

English Verbs Are Easy...

...if you are a native speaker

but if you are *not*
you need to read this book.

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Foreword



The intention of this document is to provide teacher and learner of English as a foreign language with a practical guide to the use of verbs.

It explains the logical framework of the English verb system, and provides examples of all the possible tenses. It also contains a complete list of the irregular verbs.

The phonetic text examples given correspond to mainstream British English.

Important

There is only one way to make sure that you can pronounce the sounds of English correctly, check with a qualified teacher.

On-line courses are available [here](#) for checking and learning for teachers and students.

Also, full background information about the use of phonetic text to teach and learn proper pronunciation can be found [here](#).

Foreword

The English verb system is rich and covers many meanings.

Native speakers of English have no difficulty using this system.

The intention of this book is enable learners of English to have the same basic understanding.

Phonetic text

Phonetic text is included to show exactly how to pronounce the tenses.

Proper pronuciation can only be shown by phonetic text.

Basis

This document uses the analysis of the English verb system presented in the book Grammar of Spoken English by Harold Palmer (Cambridge University Press).

Sentences

Language consists of a succession of sentences. Every sentence states a relationship between two things. The first thing is called the subject, the second is called the object and the nature of the relationship is indicated by the verb.

This is analogous to mathematical notation, as in:

$$a = b$$

$$x > y$$

$$a + b \neq x - y$$

Every sentence begins with a capital letter and ends with a full stop, an exclamation mark or a question mark.

If we take a simple sentence, such as “I see you”, “I” is the subject “see” is the verb and “you” is the object

To make a sentence more specific, subject, verb and object can be qualified with *how*, *when*, *where* etc.

For instance:

I **can** see you.

On Fridays, I **can** see you **at the office**.

If I see you **at the office on Friday** I will give you **your book back**.

Conversely, a sentence can be stripped down to very little, with parts of it being implied by the context, as in:

“Help!” (*Someone please help me.*)

“Rubbish!” (*In my humble opinion, what you are saying is debatable.*)

“No!” (*I will not do it.*)

The English Tenses

A verb is word used to state the relationship between the subject and object of a sentence.

There are two types of verbs: specific and auxiliary.

Specific verbs convey specific meaning (like “to see” and “to read”). Auxiliary verbs provide conjugators (like “is” and “had”).

Conjugators (like “was” and “will”) accompany specific verbs to express a particular shade of verb meaning.

Specific and auxiliary verbs are used together to form tenses by conjugation.

Explanations and examples of all the standard tenses of English are given in this document.

How tenses are composed

In English, tenses are formed by a combination of two methods:

- **inflexion** (where a verb word changes, as in “I have” and “I had”),
- using **conjugators** (where words called conjugators are added, as in “I *have* seen” and “I *had* seen”).

Inflexion

In grammar, inflexion is the way in which a word is changed or altered in form in order to achieve a new, specific meaning.

Example: *take, takes, took, taken, taking*

In English, limited use is made of inflexion.

In some languages, such as Latin, extensive use is made of inflexion.

And in other languages, such as Chinese, inflexion is hardly used at all.

With the exception of the verb “to be”, English verbs have a maximum of five inflexions:

1. The **root form**, used in three different ways:

- for the infinitive (“to go”),
- for all persons except the third person of the Present Tense of Accomplishment (“we go” but “he goes”)
- for the affirmative of the imperative of accomplishment (“Go!”)

2. The **past tense form**, used for all persons in Past Tense of Accomplishment (“went”)

3. The **past participle** (“gone”)

4. The **-s form**, used for the third person singular in the Accomplishment Present Affirmative Tense (“goes”)

5. The present participle or **-ing form** (“going”)

This is uncomplicated inflexion, compared to the situation in French for example.

Inflexion examples

The following table shows the five forms of eight typical specific verbs. The first five are irregular verbs and the last three are regular ones.

Root	Past Tense	Past Participle	s-form	ing-form
rise	rose	risen	raises	raising
take	took	taken	takes	taking
buy	bought	bought	buys	buying
cost	cost	cost	costs	costing
sell	sold	sold	sells	selling
count	counted	counted	counts	counting
cross	crossed	crossed	crosses	crossing
agree	agreed	agreed	agrees	agreeing

Pronunciation practice

This table gives the pronunciations of the words in the table on the previous page.

