



# **ADJECTIVES AND ADVERBS**

# The Adjective

## ■ PLACE

It modifies a noun / a pronoun

- preceding it (between the determiner and the noun)
- predicatively (after verbs)

- → preceding it (between the determiner and the noun)

e.g. / a **big** classroom

the **new** classmate

this **wonderful** day

two **interesting** topics...

- → predicatively (after verbs: *to be* + verbs like: *to make, to seem, to become, to grow, to turn, to remain, to sound...* + sensory verbs *to feel, to taste, to smell, to look*)

e.g. / He is very **busy**.

They grew **angry** because of that injustice.

The leaves turned **yellow**.

Your idea sounds **great**.

The students looked **tired**.

This pizza tastes **delicious**.

This perfume smells **great**.

This material feels **soft** and **silky**.

## ■ ORDER

If more than one adjectives comes in front of a noun, there is a particular order to take into consideration.

The most usual sequences of adjectives is:

**opinion** (beautiful, strange, interesting...) – **size** (big, small, tall...) – **physical quality** (thin, fat...) – **shape** (round, square...) – **age** (old, young, new...) – **colour** (red, blue...) – **origin** (English, Romanian...) – **material** (wooden, plastic...) – **purpose** (cooking, cutting...)

e.g. / an **interesting small red cutting** tool

a **big round new metallic** box

## ■ SPECIAL CASES

The participial adjectives are verbs in the 3<sup>rd</sup> form

→ a written test, an admired person

! In order to distinguish between the two participle adjectives  
– the -ED / -ING pair – remember:

● -ed is static (suffers the action)

-ing is dynamic (performs the action)

e.g. / to bore – I am bored (by a movie) → this movie is boring

to disturb – They were disturbed (by the noise) → the disturbing noise

# The adverb (of manner)

→ can be replaced with the phrase

*in a ..... way*

→ modifies

a **verb** / an **adjective** / **another adverb**

# PLACE

■ It modifies a **verb**

→ after the verb

e.g. He speaks loudly.

→ if the verb has a direct object, **after or in front of the group** (not in between!)

e.g. They helped the new classmates gladly. / They gladly helped the new classmates.

→ at the beginning of the sentence to put a focus on the adverb

e.g. Slowly, they entered the room and sat down.



If there are two verbs in a clause, pay attention to the change of meaning that the position of the adverb involves:

He loudly asked me to speak. / He asked me loudly to speak  
// He asked me to speak loudly.

# PLACE

■ It modifies an **adjective** / another **adverb**

→ after them

e.g. She always drives extremely carefully

He works really hard.

They are really lazy.

She is seriously injured



# FORM

Usually, the adverbs of manner are formed by adding -ly to the corresponding adjective

e.g. / real – really

clear – clearly

loud – loudly



adjectives ending in -y → change it into -i when adding -ly

e.g. / happy – happily

adjectives ending in a consonant + -le → drop the -e when adding -ly

e.g. / simple – simply

# SPECIAL CASES

Some adverbs have an irregular form / the same form as the adjective / two forms with two different uses:

good – well [! well is also an adjective used predicatively (meaning ‘all right / healthy’)]

fast – fast

early – early

late – late / lately

hard – hard / hardly

Some adjectives ending in -ly have no corresponding adverbial form –> the “in a ...way” phrase can be used

e.g. / *lonely, lovely, friendly, silly*

*Maria is a lovely friend. – She sang in a lovely way.*

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# **DEGREES OF COMPARISON**

Three types of comparison are possible with (gradable) adjectives and adverbs:

- in relation to a higher degree
- in relation to the same degree
- in relation to a lower degree

In relation to a lower degree and in relation to a higher degree, we have two levels of comparison:

comparative  
forms

→ to make comparisons  
between **2 things**

superlative  
forms

→ to make comparisons  
between **more  
than 2 things**

## Comparison in relation to a lower degree:

### ■ Comparative – with **LESS**

e.g. **adj.:** This car is less expensive (than yours / than that one / than all the other cars).

**adv.:** He drives less carefully\* (than I).

### ■ Superlative – with **(THE) LEAST**

e.g. **adj.:** This car is the least expensive (of all / the / these cars).

**adv.:** He speaks the least loudly\* (of all).

\* although rather awkward, comparisons with *less* and *least* with adverbs exist; do not use them, on the other hand, with ‘short’ adverbs (*fast, hard, late, high, near, etc.*)

# Comparison in relation to the same degree:

is expressed with

**AS ... AS**

for all adjectives and adverbs :

e.g. He is **as tall as** his brother.

My car is **as expensive as** his car.

He speaks **as loudly as** Maria.

He runs **as fast as** us.

## Comparison in relation to a higher degree:

is expressed by the endings **-er**  
**(the) - est**

or

the particles **more**  
**(the) most** in front of the  
adjective / adverb



**Both the adjectives and the adverbs make their comparative and their superlative forms according to their length:**

**'SHORT' ones → with -er/-est**

**'LONG' ones → with more / the most**

**One-syllable adjectives and some two-syllable adjectives** make the comparative and the superlative with the corresponding endings:

one-syllable adjectives → tall – taller – the tallest  
brave – braver – the bravest  
big – bigger – the biggest  
weak – weaker – the weakest



- \* *y* changes to *i*
- \* *final consonant* after a *short vowel* is *doubled*
- \* final *e* adds only *r/st*

**!** *exceptions* – real → more real / most real  
right / wrong → more right / most right  
fun → more fun / most fun

two-syllable adjectives\* → happy – happier – the happiest  
(ending in *-y / -le -ow / -er*) simple – simpler – the simplest  
narrow – narrower – the narrowest  
clever – cleverer – the cleverest

\* These adjectives usually accept the other form as well

**Most adjectives with two syllables or more** make the comparative and the superlative with the particles:

**careful – more careful – (the) most careful**

**interesting – more interesting (the) most interesting**



participial (-ed/-ing) adjectives make their comparisons this way, even when they are one-syllable adjectives:

e.g.

worn – more worn – the most worn

pleased – more pleased – the most pleased

# Irregular adjectives

- good / well → better → (the) best
- bad → worse → (the) worst
- far → further/farther → (the) furthest / farthest
- little → less → (the) least
- much → more → (the) most

old → older – the oldest ! + elder/eldest when speaking about members of the family, yet not a real comparative → continuing with *than* is not possible)

! **most** can also play the role of an intensifier (could be replaced with *very*); in that case, there is no comparison involved.

e.g. / *He is most kind. They are most intelligent.*

# Comparison of adverbs

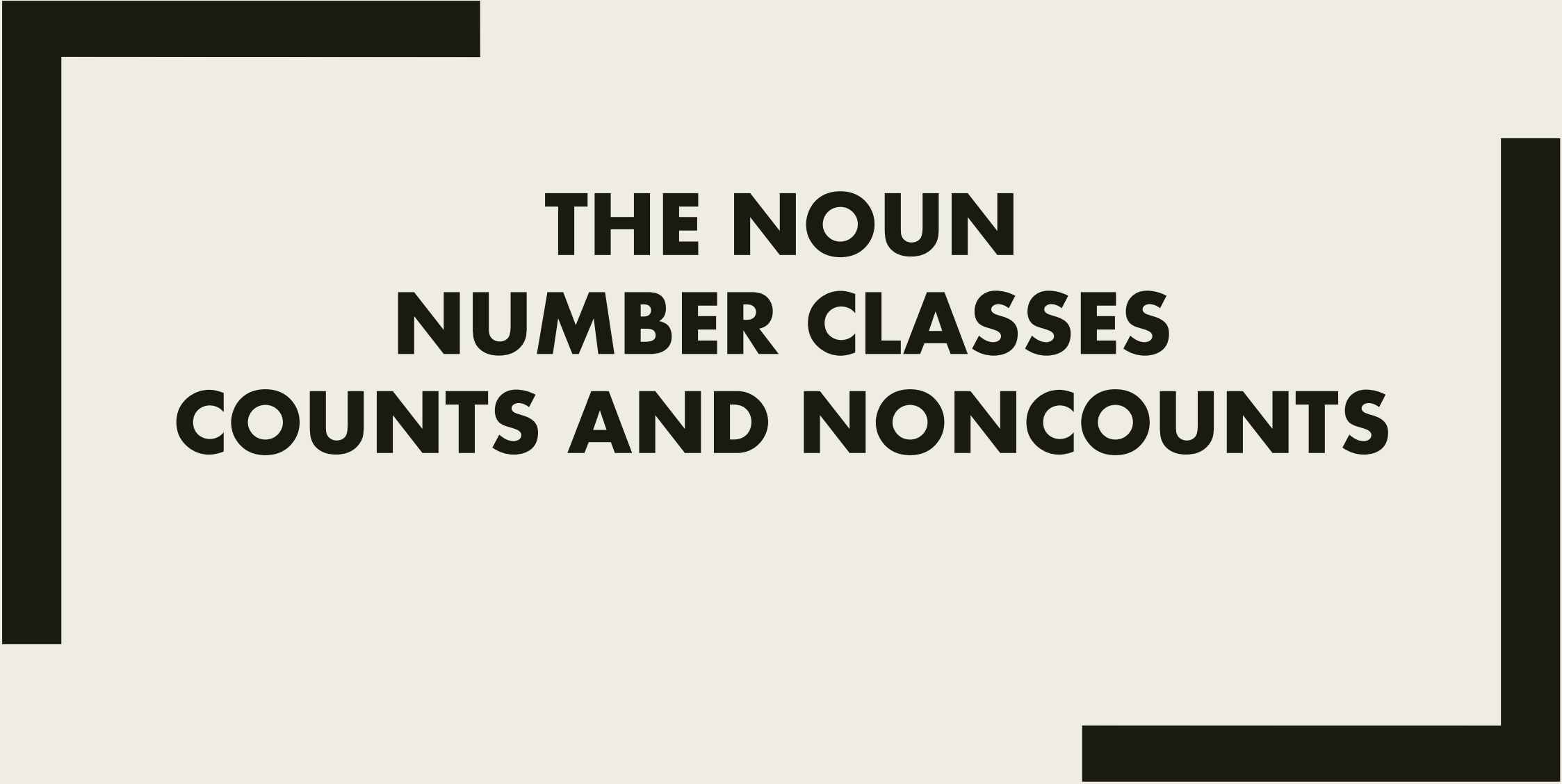
- **-ly adverbs** make the comparative and the superlative with **more / the most**
- the so called '**short**' adverbs (identical in form with the adjectives) make the comparative and the superlative with **-er / -est**

