/tenses/tenses_index.htm