Root	Past Tense	Past Participle	s-form	ing-form
raiz	rouz	riz'n	raiziz	raizin
teik	tuk	teik'n	teiks	teik'n
bai	boot	boot	baiz	bai·in
kost	kost	kost	kosts	kostin
se'l	sou'ld	sou'ld	se'lz	se'lin
kau'nt	kau'ntid	kau'ntid	kau'nts	kau'ntin
kros	krost	krost	krosiz	krosin
əgrii	əgriid	əgriid	əgriiz	əgrii·in

The Conjugators

In English, the main method of composing verbs is by using **conjugators**.

Conjugators are words added to alter verb meaning.

The **conjugators** fall into two categories:

- **temporals** (relating to time present and time past, such as “am”, “was” and “used to”)
- and **modals** (relating to the real and hypothetical future, such as “will”, “must”, “ought not to”).

Conjugators - the temporals

Affirmative	<i>contraction</i>	Negative	<i>contraction</i>
am	<i>'m</i>	am not	<i>'m not</i>
is	<i>'s</i>	is not	<i>isn't</i>
are		are not	<i>aren't</i>
was		was not	<i>wasn't</i>
were		were not	<i>weren't</i>
have	<i>'ve</i>	have not	<i>haven't</i>
has	<i>'s</i>	has not	<i>hasn't</i>
had	<i>'d</i>	had not	<i>hadn't</i>
do		do not	<i>don't</i>
does		does not	<i>doesn't</i>
did	<i>d</i>	did not	<i>didn't</i>

Pronunciation practice

This table gives the pronunciations of the words in the table on the previous page.

Affirmative	<i>weak form</i>	Negative	<i>weak form</i>
æ'm	'm	aa not	aa'nt
iz	s	iz not	iz'nt
aa	ə	aa not	aa'nt
woz	wz	woz not	woz'nt
wəə	wə	wəə not	wəə'nt
hæv	v	hæv not	hæv'nt
hæz	hz	hæz not	hæz'nt
hæd	hd	hæd not	hæd'nt
duu		duu not	dou'nt
daz	dz	daz not	daz'nt

The Conjugators - the modals

will	<i>willingness</i>	will not	<i>unwillingness</i>
shall	<i>obligation</i>	shall not	<i>prohibition</i>
can	<i>ability</i>	cannot	<i>inability</i>
may	<i>permission</i>	may not	<i>prohibition</i>
must	<i>obligation</i>	must not	<i>prohibition</i>
ought to	<i>advisability</i>	ought not	<i>inadvisability</i>
need to	<i>requirement</i>	need not	<i>exemption</i>
dare to	<i>boldness</i>	dare not	<i>diffidence</i>
would	<i>willingness</i>	would not	<i>unwillingness</i>
should	<i>advisability</i>	should not	<i>inadvisability</i>
could	<i>ability</i>	could not	<i>inability</i>
might	<i>permission</i>	might not	<i>prohibition</i>

Pronunciation practice

Affirmative	weak form	Negative	weak form
wi'l	'l	wi'l not	wou'nt
ʃæ'l	'l	ʃæ'l not	ʃaa'nt
kæ'n	k'n	kæ'not	kaa'nt
mei		mei not	mei'nt
mast	məst	mast not	mas'nt
oot tuu	oo tə	oot n ot	oot'nt
niid tuu	niid tə	niid not	niid'nt
dee·ə tuu	dee tə	dee·ə not	dee'nt
wud	'd	wud not	wud'nt
ʃud	ʃd	ʃud not	ʃud'nt
kud	kd	kud not	kud'nt
mait	mai	mait not	mait'nt

What meanings verbs cover

The different conjugations for different meanings are called tenses. Tenses consist of two parts:

- **Class,**
- **Case.**

Class

Class covers four factors:

- **Aspect**
- **Voice**
- **Time**
- **Situation**

Aspect

Aspect relates to whether the focus is on an being (**Accomplishment**) or doing (**Activity**) .

Example: *I see* or *I am seeing*

Voice

Voice relates to whether the focus is on the subject (**Active**) or the object (**Passive**).

Example: *I see* or *I am seen*

Time

Time relates to whether the focus is on the **Present**, the **Past** or the real or hypothetical future (**Modal**).

Example: *I see, I saw, I will see, I could see*

Situation

Simple for speaking of events in the present, past or future. **Perfect** for speaking of something happening *by a time in the present, past or future*.

Example: *I see or I have seen*
I saw or I had seen

Case

Relates to whether the intention is to make:

- a **positive statement**,
- an **emphatic positive statement**,
- a **negative statement**,
- a **positive question**,
- a **negative question**.

Scope

This relates to whether the focus is on something being **general** or **specific** situation.

Many classes can be used for both general and specific meanings.

In the following examples, this is indicated in the notes at the start of each class.

General

Things that are usual or habitual, for example:

- She walks to school
- We are practicing on Mondays
- It can't be seen.