e.g. / He runs more quickly than his friend. / the most quickly of all.

He runs faster than his friend. / the fastest of all.

# Irregular adverbs

- Bad/badly – worse – worst
- Well – better – best
- Far – further/farther – furthest/farthest
- Little – less – least
- Much – more – most

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**THE NOUN**  
**NUMBER CLASSES**  
**COUNTS AND NONCOUNTS**

In terms of **plurality**, in English we distinguish between

**Variable**

**Invariable**

**singular invariable**

**plural invariable**

**nouns**



# VARIABLE NOUNS

→ can occur with either singular or plural number:

e.g./ I am a **student**. They are **students**.

A distinction should be made, in this case, between

regular

→ **plural with ~~(e)~~s**

nouns

irregular

→ '**unpredictable**' plural forms



# VARIABLE NOUNS – IRREGULAR FORMS

## ■ foreign plurals

Many of the nouns in this category have both a regular and an irregular plural form; sometimes there is a difference in meaning/use between the two:

*index* → *indexes* (in books, publications...)/*indices* (~indicators)

*formula* → *formulas* (general)/*formulae* (mathematics...)

*antenna* → *antennas* (device)/*antennae* (of insects)

### -us

nucleus-nuclei  
stimulus-stimuli  
syllabus-syllabi  
! corpus-corpora

### -um

curriculum-curricula  
stratum-strata  
bacterium-bacteria  
datum-data

### -ex

index-indices  
codex-codices

### -on

phenomenon-phenomena  
criterion-criteria

### -is

basis-bases  
analysis-analyses  
axis-axes  
thesis-theses  
ellipsis-ellipses

# PLURAL INVARIABLE NOUNS

Most of these nouns have a plural form, but some of them do not have the plural mark.

**tools, instruments, garment items** → *scissors, pincers, tongs, scales, glasses // trousers, jeans, overalls, pyjamas, shorts, tights*

**!** use “a pair of” to singularise them → *a pair of pincers*

***pluralia tantum* nouns** (specific meaning in the plural)

e.g./ *heads* (one side of a coin – heads or tails)

→ *damages, contents, customs, letters, mains, manners, surroundings, wages*

## PLURAL INVARIABLE NOUNS with no plural mark

e.g./ people, police

They behave as plural nouns, with all agreements involved:

*These people **are** my friends. The police **are** here.*

**!** *these peoples* – difference in meaning

collective nouns such as: family, army, youth, aristocracy...

behave as either plural or singular nouns, depending on the nuance (as several members/as one entity)

*The youth of today **are** very different. / The youth **is** rising in revolt.*

# SINGULAR INVARIABLE NOUNS

Singular invariable nouns are noncount nouns

→ they **cannot be counted**, do not have a plural form, will be accompanied by **specific determiners/quantifiers**

Take a look to these noncount categories:

<b>general</b>	<b>abstract</b>	<b>substances</b>	<b>collective categories</b>	<b>'subjects' in -ics</b>
information	courage	water	furniture	mathematics
advice	beauty	dust	equipment	physics
money	love / hate	oil	luggage	economics
evidence	faith	butter	homework	ethics
news	peace	coffee		
	music	iron / steel		

# SINGULAR INVARIABLE NOUNS

- as noncount nouns, they do not have a plural form

→ ~~informations, advices, equipments, homeworks~~

- ! some of the noncount nouns can become count nouns

They are the two *loves* of my life. / I use several *butters* in this recipe. / I would like two *waters*, please!

- as noncount nouns, they are accompanied by specific determiners  
/quantifiers

~~a/an~~, 'zero article', the, ~~many~~, much, ~~(a) few~~, (a) little

e.g./ *Iron is one of the most useful elements.* (zero article)

*Mathematics is my favourite subject.*

*I don't have much luggage.*

*I received little advice from him.*

## Comparing the count and noncount nouns quantifiers:

Uncountable

∅

**much** (usually not in the positive sentence)

**(a) little**

**a (little) bit of**

Both

**the**

**some**

**any** (negations, questions)

**no**

**a lot / lots of**  
**plenty of**  
**enough**

Countable

**a/an // numerals**

**many** (usually not in the positive sentence)

**(a) few**



# SINGULAR INVARIABLE NOUNS

- **as noncount nouns, they cannot be counted.** If the context demands precision, **partitive expressions** are to be used.

Exemples:

**a piece of** (with information, advice, evidence, music, paper...)

a bar of (chocolate, soap, gold)

a lump of (sugar, coal)

an item of (news, clothing)

a kilogram etc./ a liter etc. of (with substances)

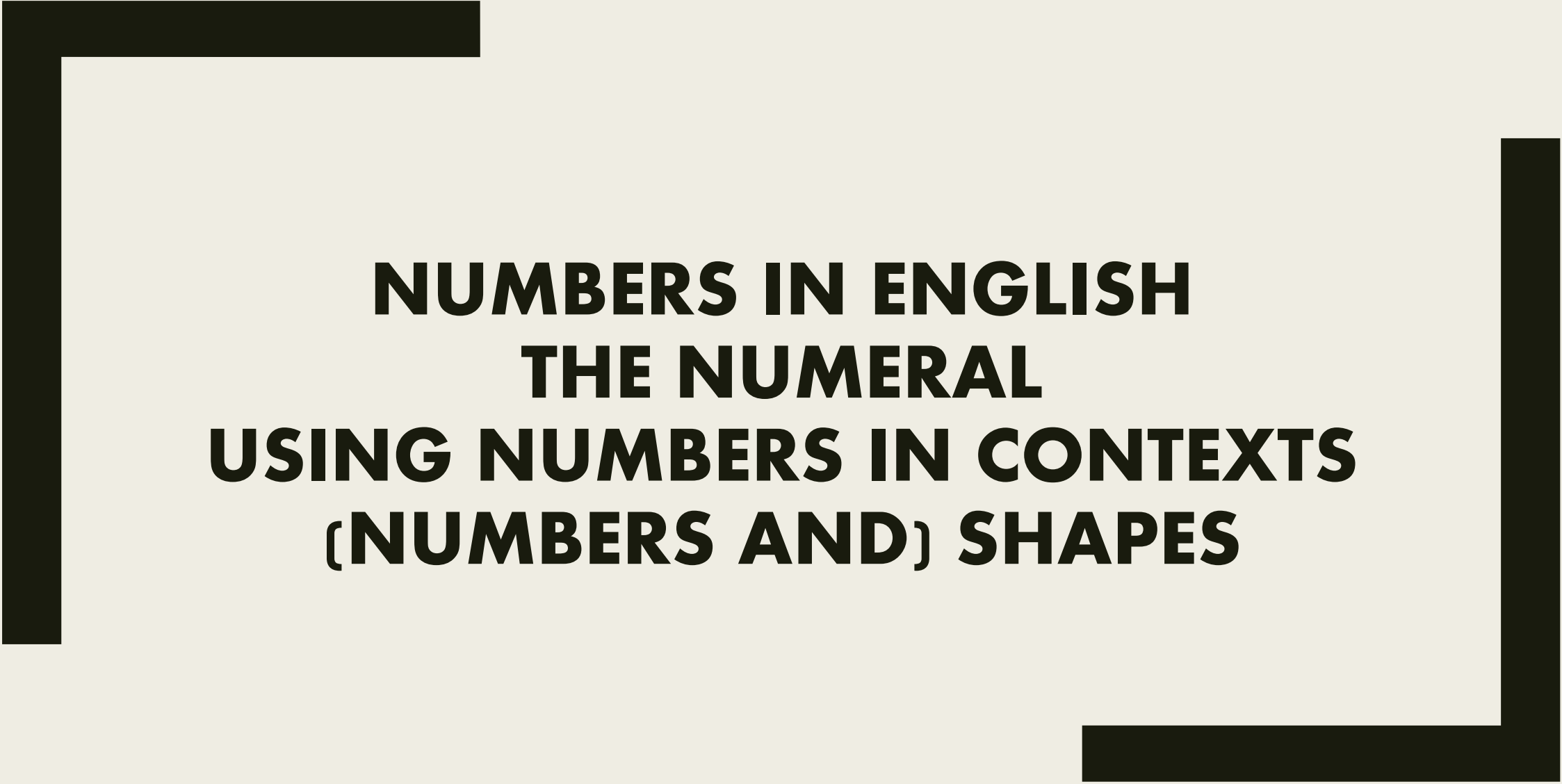
a bottle / a glass / a cup of (with liquids)

