

1 Sentence Structure

A sentence is a word or a group of words that has a stated or implied subject, a verb and expresses a complete thought.

Go!

Bob is leaving.

A sentence may be affirmative, negative or interrogative.

She studies.

She does not study.

Does she study?

In this section, we will examine types of sentences that people use when writing down their thoughts.

There are three basic types of sentences:

1. Simple

Mr. Johnson is a teacher.

2. Compound

Kevin is a student, and he works part-time.

Mary is tired; however, she will finish the work.

Edith is leaving; she is going home.

3. Complex

Tell Charlie to call me when he gets up.

Because he works hard, he does well in English.

Simple Sentences

Another term for a simple sentence is an *independent clause*.

A simple sentence has only one independent clause, typically comprising one subject and one verb.

Compound Sentences

A compound sentence has two (or more) independent clauses. There are three basic types.

TYPE	DESCRIPTION	EXAMPLE
1	Two (or more) independent clauses linked by a <i>coordinate conjunction</i>	Kent eats well, <i>and</i> he exercises.
2	Two (or more) independent clauses linked by an <i>adverbial conjunction</i>	I want you to leave; <i>moreover</i> , I want you to leave now!
3	Two (or more) independent clauses linked by a <i>semicolon</i>	I walk quickly; she walks slowly.

Note:

- The coordinate conjunction is preceded by a comma.
- The adverbial conjunction is preceded by a semicolon and followed by a comma.

There are seven coordinate conjunctions.

COORDINATE CONJUNCTION	FUNCTION	EXAMPLE
and	To add	Sally moved to Toronto, <i>and</i> she got a job.
but	To contrast	Jennifer got an A, <i>but</i> Anne got a B.
for	To introduce a reason	Christopher did well on his test, <i>for</i> he worked hard.
nor	To add an idea after a negative statement	He didn't laugh, <i>nor</i> did he cry.
or	To show an alternative	You can do the dishes, <i>or</i> you can take out the trash.
so	To show a result	He worked hard, <i>so</i> he made a lot of money.
yet	To introduce two opposing ideas	I slept well, <i>yet</i> I am still tired.

- Note:
- *Nor* is followed directly by an auxiliary + subject + base form of the verb:
*She doesn't work, nor **does she study**.*
 - As a coordinate conjunction, *for* means "because."
 - The acronym *fanboys* is a useful mnemonic: **for, and, nor, but, or, yet, so.**

There are many adverbial conjunctions. The following chart lists the more common ones:

ADVERBIAL CONJUNCTION	FUNCTION	EXAMPLES
accordingly as a result consequently hence therefore thus	To show a result	The instructions said to wash before using; <i>accordingly</i> , I put my new set of dishes in the dishwasher and turned it on. My gas gauge wasn't working properly; <i>as a result</i> , I ran out of gas on the way to the cottage. They arrived late for work every day last week; <i>consequently</i> , they were fired. Julie had a lot of alterations made to her wedding dress; <i>hence</i> , it cost twice the original price. Only residents are allowed to park in that lot; <i>therefore</i> , you must show your ID at the gate. Our bank account was overdrawn last month; <i>thus</i> , we had to pay a bank fee.
at the same time meanwhile	To show simultaneous actions	Please make the additions I have noted; <i>at the same time</i> , check the document for gender-specific vocabulary. Susan was rushing about; <i>meanwhile</i> , her husband was taking a nap.
for example for instance	To introduce an example	Strong earthquakes can actually move cities; <i>for example</i> , Concepción, Chile, was moved at least three metres in the February 2010 quake. Houseplants can remove chemical pollutants from the air; <i>for instance</i> , English ivy and rubber plants are very effective in cleaning the air in your house.



furthermore moreover	To add	Tina's parents bought her a car; <i>furthermore</i> , they paid for her studies. Students must register for the trip to Ecuador by Friday; <i>moreover</i> , a cheque for \$500 must accompany their registration forms.
however nevertheless nonetheless	To contrast	Todd does well in school; <i>however</i> , he is not enjoying his studies. Derek didn't have time to study very much for his geography exam; <i>nevertheless</i> , he passed the mid-term. I can't do a complete revision of your document; <i>nonetheless</i> , I will check it for spelling mistakes.
indeed in fact	To emphasize	Jenny did well on her test; <i>indeed</i> , she received a perfect grade. Joan won the half-marathon last weekend; <i>in fact</i> , she set a new record.
likewise similarly	To show similarity	Drivers must wear seat belts; <i>likewise</i> , all passengers must buckle up. Teenage boys often perform worse than teenage girls on tests; <i>similarly</i> , teenage boys often behave worse than teenage girls at school.
otherwise	To show an alternative consequence	Arrive at work on time; <i>otherwise</i> , you will be fired.

