

Grammar for Parents

Verbs

<p>The “-ing” form of the verb can be referred to in three different ways. All three mean the same.</p> <ol style="list-style-type: none"> 1. Continuous 2. Progressive 3. Present participle 	
<p>Use regular simple past-tense verbs</p>	<p>Verbs that add either “-ed” or “-d” to the infinitive form of the verb to create the past tense.</p> <p><u>Add an “-ed” if the verb does not end with an “e”:</u></p> <ul style="list-style-type: none"> - <i>allow – allowed</i> <p><u>Add just a “d” if the verb ends with an “e”:</u></p> <ul style="list-style-type: none"> - <i>announce – announced</i> <p><u>Change the “y” to an “i” and add “-ed”</u></p> <ul style="list-style-type: none"> - <i>carry – carried</i> <p><u>Double the last letter and add “-ed”</u></p> <p>If the verb ends with a vowel + “l”, then you double the last letter and add “-ed”</p> <ul style="list-style-type: none"> - <i>equal – equalled</i> <p>If the verb ends with one vowel + a consonant and the stress is at the end of the word, then you double the final letter and add either “-ed” or “-ing”</p> <ul style="list-style-type: none"> - <i>admit – admitted</i> <p>If there is only one syllable and the word ends in a vowel + consonant, then you double the final letter before adding “-ed” or “-ing”</p> <ul style="list-style-type: none"> - <i>stop – stopped</i> <p><u>Verbs ending in a “c”</u></p> <p>If a verb ends in a “c”, then you need to add a “k” before adding “-ed” or “-ing”</p> <ul style="list-style-type: none"> - <i>picnic – picnicked</i> <p>With regular verbs, the simple past and past participle are the same.</p>
<p>Irregular simple past-tense verbs</p>	<p>There is no set rule for irregular simple past-tense verbs; they just have to be learnt. A big mistake that many people make is to add “-ed” to create the past tense, eg, <i>blowed</i>.</p>
<p>Simple present tense: subject-verb agreement</p>	<p><i>I walk to school.</i></p>
<p>Present continuous/progressive tense: subject-verb agreement</p>	<p>The present continuous tense is formed from the present tense of the verb “be” + continuous/present participle or progressive (“-ing”) form of the verb.</p> <p><i>I am walking to school.</i> <i>She is walking to school.</i></p> <p>The present continuous/progressive is used when:</p>

	<ol style="list-style-type: none"> 1. Something is happening at that moment – <i>I am just leaving town.</i> 2. Something is temporary – <i>Tom is studying chemistry at university.</i> 3. Something is changing – <i>The children are growing up fast.</i> 4. Something that is happening repeatedly – <i>It is always raining in Glasgow.</i>
Use past perfect tense	<p>To create the past perfect, use: “had” + past participle.</p> <p><i>He <u>had jumped</u> the fence to catch the burglar.</i> <i>He <u>had woken</u> early.</i></p>
Present perfect The present perfect: <ul style="list-style-type: none"> - To show that something has continued up to the present: <i>Tom has lived in Maidenhead all his life.</i> Or is important in the present: <i>I can't get into my house as I have lost my keys.</i>	<p>To create the present perfect use “has/have” + past participle. You can also use one or more of a combination of auxiliary verbs with the “to have” verb. For example: “to be” and/or a modal auxiliary verb (<i>can, could, may, might, must, ought to, shall, should, will, would</i>) as long as you have the “have” or “has” form of the verb.</p> <p><i>He <u>has walked</u> through the Himalayas.</i> <i>They <u>have been</u> helped by the expert.</i> <i>The school <u>could have been</u> opened in September.</i></p> <p><i>He <u>has written</u> a song.</i> <i>She <u>has been</u> chosen to play in the orchestra.</i> <i>Tom <u>would have been</u> caught if he had not kept quiet.</i></p>
Present perfect continuous	<p>To use the present perfect continuous “has/have” + “been” + continuous.</p> <p>The present perfect continuous is used to show that something has been continuing up to the present: <i>It <u>has been</u> raining for hours.</i></p>
Past perfect continuous	<p>The past perfect continuous is “had” + “been” + continuous (“-ing”)</p> <p>Again this is used to show an event that has happened before another event:</p> <p><i>Tom <u>had been</u> traipsing down the High Street when the army arrived.</i> First event is Tom traipsing down the street, then the army arrive.</p>
To use the future tense	<p>To show the future tense:</p> <ol style="list-style-type: none"> 1. Use the verb “will” + infinitive – <i>We <u>will</u> visit you.</i> 2. Present tense + <u>time marker</u> – <i>We <u>can</u> meet tomorrow.</i> 3. Modal verbs + infinitive – <i>We <u>could</u> meet if you want.</i> 4. Future continuous – <i>They <u>will be</u> coming next month.</i> 5. “Be” + “going to” – <i>I <u>am going to</u> go away for a week.</i>