a loaf of (bread)

a slice of (anything that can be sliced)

a bag / a packet / a tube / a tin of (cement, cream, glue, paint)

etc.



**NUMBERS IN ENGLISH**  
**THE NUMERAL**  
**USING NUMBERS IN CONTEXTS**  
**(NUMBERS AND) SHAPES**

# Numbers can be divided into:

**cardinal**

**numerals**

**ordinal**

# Cardinal numbers

One	Twenty
Two	Thirty
Three	Forty
Four	Fifty
Five	Sixty
Six	Seventy
Seven	Eighty
Eight	Ninety
Nine	One hundred, two hundred //
Ten	hundreds (of)...
Eleven	One thousand, two thousand //
Twelve	thousands (of) ...
Thirteen	One million, two million //
Fourteen	millions (of) ...
Fifteen	*One billion, two billion //
Sixteen	billions (of) ...
Seventeen	
Eighteen	
Nineteen	

\*originally  $10^{12}$  in BE, now standardized to  $10^9$

# Ordinal numbers

(The + [numeral]th)

First	Twentieth
Second	Twenty-first ...
Third	Twenty-fifth ...
Fourth	
Fifth	Thirtieth
Sixth	Fortieth
Seventh	...
Eighth	
Ninth	Hundredth
Tenth	Two hundredth
Eleventh	Two hundred twentieth
Twelfth	
Thirteenth	Thousandth
Fourteenth	Two thousandth
Fifteenth	Two thousand second
Sixteenth	...
...	...

# READING 0

0 can be read

- **zero** – to read the number itself, decimals, as a digit in big numbers (like phone numbers)

- **nought** [nɔt] - instead of zero in British English

- **o** [əu] – in years, telling the time, addresses, decimals

- **nil / love** – in sports scores

# READING NUMBERS

## Fractions

$\frac{1}{2}$ ,  $\frac{3}{2}$  - one **half** / three halves  
one **over** two,

$\frac{1}{3}$ ,  $\frac{2}{3}$  - one **third** / two thirds  
one over three

$\frac{1}{4}$ ,  $\frac{3}{4}$  - one **quarter** / three quarters  
one forth / three fourths  
one over four

$\frac{1}{5}$ ,  $\frac{2}{5}$  - one fifth / two fifths / two over five

$\frac{1}{100}$ ,  $\frac{8}{100}$  - one hundredth / eight hundredths  
eight over hundred

## Decimals

0.2 - zero **point** 2

12.234 - twelve  
point two three  
four

→ after the  
point, read the  
figures digit by  
digit

## Others

3 % - three  
**per cent/percent**

$\sqrt{9}$  - (square)  
**root** (of) nine

$2^2$ ,  $2^3$  - two  
**squared** / two  
**cubed**

$2^5$  - two  
(raised) **to the**  
**power five** //  
**to the fifth**  
(power)

# READING NUMBERS

**YEARS** are to be read:

- as 2 two-digit numbers - 1987 → nineteen eighty-seven
- as 1 two-digit number + o+ figure - 1907 → nineteen o seven
- as hundreds - 1900 → nineteen hundred
- as whole thousands - 2000 → two thousand
- as whole numbers - 2002 → two thousand and two  
! but also twenty o two

(BC / AD can be added if necessary)

# ADDITIONAL COMMENTS

Different measurement expressions get pluralized when plural

→ one centimetre / two centimetres

one gram / two grams

but if used attributively, the plural disappears

→ a five-metre cable

a one-hundred gram package

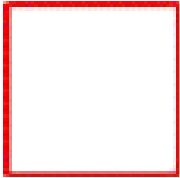
Similarly → a ninety-page book

a one thousand-word smile



# SHAPES

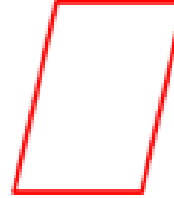
square



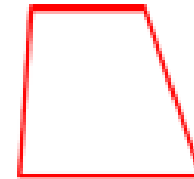
rectangle / rectangular



parallelogram



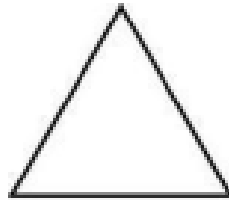
trapezium (UK)  
trapezoid (US)  
/trapezoidal



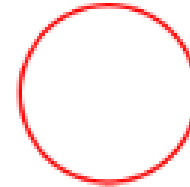
rhombus / rhomboidal



triangle / triangular



circle / circular



ellipsis / elliptic(al)



A square is a four-side shape.

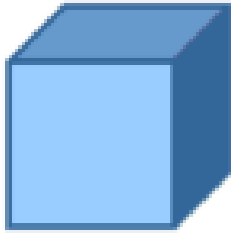
The rectangle is a four-angle quadrilateral.

A triangle has three apices / apexes.

A right triangle has a ninety-degree angle.

# SHAPES

cube / cubic



sphere / spherical



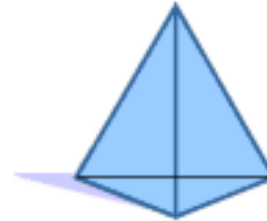
cylinder / cylindrical



cone / conic(al)



pyramid / pyramidal



A cube has six faces. / A cube is a six-face shape.

A cylinder has no apex / vertex.

A triangular pyramid has six edges.

*Using numbers in measurements:*

***I need to measure the length of this workbench.***

The adjective is *long* and the noun *length*.

Note also:

*It's 50 cm wide./The width is 50cm.*

*It's 5 m deep./It has a depth of 5 m.*

*It's 1.5 m high./The height is 1.5 m.*

***Lets round it up to 3 m 50.***

Note the following example:

*It weighs 99.5 kg, let's say 100, rounded up to the nearest full kilogram.*

**long – length – to lengthen**

**wide – width – to widen**

**high – height – to heighten**

**deep – depth – to deepen**

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**PRESENT SIMPLE**  
**PRESENT CONTINUOUS**