Note:

- Coordinate and adverbial conjunctions can express similar functions: to add, to contrast, to show a result and to show an alternative.
- An adverbial conjunction can also be used as an adverb at the start of a sentence:
Nevertheless, he was fired.

Complex Sentences

A complex sentence has two (or more) clauses, at least one of which is a dependent clause.

GRAMMAR TIP

When a dependent clause precedes an independent clause, a comma separates the two clauses.

A dependent clause begins with a subordinate conjunction (or dependent marker) such as *because*: the idea expressed is incomplete. To complete the idea, an independent clause is required.

Because she had run five miles, Shelly was exhausted. } complex sentence
dependent clause independent clause

The following chart lists the more common subordinate conjunctions:

SUBORDINATE CONJUNCTIONS	FUNCTION	EXAMPLES
after before	To establish a sequence	<i>After</i> the police officer had stopped me last night, she asked me to take a Breathalyzer test. They had reviewed their notes <i>before</i> they went to class.



SUBORDINATE CONJUNCTIONS	FUNCTION	EXAMPLES
although even if even though though	To present opposing ideas	<i>Although</i> she likes mathematics, she is not doing well in his course. <i>Even if</i> the condominium is expensive, she is going to have a home of her own. He accepted the invitation <i>even though</i> he will have to rent a tuxedo for the occasion. He came to the party <i>though</i> he was not invited.
as as though just as	To make a comparison	You will do <i>as</i> you are told. He behaved <i>as though</i> he didn't want to be there. <i>Just as</i> smoking is bad for your health, it is a very expensive habit.
as long as	To introduce a period of time	He will love her <i>as long as</i> he lives.
because	To give a reason	<i>Because</i> the teachers were on strike, classes were cancelled.
if unless	To set a condition	<i>If</i> it rains, she will stay home. <i>Unless</i> skateboarders want to run the risk of serious head injuries, they should wear helmets.
since when	To refer to a point in time	<i>Since</i> they got married, they have been fighting like cats and dogs. <i>When</i> we painted the pool, we repaired the broken tiles as well.
until	To introduce a specific time	He will work <i>until</i> it's time to leave.
where wherever	To introduce a place	He will go <i>where</i> she goes. Special agents are sent <i>wherever</i> people report UFO sightings.
whether	To introduce a choice	She does not seem to care <i>whether</i> she lives or dies.
while	To show simultaneous actions	They were in chemistry class <i>while</i> their friends were in French class.

Note: • Sentences containing relative clauses are also complex sentences as a relative clause is a dependent clause. Relative clauses are introduced by relative pronouns such as *who*, *whom*, *that*, *which* and *whose*.

*The student **who ran five miles** was exhausted.*

GRAMMAR TIP

A compound-complex sentence is a sentence with two or more independent clauses and one or more dependent clauses: *Unless you work hard, you will not get good grades, and you will not get into medical school.*

Types of Dependent Clauses

There are three types of dependent clauses.²

TYPE	FUNCTIONS	EXAMPLES
Adjective clause	- Modifies a noun or a pronoun - Answers the questions “Which one?” or “What kind?”	There’s the book <i>that I wanted!</i> (The dependent clause “that I wanted” modifies the noun “book,” answering the question “Which one?”)
Adverb clause	- Modifies a verb, an adjective or another adverb - Answers the questions “When?” “Where?” “How?” “Why?” “To what extent?” or “Under what condition?”	John is smiling <i>because he is happy.</i> (The dependent clause “because he is happy” modifies the verb “is smiling,” answering the question “Why?”)
Noun clause	Acts as a subject, a direct object, an object of the preposition or a subjective complement	<i>Whatever you say</i> is of little importance. (subject) They hoped <i>that they would win.</i> (direct object) I was thinking about <i>when we first met.</i> (object of the preposition) My hope is <i>that you will leave.</i> (subjective complement)

- Note:
- Adjective clauses introduced by relative pronouns are also called *relative clauses*:
*Where’s the car **that she bought?***
 - Noun clauses are singular:
*When she gets home **is** her business.*
 - A direct object follows a transitive verb in a sentence and answers the questions “What?” or “Whom?”
He wrote the report. (What did he write? Answer: The report.)
She took her sister to lunch. (Whom did she take to lunch? Answer: Her sister.)
 - A subjective complement is connected to a subject by a linking verb. Common linking verbs include the following: *appear, be, become, feel, grow, look, remain, seem, smell, sound, stay* and *taste*.
*He **looked** exhausted; now, he **looks** energized.* (*Exhausted* and *energized* are subjective complements.)