Specific

For isolated events, for example:

- She walked to school on Monday
- I can see you.
- I see.

**Class features are given
in the following pages...**

Aspect: Accomplishment or Activity

This relates to whether the focus is on *being* or *doing*. Examples:

Accomplishment

The *-ing* form of the verb is not used.

- *She walks to school.*
- *She walked to school*
- *He read the book*
- *It is blue.*
- *It often rains here.*
- *We practice on Mondays.*
- *Could we practice on Mondays?*

Activity

The *-ing* form of the verb is used.

- *She is walking to school.*
- *Was she walking to school?*
- *He wasn't reading the book.*
- *It is often raining here.*
- *We are practicing on Mondays.*
- *Will we be practicing on Mondays?*
- *Should we be practicing on Mondays?*

Voice: Active or Passive

If the focus is *active*, the emphasis is on the *subject*.

if the focus is *passive*, the emphasis is on the *object* (and the subject may even be omitted).

Active

- *I saw it.*
- *She can't see it.*
- *We had a lesson.*

Passive

- *It was seen.*
- *It was seen by me.*
- *It can't be seen*
- *It can't be seen by her.*
- *A lesson was had.*
- *A lesson was had by us.*

Time: Present, Past or Modal

Present

- *They take it.*
- *They are taking it.*
- *They have taken it.*
- *They have been taking it.*
- *They are taken by it.*
- *They are being taken by it.*

Past

- *They took it.*
- *They were taking it.*
- *They have taken it.*

- *They had been taking it.*
- *They have been taken by it.*

Modal

- *They will take it.*
- *They will be taking it.*
- *They will have taken it.*
- *They will have been taking it.*
- *They will be taken by it.*
- *They will have been taken by it.*

Other modal forms are created by replacing “will” by other modals, such as “shall”, “could”, “might” etc.

Situation: Simple or Perfect

Situation is a vital aspect of English verbs that needs to be clearly understood. It is used by native speakers in everyday speech all the time.

Simple Tenses

Simple tenses just report events in the present, past and the real or hypothetical future. Unlike perfect tenses they do not imply anything about whether something was done or not by a certain moment.

Present Simple

This is composed with the root form of the verb, except for the third person singular in which case the **-s form** is used.

Example: *they take it* and *she takes it*

Past Simple

This is composed with the past tense form of the verb.

For example: *they took it*

Modal Simple

This is composed by adding a modal such as “will”.

For example: *they will take it*

Perfect Tenses

Perfect tenses focus on whether something was done or not *by a particular moment*.

Present Perfect

The emphasis is on whether something has been done or not by now.

Often associated with in-the-present words like yet, already, just, never, ever and already.

Never associated with the idea of “When”.

For example: *I have seen the film*

Past Perfect

The emphasis is on whether something had been done or not by a moment in the past.

For example: *I had seen the film*

Modal Perfect

The emphasis is on whether something may have been done by a moment in the future.

For example: *I will have seen the film*

Use of English verbs

In the previous pages, we have seen how English verbs are conjugated by inflexion and the use of conjugators.

The verb is a vital part of any sentence and to get it right you need to conjugate it properly to obtain the appropriate tense.

First, you need to decide the **class** of the verb. This means choosing the required, aspect, voice, time and situation.

To determine the **aspect** you have to decide whether the focus is on an event (aspect of accomplishment) or something going on (aspect of activity).

To determine the **voice**, you have to decide whether the focus is on the subject or the object (active or passive voice).

To determine the **time**, you have to determine whether the focus is on something in the past, present or future.

To determine the **situation**, you have to determine whether the focus is on simple occurrence or on something having happened *by a certain time* which may be in the past, present or future (situation simple or perfect).

Once the **class** of the verb is chosen, the next step is to decide how it is to be instantiated (whether it is a case of an affirmation, question etc.).

Once all the **class** and **case** are determined, the next step is to conjugate it correctly.

Note

In the following pages, other cases could have been included. Sometimes the **emphatic affirmative** case shown only differs from the plain affirmative tense case in the use of stress. This demonstrates how the placing of stress can affect meaning, which is a feature of the English language.

How to conjugate a given tense

Once the tense has been chosen, it can be conjugated using the examples in the following pages which show the possible tenses of the verb “take”.

The accomplishment, active, present, simple class

Use

Situations that prevail or are habitual at the present time.