# THE PRESENT SIMPLE TENSE - FORMS

affirmative - BASE FORM → ~~tə~~ work, ~~tə~~ do

→ I work / you work / we work / they work // I do / you do / we do / they do

!-(e)s added for 3<sup>rd</sup> person singular

→ he /she /it works // he /she /it does

negative - DO NOT / DON'T + BASE FORM

→ I do not/don't work / they do not/don't work // I do not/don't do

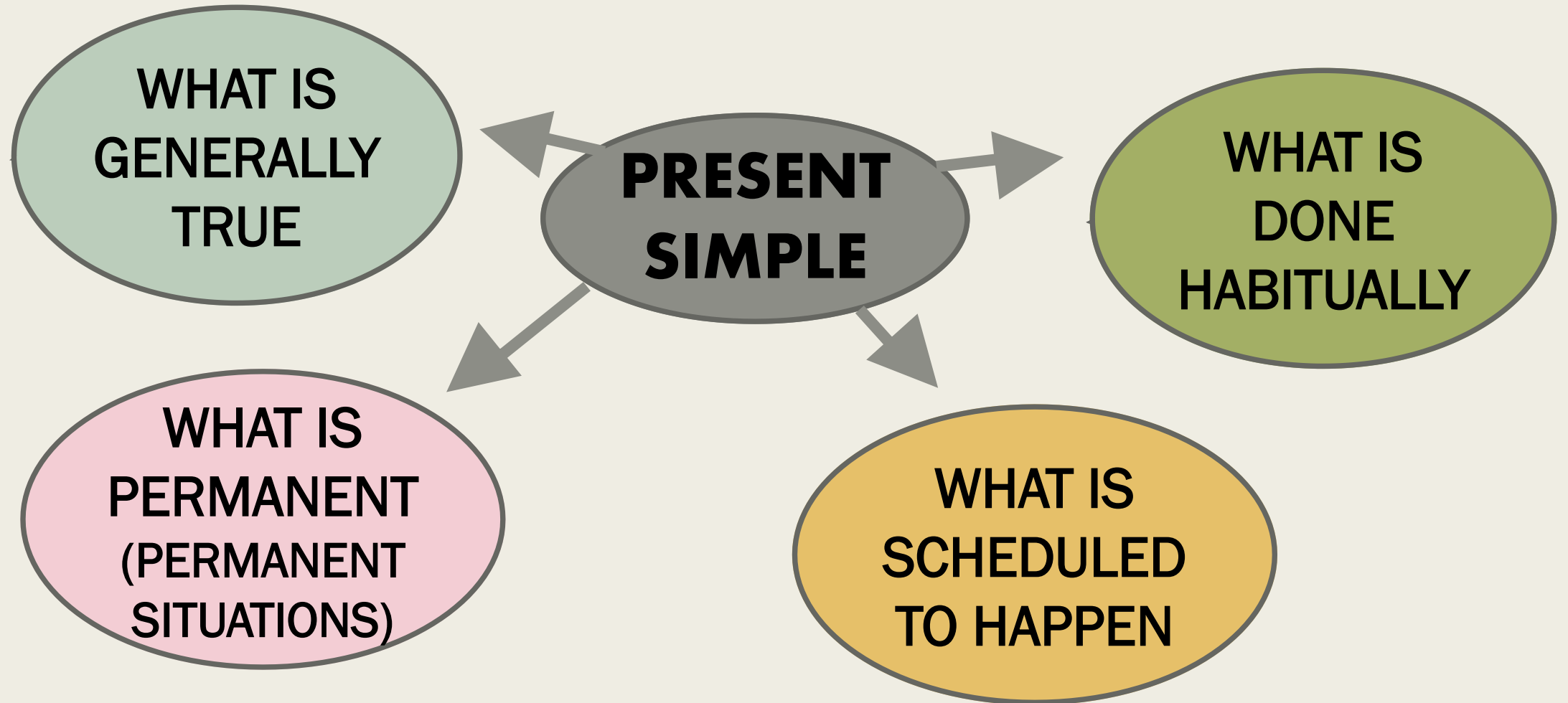
! he /she /it does not/doesn't work // he /she /it does not/doesn't do

interrogative - DO + (subject) + BASE FORM

→ do you work? / do they work? / do we work? // do you do? / do we do?

! does he /she /it work? // does he /she /it do?

# **PRESENT SIMPLE - USES**



# PRESENT SIMPLE - USES

-what is generally true: Water vapour condenses onto cold surfaces.

-what is permanent: I live in Iasi.

-what is done habitually: Do you go to the library? – Yes, at least twice a week.

-what is scheduled to happen: The plane leaves at 8.00 p.m.

# PRESENT SIMPLE – time expressions

In sentences about what happens regularly or frequently, some **time expressions** can occur.

→ **always, never, often, sometimes, usually, rarely, hardly ever**  
// **every now and then...**

! **Simple** adverbs are commonly put in front of the verb (except for *to be*):

*I always have breakfast. / He usually drives to work. / I am always home at 4 p.m. / He is usually a happy person.*

*She calls her sister every now and then.*

→ **every** + time expression/element (day/week/Monday/summer...), **on** + **days of the week** (in the plural), frequency expressions  
[**once/twice/three...times** + **a/per** + time element; (once) **every** 2/3...+ time element]

*I go to Bucharest every week / every three weeks / twice a month.  
We don't work on Saturdays and on Sundays.*



# THE PRESENT CONTINUOUS TENSE - FORMS

affirmative - TO BE (present tense) + VBing

→ I am working / you are working / he//it is working ...  
we are doing / they are doing...

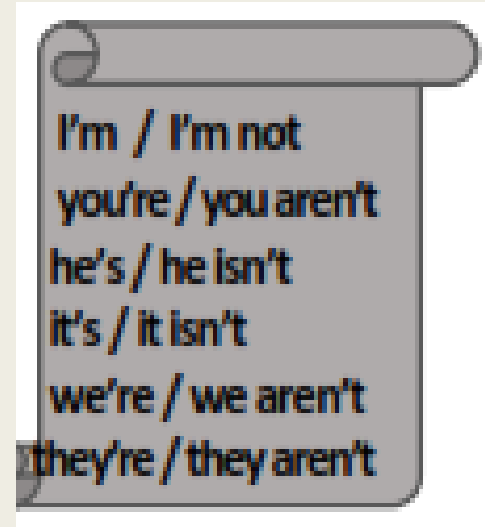
negative - TO BE (present) +NOT+ VBing

→ I am not working / I'm not working  
you are not working/  
you're not working /  
you aren't working...

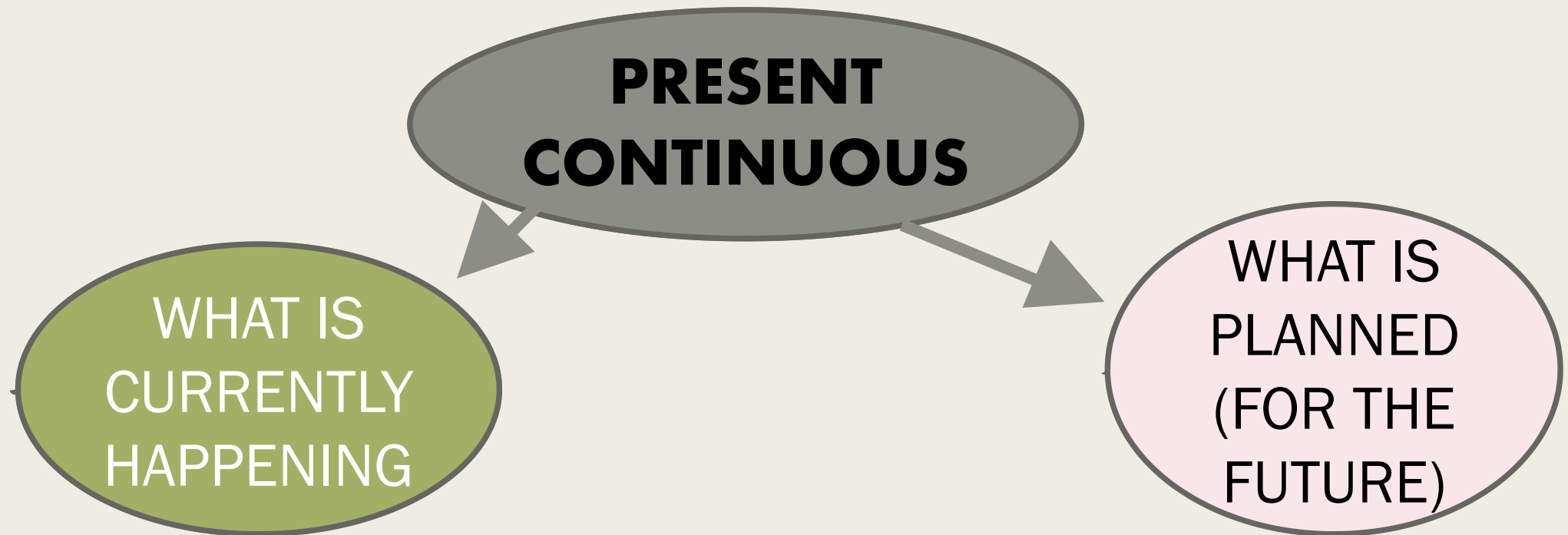
interrogative - INVERSION + VBing

(subject-auxiliary becomes auxiliary-subject)

→ You are working. — Are you working?  
He is doing a research. — Is he doing a research?



# PRESENT CONTINUOUS - USES



# PRESENT CONTINUOUS – TIME EXPRESSIONS

- In sentences about actions currently happening, the present continuous tense can be associated with time expressions grouped around the idea of NOW

→ **(right) now, at the/this (very) moment, as we speak, currently, presently, at present, today, this + time element (week, month...)**

e.g. / Right now, he is speaking on the phone, wait two minutes!

This week we are preparing for the Science Fair.

-In sentences about planned actions for the future, a future time element must be present

e.g. / I am leaving tomorrow.

# PRESENT CONTINUOUS / PRESENT SIMPLE

Notice the differences in meaning by just replacing one form with the other:

**I live in Iasi.**

(permanent situation)

**I am living in Iasi.**

(temporary situation; it can go with “I am from Bacau, but I am living in Iasi now, I am a student”)

**He drives carefully.**

(habit, his way of...)

**He is driving carefully.**

(current situation, we know nothing about how he would drive tomorrow)

**She watches the news.**

(habit, she usually does that)

**She is watching the news.**

(current action; it can go with “She cannot answer the phone now”)

# PRESENT CONTINUOUS / PRESENT SIMPLE

Some verbs, called “stative” verbs, which are about states, rather than actions, usually cannot be put in a continuous form.