GRAMMAR TIP

Action verbs may be transitive or intransitive: a transitive verb is followed by a direct object whereas an intransitive verb is not.

He broke the window. (break = transitive)

She arrived. (arrive = intransitive)

2. Hefty, Marye, Sally Ortiz, and Sara Nelson. *Sentence Diagramming: A Step-by-Step Guide to Learning Grammar through Diagramming*. Toronto: Pearson Education, 2008. 45–67. Print.

Pinpoint

Part A

CC = Coordinate
Conjunction

AC = Adverbial
Conjunction

SC = Subordinate
Conjunction

Join each pair of sentences by adding the conjunction indicated. Make any necessary changes to punctuation, capitalization and sentence order. Write your answers in the space provided. In some cases, more than one answer is possible.

1. You can cut the grass. You can wash the car. (CC – show an alternative)

2. There had been an avalanche. The highway through the mountains was closed. (SC – give a reason)

3. He won the lottery. He quit his job. (CC – show a result)

4. Geoff exercises three times a week. He has not lost any weight. (AC – show a contrast)

5. Robin got an A. Ryland got a B. (CC – show a contrast)

6. There was a serious accident on the highway. They missed their exam. (AC – show a result)

7. My e-mail account was hacked yesterday. My computer was infected with a virus. (AC – add)

8. He lives two blocks from his office. He is often late for work. (SC – present opposing ideas)

9. She doesn't eat red meat. She doesn't drink wine. (CC – add)

10. I am finding my chemistry course difficult. I nearly failed my last exam. (AC – emphasize)

GRAMMAR TIP

If you cannot decide whether *that* introduces a noun clause or an adjective clause, apply the “which” test: if *which* cannot replace *that* at the beginning of a dependent clause, then it is a noun clause (Lester qtd. in Heft 62).

Part B

Indicate whether each of the clauses in *italics* is an independent clause or a dependent clause. If the clause is dependent, indicate the type of dependent clause: adjective, adverb or noun. The first one has been done for you as an example.

1. Where’s the appetizer *that I ordered*?
☐ Independent clause ☒ Dependent clause
Type of dependent clause:
☒ adjective clause ☐ adverb clause ☐ noun clause
2. Her most cherished dream is *that she will retire*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
3. *I enjoy walking my dogs* when the weather is fine.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
4. I was dreaming of *where I will vacation*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
5. *I wanted to eat in*, but my girlfriend, who loves fine dining, wanted to eat out.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
6. That’s the man *who I met*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
7. The little boy is crying *because he is lost*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause
8. They wished *that he would leave*.
☐ Independent clause ☐ Dependent clause
Type of dependent clause:
☐ adjective clause ☐ adverb clause ☐ noun clause



Now that you have pinpointed your current level of understanding of sentence types, complete related exercises on the Companion Website for practice and instant feedback.

9. *This exercise is interesting*; however, I find it difficult.

☐ Independent clause

☐ Dependent clause

Type of dependent clause:

☐ adjective clause

☐ adverb clause

☐ noun clause

10. *Where she lives* is a mystery.

☐ Independent clause

☐ Dependent clause

Type of dependent clause:

☐ adjective clause

☐ adverb clause

☐ noun clause

2 Present, Past and Future Tenses

THE PRESENT

The Simple Present Tense

The simple present is used to express

- general or repeated actions;
*Jackson **drives** his children to school **every** morning.*
- facts.
*We **add** a day to February **every** leap year.*

KEY TERMS:

in the morning, every (afternoon, day, morning, year, etc.), often, on the weekend, in general, always, often, as a rule ...

Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I eat.	I do not eat. (I don't eat.)	Do I eat?
You eat.	You do not eat. (You don't eat.)	Do you eat?
He/She/It eats.	He/She/It does not eat. (He/She/It doesn't eat.)	Does he/she/it eat?
We eat.	We do not eat. (We don't eat.)	Do we eat?
They eat.	They do not eat. (They don't eat.)	Do they eat?