<p>Change commonly used verbs to more powerful verbs</p>	<p>Changing words to create an effect is a good exercise to use when improving written work.</p>						
<p>Modal auxiliary verbs</p>	<p>Examples: <i>can, could, may, might, must, ought to, shall, should, will, would</i></p> <p>They can be used:</p> <table border="1" data-bbox="547 371 1449 627"> <tr> <td data-bbox="547 371 1002 448">modal + infinitive verb (negative)</td> <td data-bbox="1002 371 1449 448"><i>He could climb Mount Everest. He could not climb Mount Everest.</i></td> </tr> <tr> <td data-bbox="547 448 1002 521">modal + "be" + present participle (negative)</td> <td data-bbox="1002 448 1449 521"><i>She should be travelling today. She should not be travelling today.</i></td> </tr> <tr> <td data-bbox="547 521 1002 627">modal + "have" + past participle (negative)</td> <td data-bbox="1002 521 1449 627"><i>Jo could have helped the charity. Jo could not have helped the charity.</i></td> </tr> </table> <p>The modal auxiliary verbs are used when describing:</p> <ol style="list-style-type: none"> 1. possibility – <i>could, can, may, might, would, will</i> 2. obligation/necessity – <i>should, shall, must, ought to</i> and <i>had to</i> (this last one is not a modal auxiliary, but it does indicate obligation) 3. questioning (offers, invitation, permission and requests) 4. certainty – <i>will</i> 5. ability – <i>can, could</i> 	modal + infinitive verb (negative)	<i>He could climb Mount Everest. He could not climb Mount Everest.</i>	modal + "be" + present participle (negative)	<i>She should be travelling today. She should not be travelling today.</i>	modal + "have" + past participle (negative)	<i>Jo could have helped the charity. Jo could not have helped the charity.</i>
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<p>How to change and when to use the active and passive sentence</p>	<p>When using the passive voice you use the auxiliary verb "to be" and then add the past participle:</p> <p><i>The ball <u>was kicked</u> into the goal by the referee.</i></p> <p>Rather than:</p> <p><i>The referee kicked the ball into the goal.</i></p> <ul style="list-style-type: none"> - Active – <i>The monster</i> (subject) <i>opened the creaky door</i> (object) <i>slowly.</i> - Passive – <i>The creaky door</i> (object) <i>was opened slowly by the monster</i> (subject). - Passive sentence with the subject being concealed (we don't know who opened the door) – <i>The creaky door</i> (object) <i>was opened slowly.</i> <p><u>When can I use the passive?</u></p> <ol style="list-style-type: none"> 1. In non-chronological reports 2. Writing up scientific experiments 3. To keep the subject hidden in story writing 						
<p>Subjunctive mood verb</p>	<p>The subjunctive is used after the following verbs:</p> <ul style="list-style-type: none"> - to advise (that) to desire (that) to insist (that) to propose (that) to recommend (that) to ask (that) to command (that) to demand (that) to request (that) to suggest (that) to urge (that) <p><i>The coach asked that Tom train every day.</i></p> <p><u>Negative, continuous and passive</u></p> <p><u>Negative</u></p> <p><i>The company insisted that employees not use Facebook when at work.</i></p>						

	<p><u>Continuous</u> <i>It is important that you be standing on the corner when they arrive.</i></p> <p><u>Passive</u> <i>Tom suggested that Ali be hired immediately.</i></p> <p><u>Should as a subjunctive</u> <i>Ali recommended that his neighbour should mow his lawn regularly.</i></p> <p><u>If...were</u> We do not say: <i>I wish he <u>was</u> here.</i> We do say: <i>I wish he <u>were</u> here.</i> When using the conditional “if” the past tense of “to be” is “were”. We do not say: <i>If I was you...</i> We say: <i>If I were you...</i></p>														
Develop synonyms of words	Walk = <i>stroll, saunter, amble, trudge, plod, hike, tramp, trek, march, stroll, stride, hop, scramble, ramble, wander, tread, prowl, traipse, roam, etc.</i>														
Homonyms – know the different meanings and spellings for homophones/homographs	<p>Homonyms are two or more words that have the same meaning or spelling.</p> <p>Homophones are words that sound the same, but are spelt differently and have a different meaning: <i>bear / bare; pair / pear; hair / hare</i></p> <p>Homographs are words that are spelt the same but have a different meaning. When the meaning changes the word class can also change.</p> <table border="1" data-bbox="549 1182 1449 1261"> <tr> <td><i>arms</i> (noun) = weapons</td> <td><i>arms</i> (noun) = body part</td> </tr> <tr> <td><i>can</i> (verb) = able</td> <td><i>can</i> (noun) = tin</td> </tr> </table>			<i>arms</i> (noun) = weapons	<i>arms</i> (noun) = body part	<i>can</i> (verb) = able	<i>can</i> (noun) = tin								
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