*Common examples of these verbs, expressing →*

Feelings: love, like, hate, prefer, wish, want

Senses: smell, taste, appear, see, seem, sound

Cognition: know, understand, believe, remember, mean

Communication: agree, promise

Other general states: be, have, belong, depend, involve, matter, concern, own, owe

→ ~~I am wanting~~ want a pizza.

~~Are you understanding~~ Do you understand?

~~I am agreeing~~ agree with him.

~~They are owing~~ owe you some apologies.

~~What are you meaning~~ do you mean?

# PRESENT CONTINUOUS / PRESENT SIMPLE

Part of these verbs can change their meaning and become active verbs.

e.g. **have (to owe)**

I ~~am having~~/have a car and a bike.

**weigh (have the weight of)**

This watch ~~is weighing~~/weighs 200 g.

**taste, smell (have the...)**

The soup ~~is tasting~~/tastes good.

**see (have sight/view...)**

I ~~am seeing~~/(can) see Mary, she's  
there.

**think (have an opinion)**

I ~~am thinking~~/ think chemistry is harder  
than physics.

**have (in phrases)**

I'm having lunch / fun.

**weigh (do the action)**

They are weighing the watch.

**taste, smell (try the...)**

He is tasting the soup.


**see (=date / consult)**

Mary is seeing John now.

They are seeing the doctor.

**think (reflect upon something)**

I'm thinking about  
my holiday next week.



**WAYS OF EXPRESSING  
THE FUTURE  
IN ENGLISH**

**There are several ways to speak about actions taking place in the future in English, among which the most important ones are:**

Present Simple

The train leaves at 10.00

Present Continuous

I am leaving tonight.

To Be Going to + VB I

We are going to meet tomorrow at 10.00.

“Future Simple” → Will + VB I

We will be there.

“Future Continuous” → Will be + VBing

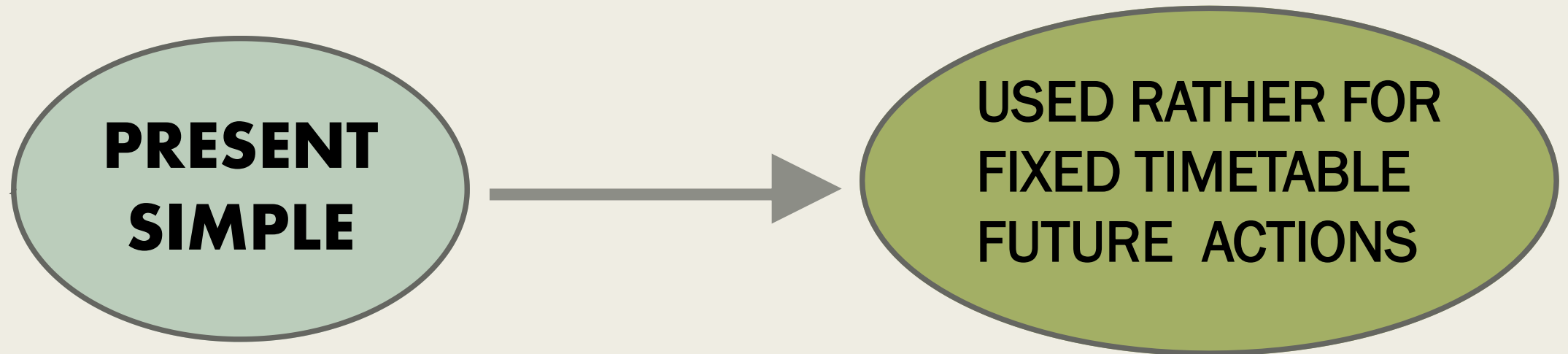
We will be working tomorrow at 10.00.

“Future Perfect” → Will have + VB III

We will have finished the project when they arrive.



# FUTURE EXPRESSIONS - USES



We have our Math exam next Monday at 8.00.

The plane leaves at 9.00 a.m.

The restaurant opens at 19.00.

# FUTURE EXPRESSIONS - USES

**PRESENT  
CONTINUOUS**



**USED  
ESPECIALLY TO  
SPEAK ABOUT  
ARRANGEMENTS**

I am seeing Mary tomorrow.

We are going to Bucharest next week.

**!** Note that the future meaning of Present Continuous is usually made clear with a future time element in the sentence (tomorrow, at 6 p.m., this Saturday, etc.)

# FUTURE EXPRESSIONS - USES

**'TO BE  
GOING TO'  
FUTURE**



**USED TO EXPRESS  
PLANS/INTENTIONS  
USED TO MAKE  
PREDICTIONS BASED  
ON PRESENT FACTS**

! *gonna* is colloquialism, therefore not recommended in written English

I'm going to look for a new flat, this one is too small!

Look at that shelf, it is going to fall!

! Note that the difference between Present Continuous Future (arrangements) and 'To Be Going To' Future (plans) is very nuanced, sometimes indistinguishable:

*I'm having a party tomorrow. ~ I'm going to have a party tomorrow.*  
are strongly similar.

# **FUTURE EXPRESSIONS - USES**

**WILL  
FUTURE**



USED TO MAKE SIMPLE  
PREDICTIONS/ASSUMPTIONS  
USED TO DESCRIBE KNOWN  
FUTURE FACTS  
USED TO EXPRESS IMMEDIATE  
DECISIONS (+ VOLITION NUANCES)

They will pass the exam, they are great students.

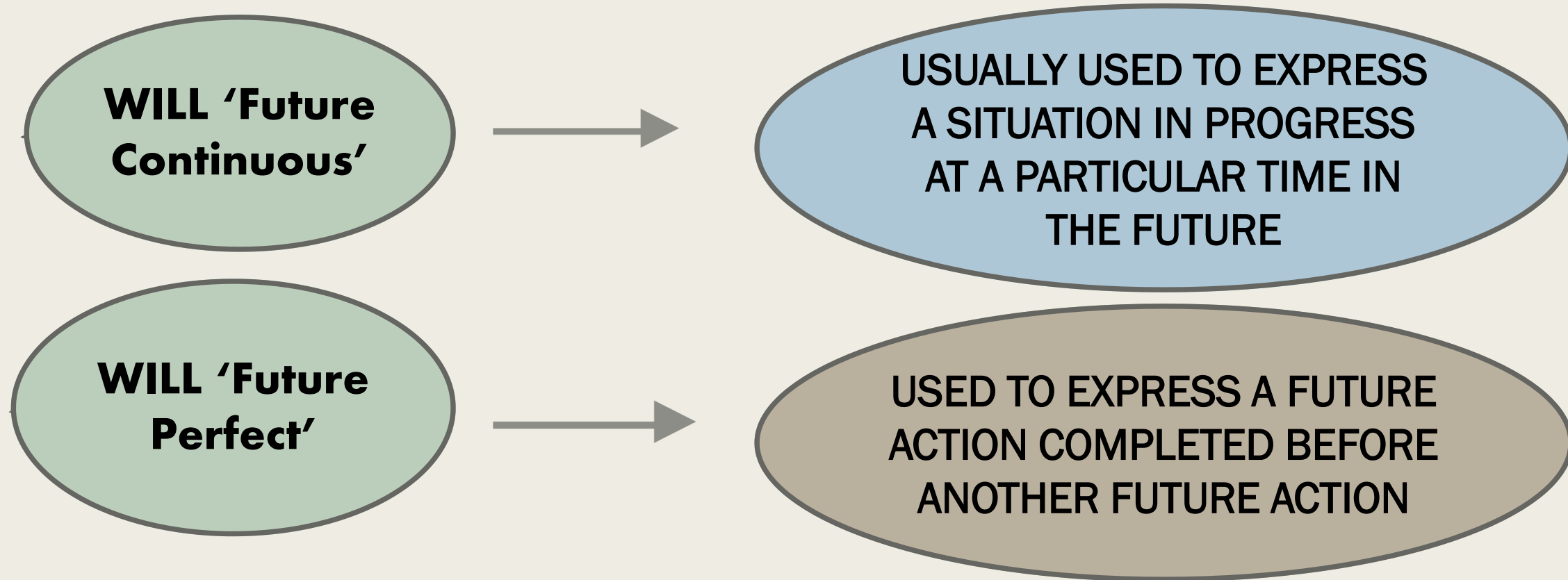
The amount of snow will increase in winter.

He will be home by now, he left an hour ago.

We'll have two coffees, please!

You need help? I will carry this for you.

# FUTURE EXPRESSIONS - USES



She leaves in the morning, so at 11.00 a.m. she will be driving home.  
By the time you complete your studies, you will have visited all the historical places of the city of Iasi.