- Note:
- In the negative and interrogative forms, the auxiliary *does* is used for the third-person singular and *do* is used for all other persons.
 - In the negative and interrogative forms, only the auxiliary is conjugated.
 - In the negative form, the contractions *don't* and *doesn't* are formed by substituting an apostrophe for the letter *o* and contracting two words into one.

- In the interrogative form, the auxiliary precedes the subject.
- To transform a yes/no question into an information question, place the question word before the auxiliary:
Does he eat? ➔ **Why** does he eat?
Do they eat? ➔ **Where** do they eat?
- Common question words for information questions include *who*, *what*, *where*, *when*, *why* and *how*. (See Chart A, page 284.)

SPELLING TIPS:

- Add *s* to most verbs in the third-person singular.
answer ➔ *answers*
- If the verb ends in *ch*, *sh*, *s* or *x*, add *es*.
catch ➔ *catches* *wash* ➔ *washes*
miss ➔ *misses* *fix* ➔ *fixes*
- If the verb ends in *y*, change the *y* to *i* and add *es*.
study ➔ *studies*

Pronunciation of Final S

There are three ways to pronounce the final *s*:

1. When the last sound of the verb is voiceless,³ pronounce the final *s* as an /s/ sound: *eats*, *talks*, *walks* ...
2. When the last sound of the verb is voiced, pronounce the final *s* as a /z/ sound: *lives*, *loves*, *moves* ...
3. When the base form of the verb ends in *s*, *z*, *sh*, *ch*, *x*, *se*, *ge* or *ce*, pronounce the final *s* as an /iz/ sound: *kisses*, *fizzes*, *washes* ...

GRAMMAR TIP

Like the verb *be*, the verb *have* is conjugated differently in the third-person singular: *he has*, *she has*, *it has*.

The Verb Be

The verb *be* is conjugated differently from all other verbs. Take a look at the following conjugation chart:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I am here. (I'm here.)	I am not here. (I'm not here.)	Am I here?
You are here. (You're here.)	You are not here. (You're not here. / You aren't here.)	Are you here?
He/She/It is here. (He's/She's/It's here.)	He/She/It is not here. (He's/She's/It's not here. / He/She/It isn't here.)	Is he/she/it here?
We are here. (We're here.)	We are not here. (We're not here. / We aren't here.)	Are we here?
They are here. (They're here.)	They are not here. (They're not here. / They aren't here.)	Are they here?

3. A voiceless sound causes no vocal-cord vibration when pronounced whereas a voiced sound does.



- Note:
- The first-person singular (*I*) and the third-person singular (*he, she* or *it*) have different conjugations from the other persons: *am* and *is* are used, not *are*.
 - No auxiliary is required for the negative and interrogative forms.
 - In the negative form, contractions can be formed in two ways for all persons but the first-person singular.
 - In the interrogative form, the verb precedes the subject.
 - To transform a yes/no question into an information question, place the question word before the verb:

Is he here? ➔ **Why** *is he here?*

GRAMMAR TIP

Use contractions for spoken English and informal writing:
I'm home.

The Present Continuous Tense

The present continuous is used to express

- actions occurring now;
*The mayor **is speaking** with reporters **right now**.*
- planned future actions.
*We **are leaving** for Europe **next Monday**.*

KEY TERMS:

at the moment, in an hour, now, right now, at this very minute, in a couple of hours, tomorrow, next (Monday, month, week, etc.) ...

The present continuous is composed of an auxiliary (*be* conjugated in the simple present, see above) and a present participle (verb + *ing*). Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I am eating. (I'm eating.)	I am not eating. (I'm not eating.)	Am I eating?
You are eating. (You're eating.)	You are not eating. (You're not eating. / You aren't eating.)	Are you eating?
He/She/It is eating. (He's/She's/It's eating.)	He/She/It is not eating. (He's/She's/It's not eating. / He/She/It isn't eating.)	Is he/she/it eating?
We are eating. (We're eating.)	We are not eating. (We're not eating. / We aren't eating.)	Are we eating?
They are eating. (They're eating.)	They are not eating. (They're not eating. / They aren't eating.)	Are they eating?