# **FUTURE EXPRESSIONS - USES**

Note these important differences:

**Decisions  
involving plans/arrangements**

*I am going to do that!*

**Decisions  
on the spot**

*I'll do that!*

---

**Predictions based on  
present evidence**

*It's going to be a tough day!  
(the boss is angry)*

**Simple predictions  
based on certainty**

*We will start the project on  
Friday and will continue working  
throughout the weekend.*

# FUTURE EXPRESSIONS - FORM issues

All of the Future expressions in English are compound structures.

Therefore,

→ all **negative** forms will be made with **NOT** added to the (first) auxiliary

→ all **interrogative** forms will be made by **INVERSIONS** between the (first) auxiliary and the subject

e.g./

They are going to design a digital solution to that.

→ They are not going to design a digital solution to that.

Are they going to design a digital solution to that?

They will be our consultants.

→ They will not be our consultants.

Will they be our consultants?

They are coming on Saturday. On Sunday they will be busy, they will be working with us.

→ They are not coming on Saturday. They will not be busy on Sunday, they will not be working with us

Are they coming on Saturday? Will they be busy? Will they be working with you?



**PAST TENSE**  
**(SIMPLE & CONTINUOUS)**



# THE PAST SIMPLE- FORMS

Important distinction to be made in English

- ↙ **regular verbs** e.g./ work, live, want, fix...
  - work-worked-worked/live-lived-lived/want-wanted-wanted
- ↘ **irregular verbs** e.g./ go, speak, put, catch...
  - go-went-gone/speak-spoke-spoken/put-put-put

(The second form of the verb (VB II) is **the PAST TENSE**)

The third form of the verb (VB III) is the PAST PARTICIPLE)

**PAST TENSE** does not vary in English according to the grammatical subject

- ➔ I worked / you worked / he worked / we worked / they worked  
I went / he went / they went ....

# THE PAST CONTINUOUS- FORMS

The *CONTINUOUS* aspect in English always involves the auxiliary **to be** and **VBing** (the verb in -ing ending)

→ Past Continuous

to be + VBing  
(past tense)

e.g./ I **was** reading

you **were** reading

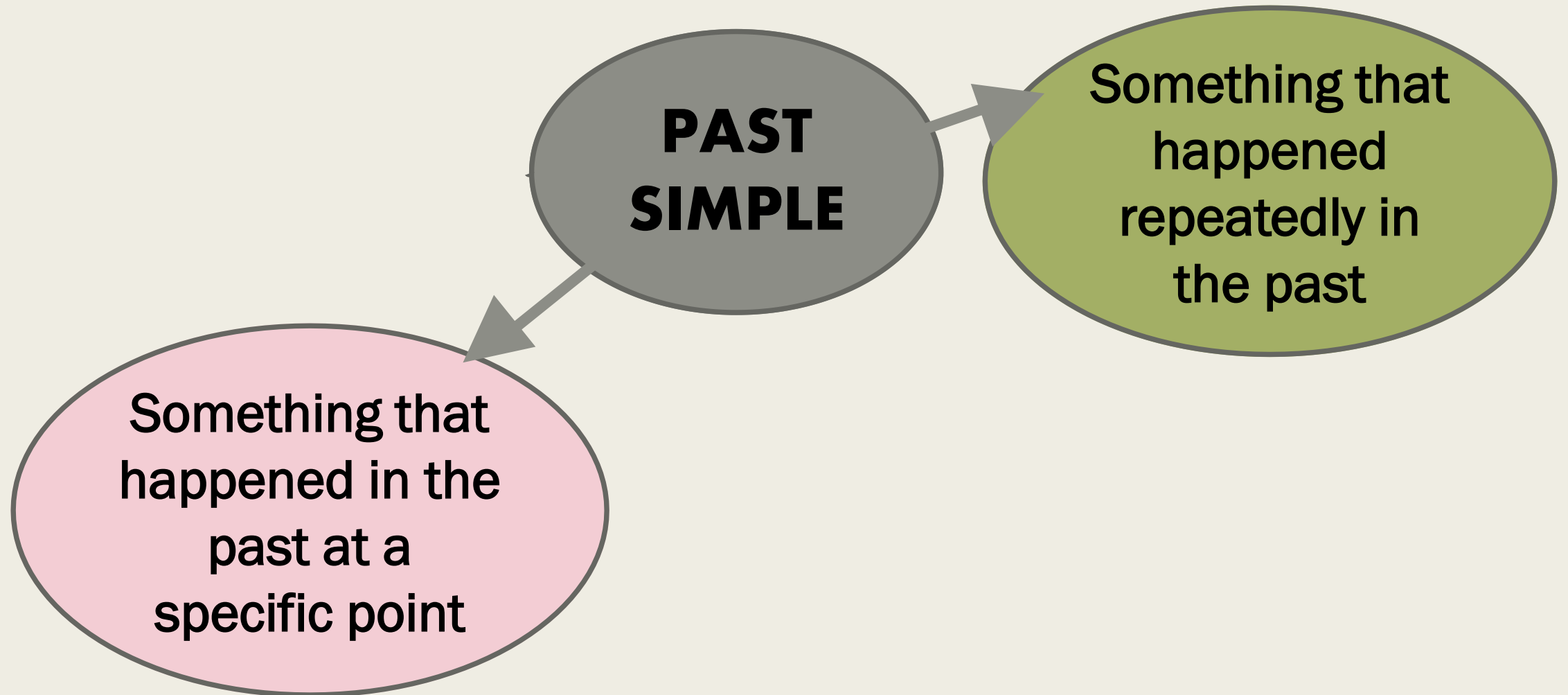
he **was** reading

they **were** working

we **were** working

she **was** working

# PAST SIMPLE - USES



# PAST SIMPLE - USES

-Something that happened in the past at a specific point

e.g./ We left at seven thirty. / He came back yesterday. / They moved to Iasi three years ago.

-Something that happened repeatedly in the past

e.g./ When he was younger, he visited his parents every Saturday. / In Greece, we went for a swim every morning.

! In these cases, *used to + VB I* or *would + VB I* can also be used

→ When he was younger, he used to visit his parents every Saturday. / In Greece, we would go for a swim every morning.

# PAST SIMPLE – time expressions

Past Tense is associated therefore with words/phrases expressing specific moments in the past

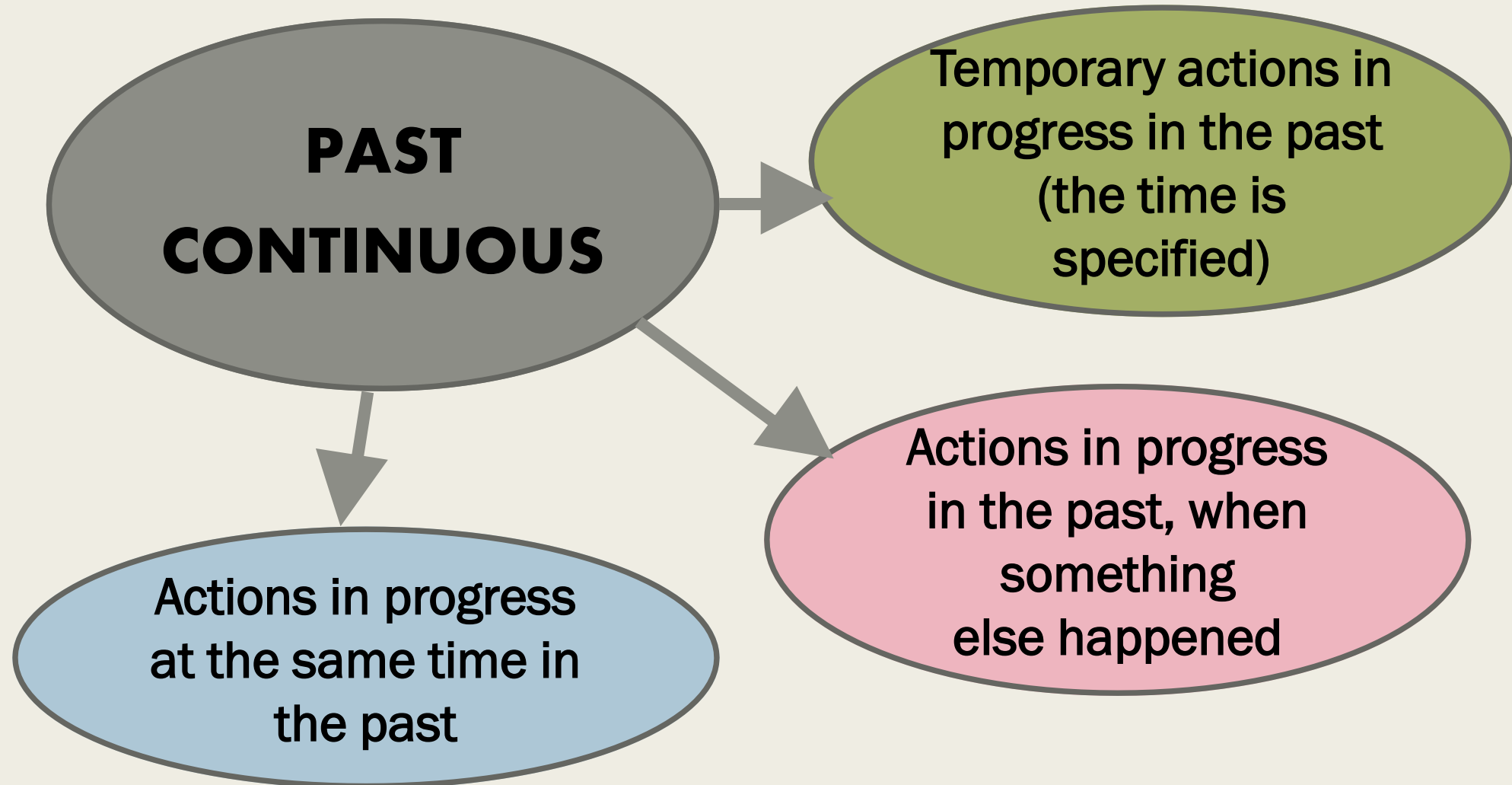
→ -yesterday

-last + time expression (week/month/year/August/Monday...)