- Note:
- In the negative form, contractions can be formed in two ways for all persons but the first-person singular.
 - In the interrogative form, the auxiliary precedes the subject.
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
Are they eating? ➔ **When** *are they eating?*
 - Non-action verbs (stative verbs) such as *know* cannot be used in the continuous form:
*I ~~am knowing~~ **know** you.* Other non-action verbs include *be, believe, belong, exist, forget, hate, hear, like, love, need, own, possess, prefer, remember, see* and *understand*.

SPELLING TIPS:

- Add *ing* to the base form of most verbs to form the present participle:
visit ➔ *visiting*
- If the verb ends in *e*, remove the *e* before adding *ing*:
place ➔ *placing*
- Some verbs ending with a consonant-vowel-consonant structure require that you double the last consonant before adding *ing*:
jog ➔ *jogging*
- If the verb ends in *ie*, change the *ie* to *y* before adding *ing*:
die ➔ *dying*

THE PAST

The Simple Past Tense

The simple past is used to express

- completed actions.
*She **won** two gold medals **at the 2010 Olympics**.* (past tense of irregular verb *win*)
*He **moved** to Ireland **three years ago**.* (past tense of regular verb *move*)

KEY TERMS:

last (month, night, weekend, year, etc.), yesterday, three years ago ...

Irregular Verbs

Irregular verbs have irregular past forms: *eat* ➔ *ate*. The only way to know the form is to memorize it—or refer to an irregular-verb chart such as the one on pages 285–286. Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I ate.	I did not eat. (I didn't eat.)	Did I eat?
You ate.	You did not eat. (You didn't eat.)	Did you eat?
He/She/It ate.	He/She/It did not eat. (He/She/It didn't eat.)	Did he/she/it eat?
We ate.	We did not eat. (We didn't eat.)	Did we eat?
They ate.	They did not eat. (They didn't eat.)	Did they eat?

- Note:
- In the affirmative form, the verb conjugation is always the same.
 - In the negative and interrogative forms, only the auxiliary is conjugated and it is always the same: *did*.
 - A yes/no question is created by placing the auxiliary before the subject. To transform a yes/no question into an information question, place the question word before the auxiliary:
Did you eat? ➔ ***What** did you eat?*
 - Some verbs are both regular and irregular.
The simple past of the verb *burn* can be either *burnt* (irregular) or *burned* (regular).
The simple past of the verb *learn* can be either *learnt* (irregular) or *learned* (regular).

The verb *be* is conjugated differently from all other verbs. Take a look at the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I was there.	I was not there. (I wasn't there.)	Was I there?
You were there.	You were not there. (You weren't there.)	Were you there?
He/She/It was there.	He/She/It was not there. (He/She/It wasn't there.)	Was he/she/it there?
We were there.	We were not there. (We weren't there.)	Were we there?
They were there.	They were not there. (They weren't there.)	Were they there?

Note:

- *Be* is an “irregular” irregular verb. There are two simple-past forms: *was* for the first- and third-person singular (I, he/she/it) and *were* for all other persons.
- No auxiliary is required for the negative and interrogative forms.
- A yes/no question is created by placing the verb before the subject. To transform a yes/no question into an information question, place the question word before the verb:
Was he there? ➔ **Why** *was he there?*

Regular Verbs

Now let's turn our attention to the regular verbs. Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I asked.	I did not ask. (I didn't ask.)	Did I ask?
You asked.	You did not ask. (You didn't ask.)	Did you ask?
He/She/It asked.	He/She/It did not ask. (He/She/It didn't ask.)	Did he/she/it ask?
We asked.	We did not ask. (We didn't ask.)	Did we ask?
They asked.	They did not ask. (They didn't ask.)	Did they ask?

Note:

- In the affirmative form, the verb conjugation is always the same (ending with *ed*).
- In the negative and interrogative forms, only the auxiliary is conjugated—and it is always the same: *did*.
- A yes/no question is formed by placing the auxiliary before the subject. To transform a yes/no question into an information question, place the question word before the auxiliary:
Did you ask? ➔ **What** *did you ask?*

SPELLING TIPS:

- Add *ed* to form the simple past of most regular verbs:
visit ➔ *visited*
- If the regular verb ends in *e*, simply add a *d*:
place ➔ *placed*
- Some verbs ending with a consonant-vowel-consonant structure require that you double the last consonant before adding *ed*:
jog ➔ *jogged*
- If the regular verb ends in *y*, change the *y* to *i* before adding *ed*:
study ➔ *studied*

Pronunciation of *ed*

While the endings of regular verbs are quite regular (*ed*), the pronunciation of these endings is not. There are three ways to pronounce the final *ed* endings of regular verbs:

1. When the last sound of the verb is voiceless, pronounce the final *ed* as a /t/ sound: *walked, talked, stopped* ...
2. When the last sound of the verb is voiced, pronounce the final *ed* as a /d/ sound: *planned, exercised, moved* ...
3. When the last letters of the verb are *t, te, d* or *de*, pronounce the final *ed* as an /id/ sound: *downloaded, landed, planted* ...