-time expression (a year/two weeks/three days...) + ago

-dates/times in the past → at 6 o'clock/on Monday/  
in 1993/in August/on September 3...

# PAST CONTINUOUS – USES



# PAST CONTINUOUS - USES

Temporary actions in progress in the past (the time is specified)

e.g./ *Yesterday at five I was sleeping.*

Actions in progress in the past, when something else happened

e.g./ *I was sleeping **when** the phone rang.*

Actions in progress at the same time in the past

e.g./ *I was sleeping, **while** he was studying.*

# PAST SIMPLE - FORMS

SIMPLE FORM → auxiliary DO for negatives and interrogatives

Negative -- (DO in the past →) **DID NOT/DIDN'T** + **VB I**

e.g.: I **did not** come yesterday. / He **didn't** call me last week.

Interrogative – (DO in the past →) **DID** + **Subject** + **VB I**

(! except for WHO/WHAT subject questions →  
WHO/WHAT + VB II ?)

e.g.: When **did** you **come**? / What **did** he **say**?

**!** Who called? / What happened?



# PAST CONTINUOUS - FORMS

→ compound forms => negative with auxiliary+NOT  
questions by INVERSIONS

negative - BE(past)+NOT+ VBing  
(was not/wasn't  
were not/weren't)

→ *I wasn't sleeping when he came.*

*They weren't working yesterday at 5, they were home.*

interrogative - INVERSION - BE (past)-subject + VBing

→ *Were you sleeping when he came?*

*What were they doing yesterday at 5?*

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner, framing the central text.

**PRESENT PERFECT**  
**(SIMPLE & CONTINUOUS)**

# THE PRESENT PERFECT SIMPLE- FORMS

The *PERFECT* aspect in English always involves  
the auxiliary *to have* and *the participle form (VB III)*

→ Present Perfect Simple =  
**to have** + **VB III**

(present tense)

e.g. / I **have** **seen**  
you **have** **seen**  
he/she **has** **seen**

I **have** **called**  
we **have** **called**  
she **has** **called**

# THE PRESENT PERFECT CONTINUOUS- FORMS

The *CONTINUOUS* aspect in English always involves the auxiliary **to be** and **VBing** (the verb in -ing ending)

→ Present Perfect Continuous -

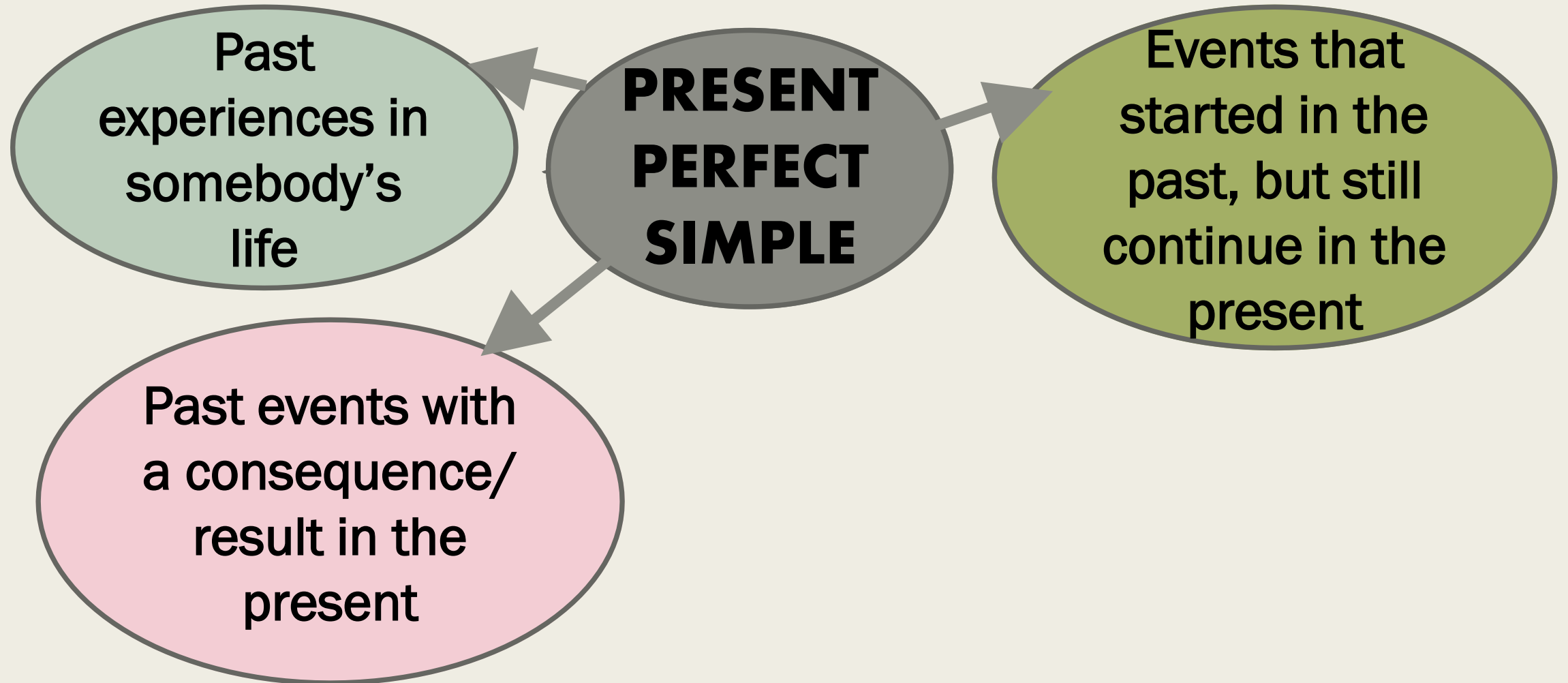
to have + VB III of to **BE** + **VBing**

(present tense)      (been)

e.g./ I **have been** reading  
you **have been** reading  
he **has been** reading

they **have been** working  
we **have been** working  
she **has been** working

# **PRESENT PERFECT SIMPLE - USES**



# PRESENT PERFECT SIMPLE - USES

-Past experiences in somebody's life: He has visited so many countries! / I haven't seen his movies. / We have always had lunch at 1.30.

-Recent past events or past events with a consequence/result in the present: I cannot come to your party, my car has broken. / Where is Jane? – I have (just) seen her! / Have you been to work?

-Events that started in the past, but still continue in the present: I have studied here for two years. / We have lived in Iasi since 2017.

# PRESENT PERFECT SIMPLE – time expressions

Past experiences in somebody's life and Recent past events or Past events with a consequence/result in the present:

→ **always, never, ever, already, yet, just, so far, by now...**

**! always, never, already, just** – are placed between the auxiliary and VB III

I have **always** liked chocolate. / They've **never** been to Iasi. /

He's **already** done his homework.

**! ever** is placed between the auxiliary-subject construction and VB III in questions

Have you **ever** tasted such a great pie?

**! yet** is placed at the end of negative or interrogative sentences

We haven't finished **yet**. / Have you finished **yet**?