GRAMMAR TIP

The past continuous is sometimes called the *past progressive*. Think about the terms *continuous* or *progressive* to remind yourself to use this tense for ongoing actions only.

The Past Continuous Tense

The past continuous is used to express

- actions in progress at a specific time in the past;
*They **were waiting** for the bus **at 8 a.m.***
- interrupted actions;
*He **was preparing** supper **when** the electricity went off.*
- simultaneous actions;
***While** he **was completing** the bibliography, she **was proofreading** the report.*
- background actions.
*The crew **was preparing** the stage **at the same time as** the band **was practising**.*

KEY TERMS:

at 8 a.m., when, while, at noon, at midnight, at the same time as ...

The past continuous is composed of an auxiliary (*be* conjugated in the simple past) and a present participle (verb + *ing*). Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I was eating.	I was not eating. (I wasn't eating.)	Was I eating?
You were eating.	You were not eating. (You weren't eating.)	Were you eating?
He/She/It was eating.	He/She/It was not eating. (He/She/It wasn't eating.)	Was he/she/it eating?
We were eating.	We were not eating. (We weren't eating.)	Were we eating?
They were eating.	They were not eating. (They weren't eating.)	Were they eating?

Note:

- The present participle is always the same—but remember that the verb *be* has two irregular forms: *was* and *were*.
- A yes/no question is created by placing the auxiliary before the subject. To transform a yes/no question into an information question, place the question word before the auxiliary:
Was he eating? ➔ *Why was he eating?*

GRAMMAR TIP

Don't use the past continuous to express past habits; use the simple past instead:
*When I was a teenager, I ~~was jogging~~ **jogged** every day.*

THE FUTURE

Both *will* and *be going to* can be used to express

- opinions about the future;
*I hope he **will** call **today**.*
*I hope he **is going to** call **today**.*
- predictions.
*It **will** snow **on the weekend**.*
*It **is going to** snow **on the weekend**.*

In most situations, *will* and *be going to* are interchangeable when used to express opinions about the future or to make predictions.

Exception: When the predicted action is imminent (about to happen), the *be going to* form is used.

*Look at those dark clouds! It ~~will rain~~ **is going to** rain any second.*

However, in some situations, only *will* can be used; in others, only the *be going to* form can be used.

Will

In addition to expressing opinions about the future and making predictions, *will* is used to express

- willingness;
(A kitchen timer is ringing.)
Sue: Barb, **will** you take the cookies out of the oven?
Barb: Sure, **I'll** do that.
- promises.
She promises she **will** finish the marketing plan on time.

KEY TERMS:

today, tomorrow, promise, next (month, week, weekend, year, etc.), soon, tonight ...

Examine the conjugation chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I will eat. (I'll eat.)	I will not eat. (I'll not eat. / I won't eat.)	Will I eat?
You will eat. (You'll eat.)	You will not eat. (You'll not eat. / You won't eat.)	Will you eat?
He/She/It will eat. (He'll/She'll/It'll eat.)	He/She/It will not eat. (He'll/She'll/It'll not eat. / He/She/It won't eat.)	Will he/she/it eat?
We will eat. (We'll eat.)	We will not eat. (We'll not eat. / We won't eat.)	Will we eat?
They will eat. (They'll eat.)	They will not eat. (They'll not eat. / They won't eat.)	Will they eat?

- Note:
- The auxiliary *will* is used for all persons.
 - In the negative form, contractions can be formed in two ways.
 - In the interrogative form, the auxiliary precedes the subject.
 - In the first-person singular and plural, *shall* is sometimes used instead of *will* in the interrogative form:
Shall I eat? Shall we eat?
 - To transform a yes/no question into an information question, place the question word before the auxiliary:
Will you eat? ➔ **What will you eat?**
 - We use the contracted form of *will* with nouns and interrogative pronouns in spoken English: **Bob'll be on time. What'll he do?**
Do not use this form in written English.