## **PRESENT PERFECT SIMPLE – time expressions**

Events that started in the past, but still continue in the present

→ **for, since**

**! for** introduces durations:

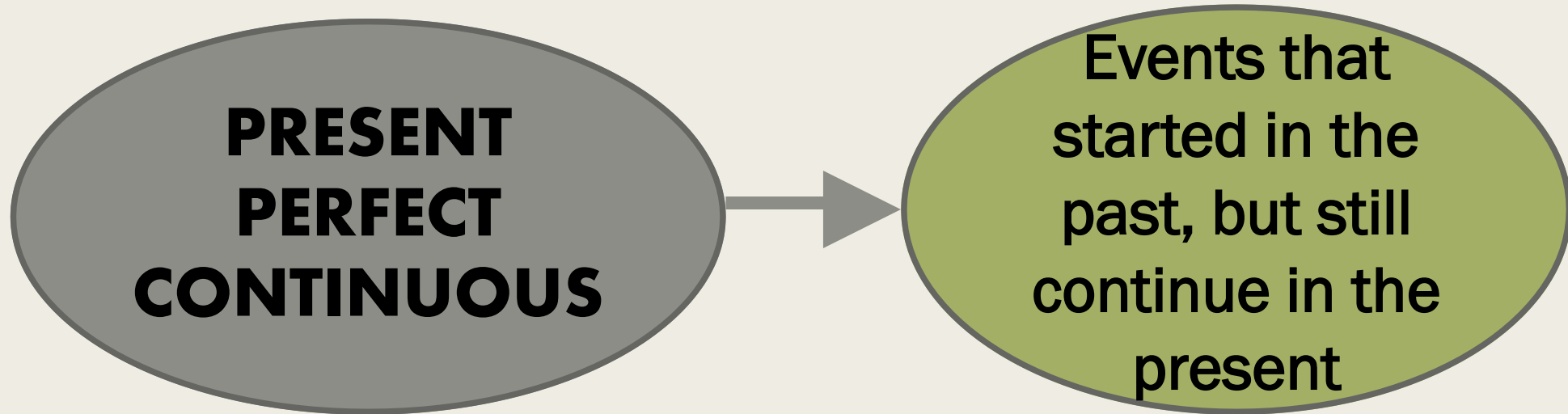
*I've lived here for 2 years/for a month/for a lifetime...*

**! since** introduces the initial point of the duration; it can be a time expression or a time sentence:

*I've lived here since 2017/since September/since I was 10 years old/since I was born...*



# PRESENT PERFECT CONTINUOUS – USES



Present Perfect Continuous has this particular use!  
It will be therefore be associated to **since/for** constructions  
(prevailing over the Present Perfect Simple in these cases).

*I have been working here for 2 year. / He has been living in  
lasi since 2017.*

# PRESENT PERFECT SIMPLE/CONTINUOUS - FORMS

→ compound forms => negative with auxiliary+NOT  
questions by INVERSIONS

negative - HAVE(present)+NOT+ VB III

HAVE(present)+NOT+ BEEN + VBing

→ *I have not/haven't **seen** her. // He has not/hasn't **come** yet.  
You have not/haven't been **working here** too long.*

interrogative - INVERSION (HAVE-subject) + VB III

INVERSION (HAVE-subject) + BEEN + VBing

→ *Have you **seen** her? // Has he **come**?  
How long have you been **working** here?*

# OBSERVATIONS

## PRESENT PERFECT vs PAST SIMPLE

is mainly a distinction based on the idea of specificity/definition of past time

I met him [last year.](focus on time)	I've met him. (→so I know him) no focus on time, but on the consequence
---------------------------------------	---

**! American English often ignores the specific contexts of Present Perfect simple. Therefore, you can frequently hear sentences such as:**

*I just saw her. / I never tasted it. / Did you ever try that?*

The image features two large, thick, black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

# **THE PASSIVE VOICE**

The **Passive Voice** is particularly specific to **scientific / technical texts**, as it

→ emphasizes the action

→ fosters objectivity

→ responds to a need of anonymity



**objectivity**



**formality**

## Two main passive voice structures – with or without the agent

### **active**

Alessandro Volta  
invented  
the first electrochemical battery.

### **passive**

The first electrochemical battery  
was invented  
by Alessandro Volta.

→ *the focus changes from the inventor, who remains secondary, to the object, which is the essential part; the subject becomes agent.*

### **active**

[The team/He/We/They...]  
is/are fixing  
the cooling system.

### **passive**

The cooling system  
is being fixed.

→ *the subject is completely irrelevant, it will not be part of the statement.*

# **To transform from active to passive**

**→ 2 major transformations**

**1. The object of the action becomes the grammatical subject. The subject of the action either becomes an agent or just disappears.**

**2. The active verbal structure changes to a passive verbal structure (=TO BE + VB III).**

## transformations from

**active**

to

**passive**

subject – verb – object

subject – verb (– agent)

They do something.

Something is done (by them)

## transformations from

**active**

to

**passive**

**verb**

**verb**

Present structures

X

fixes

Y

Y

is/are

fixed

is fixing

is/are being fixed

Past structures

fixed

was/were fixed

has fixed

has/have been fixed

Future expressions

will fix

will be

fixed

Modal structures

can/should/must fix

can/should/must be fixed



To form the **passive verbal structure**:

**TO BE** (in the necessary tense/ aspect

→ see the tense/aspect of the active structure)

am / is / are

am / is / are being

was / were

has been / have been

will be

should be

...

**VB III (Past Participle)**

+

**Regular verbs**

VB-ed

**Irregular verbs**

particular

forms

- after modals, an infinitive passive structure is used:

This value can be measured easily.

The engine should be filled with the same oil.

- if the verb is followed by a preposition (phrasal verbs etc.), the preposition remains immediately after the verb in the passive:

The workers disposed of the waste carefully.

→ The waste was disposed of carefully.

How was the waste disposed of ?

(1) To ask **questions**/(2) make **negative sentences** in the passive voice like in any compound verbal structure

1. → **INVERSION** between the (first)auxiliary verb – the subject

(to be)

(the modal)

e.g. / The geometric pattern **was preferred** because of the colours.

Why **was** the geometric pattern(/it) **preferred**?

Colour details **can be found** in the specifications.

Where **can** colour details(/they) **be found**?

2. → **NOT** to the (first) auxiliary verb

e.g. / The geometric pattern **was not/wasn't preferred** because of the colours.

Colour details **cannot/can't** be found in the specifications.

	<b>PRESENT</b>	<b>PAST</b>	<b>WILL future</b>	<b>WOULD conditional</b>
<b>simple</b>	<b>VB I / VB I +(e)s</b> neg <b>do not/does not</b> // don't/doesn't quest <b>do/does</b> I work / He works I don't work / He doesn't work Do you work...? / Does he work?	<b>VB II</b> <b>did not</b> // didn't <b>did</b> I worked I didn't work Did you work...?	<b>Will + VB I</b> auxiliary + not inversion auxiliary – subject I will work I will not work Will you work...?	<b>Would + VB I</b> auxiliary + not inversion auxiliary – subject I would work I would not work Would you work...?
<b>continuous</b>	<b>(to) BE + VBing</b> <b>(in the present)</b> neg auxiliary + not quest inversion auxiliary – subject I am working I am not working Are you working...?	<b>(to) BE + VBing</b> <b>(in the past)</b> neg auxiliary + not quest inversion auxiliary – subject I was working I was not working Were you working...?	<b>(to) BE + VBing</b> <b>(in the future)</b> neg auxiliary + not quest inversion auxiliary – subject I will be working I will not be working Will you be working...?	<b>(to) BE + VBing</b> <b>(in the conditional)</b> neg auxiliary + not quest inversion auxiliary – subject I would be working I would not be working Would you be working...?
<b>perfect</b>	<b>(to) HAVE + VB III</b> <b>(in the present)</b> neg auxiliary + not quest inversion auxiliary – subject I have worked I have not worked Have you worked...?	<b>(to) HAVE + VB III</b> <b>(in the past)</b> neg auxiliary + not quest inversion auxiliary – subject I had worked I had not worked Had you worked...?	<b>(to) HAVE + VB III</b> <b>(in the future)</b> neg auxiliary + not quest inversion auxiliary – subject I will have worked I will not have worked Will you have worked...?	<b>(to) HAVE + VB III</b> <b>(in the conditional)</b> neg auxiliary + not quest inversion auxiliary – subject I would have worked I would not have worked Would you have worked...?
<b>perfect continuous</b>	<b>(to) HAVE + BEEN (be III) + VBing</b> <b>(in the present)</b> neg auxiliary + not quest inversion auxiliary – subject I have been working I have not been working Have you been working....?	<b>(to) HAVE + BEEN (be III) + VBing</b> <b>(in the past)</b> neg auxiliary + not quest inversion auxiliary – subject I had been working I had not been working Had you been working....?	<b>(to) HAVE + BEEN (be III) + VBing</b> <b>(in the future)</b> neg auxiliary + not quest inversion auxiliary – subject I will have been working I will not have been working Will you have been working....?	<b>(to) HAVE + BEEN (be III) + VBing</b> <b>(in the conditional)</b> neg auxiliary + not quest inversion auxiliary – subject I would have been working I would not have been working Would you have been working....?

 - simple tenses

 - compound 'tenses';

 - compound tenses that are possible but rare or very rare !

**Auxiliaries in the**

**TO BE**

**TO HAVE**

present

- **am/are/is**

- **have/has**

past

- **was/were**

- **had**

will future

- **will be**

- **will have**

would conditional

- **would be**

- **would have**