The Be Going To Form

In addition to expressing opinions about the future and making predictions, *be going to* is used to express

- prior plans;
(Papers, receipts and a calculator are on the desk.)
*He **is going to** prepare his income tax return **this evening**.*
(Suitcases are packed and at the door.)
***Tomorrow morning**, they **are going to** drive to PEI to visit their grandparents.*
- imminent actions.
*Hurry up! You **are going to** miss your flight! Don't you know what time it is?*

KEY TERMS:

in a minute, next (month, week, weekend, year, etc.), soon, tonight ...

The *be going to* form consists of the present continuous tense of the verb *go* + the full infinitive.

She is going to eat.

Examine *be going to* conjugations in the chart below:

AFFIRMATIVE	NEGATIVE	INTERROGATIVE (YES/NO QUESTION)
I am going to eat. (I'm going to eat.)	I am not going to eat. (I'm not going to eat.)	Am I going to eat?
You are going to eat. (You're going to eat.)	You are not going to eat. (You're not going to eat. / You aren't going to eat.)	Are you going to eat?
He/She/It is going to eat. (He's/She's/It's going to eat.)	He/She/It is not going to eat. (He's/She's/It's not going to eat. / He/She/It isn't going to eat.)	Is he/she/it going to eat?
We are going to eat. (We're going to eat.)	We are not going to eat. (We're not going to eat. / We aren't going to eat.)	Are we going to eat?
They are going to eat. (They're going to eat.)	They are not going to eat. (They're not going to eat. / They aren't going to eat.)	Are they going to eat?
Note: • To transform a yes/no question into an information question, place the question word before the auxiliary: <i>Is he going to eat? ➔ Where is he going to eat?</i>		

Pinpoint

Part A

Use the correct forms of the verbs in parentheses, choosing the appropriate tense from the two suggested at the end of each question. Do not use the same tense twice in the same question.

1. The city (fill) _____ potholes today. Workers (fill) _____ more than 30,000 potholes every year.
(simple present / present continuous)
2. She (understand) _____ why her business (lose) _____ money, but she can't do anything to stop the losses. (simple present / present continuous).
3. Is that music you (listen) _____ to? All I (hear) _____ is noise! (simple present / present continuous)
4. The DVD Depot (have) _____ a sale this weekend. The store (have) _____ a great selection of indie movies.
(simple present / present continuous)
5. The cashiers (count) _____ the deposits when a gunman (enter) _____ the bank.
(simple past / past continuous)
6. While I (wash) _____ the dishes last night, I (cut) _____ my finger on a knife. (simple past / past continuous)
7. I (pour) _____ coffee when the handle on the coffee pot (break) _____, splattering coffee everywhere.
(simple past / past continuous)
8. _____ you (be) _____ quiet? You (wake) _____ the baby! (future with *will* / future with *be going to*)
9. I (open) _____ that door for you; I can see your arms are full of groceries. _____ you (make) _____ supper tonight? (future with *will* / future with *be going to*)
10. I (bring) _____ the salad if you will bring the dessert. I am sure we (have) _____ a fabulous meal!
(future with *will* / future with *be going to*)

Part B

Fill in each blank with the correct form of the verb in parentheses, using one of the following tenses: simple present, present continuous, simple past, past continuous, future with *will* or *be going to*. Do not use contractions. In some cases, more than one answer is possible.

1. Gerry usually (take) _____ the bus to school, but it's really cold today, so his father (drive) _____ him.
2. The students (read) _____ three novels for their course last semester. They (tell) _____ their teacher that two would have been enough.
3. I (speak) _____ with my parents last night and (make) _____ plans for the holidays. They (pay) _____ for my ticket so I can fly home.
4. New furniture (cost) _____ a lot of money. Can you afford to redecorate your office?
5. Ned (change) _____ in the locker room when the fire alarm (ring) _____ yesterday.
6. I (go) _____ to the store in a few minutes. Do you need anything?
7. The children (sleep) _____. Don't disturb them.
8. Suzanne (travel) _____ a lot for her job. Last week, she (teach) _____ a course in Halifax. Right now, she (give) _____ a seminar in Quebec City. Next week, she (lead) _____ a workshop in Whitehorse.
9. We (need) _____ more printer paper today. We have only a hundred sheets left.
10. I (get) _____ the manager if you want more information about refunds.



Now that you have pinpointed your current level of understanding of the present, past and future tenses, complete related exercises on the Companion Website for practice and instant feedback.