Scope

General

Composition

specific verb root form

“did” and “does” used too in cases other than plain affirmative

Plain affirmative case

Example: *they take*

- *They take their children to school every day.*

ðei teik ðee **tʃiˈldrən** tə sɡuːl evrii **dei**

- *They take the education of their children very seriously.*

ðei teik ðiiy edʒə**keɪ**fən ov ðee **tʃiˈldrən**
verii **siːriː.əsli**

- *It takes a long time to walk to school.*

it teiks ə lɒŋ taɪm tə **wʊk** tə **sguːl**

Emphatic affirmative case

Example: *they **do** take*

- *They do take their children to school every day.*

ðei **duː** teik ðee **tʃiˈldrən** tə sɡuːl evrii
dei

- *They do take the education of their children very seriously.*

ðei **duː** teik ðiiy edʒə**keɪ**fən ov ðee
tʃiˈldrən verii **siːriː.əsli**

- *It does take a long time to walk to school.*

it **daz** teik ə lɒŋ taɪm tə **wʊk** tə **sguːl**

Negative case

Example: *they don't take*

- *They don't take their children to school every day.*
ðei doui'nt teik ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They don't take the education of their children very seriously.*
ðei dou'nt teik ðiiy edʒəkeif'n ov ðee **tʃi'ldr'n** verii **siirii·əsli**
- *It doesn't take a long time to walk to school.*
it daz'nt teik ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *do they take?*

- *Do they take their children to school every day?*
duu ðei teik ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Do they take the education of their children very seriously?*
duu ðei teik ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n** verii **siirii·əsli**
- *Does it take a long time to walk to school?*
daz it teik ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *don't they take?*

- *Don't they take their children to school every day?*
dou'nt ðei teik ðee **tʃi'ldr'n** tə sɡu'u'l evrii **dei**
- *Don't they take the education of their children very seriously?*
dou'nt ðei teik ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n** veri **siiri**i·əslii
- *Doesn't it take a long time to walk to school?*
daz'nt it teik ə lɒŋ tai'm tə **wɒk** tə **sgu'u'l**

The general accomplishment, active, past, simple class

Use

This is *exclusively* used to refer to situations that prevailed or were habitual in the past.

Scope

General

Composition

“used to”

+ specific verb root-form

“did” used too in cases other than plain affirmative

Plain affirmative case

Example: *they used to take*

- *They used to take their children to school every day.*
ðei yuus tə teik ðee **tʃiˈldrən** tə sɡuːl evrii **dei**
- *They used to take the education of their children very seriously.*
ðei yuus tə teik ðiiy edʒə**keɪ**fən ov ðee **tʃiˈldrən** veri **siəri**·əsli
- *It used to take a long time to walk to school.*
it yuus tə teik ə lɒŋ taiˈm tə **wɒk** tə sɡuːl

Emphatic affirmative case

Example: *they **did** used to take*

- *They **did** used to take their children to school every day.*
ðei **did** yuus tə teik ðee **tʃiˈldrən** tə sɡuːl evrii **dei**
- *They **did** used take the education of their children very seriously.*
ðei **did** yuus tə teik ðiiy edʒə**keɪ**fən ov ðee **tʃiˈldrən** veri **siəri**·əsli
- *It **did** used to take a long time to walk to school.*
it **did** yuus tə teik ə lɒŋ taiˈm tə **wɒk** tə sɡuːl

Negative case

Example: *they didn't used to take*

- *They didn't used take their children to school every day.*
ðei did'nt yuus tə teik ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They didn't used take the education of their children very seriously.*
ðei did'nt yuus tə teik ðiiy edʒəkeif'n ov ðee **tʃi'ldr'n** verii **siirii·əsli**
- *It didn't used take a long time to walk to school.*
it did'nt yuus tə teik ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *did they used to take?*

- *Did they used to take their children to school every day?*
did ðei teik ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Did they used to take the education of their children very seriously?*
did ðei teik ðiiy edʒəkeif'n ov ðee **tʃi'ldr'n** verii **siirii·əsli**
- *Did it used to take a long time to walk to school?*
did it yuus tə teik ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *didn't they used to take?*

- *Didn't they used to take their children to school every day?*
did'nt ðei yuus tə teik ðee tʃi'ldr'n tə sɡuu'l evrii dei
- *Didn't they used to take the education of their children very seriously?*
did'nt ðei yuus tə teik ðiiy edʒəkeɪf'n ov ðee tʃi'ldr'n veriɪ siiriɪ.əsliɪ
- *Didn't it used to take a long time to walk to school?*
did'nt it yuus tə teik ə lɒŋ tai'm tə wook tə sɡuu'l

The accomplishment, active, present, perfect class

Use

This is used to refer to things that have taken place by the present time.

Scope

General and specific

Composition

“have” or “has”

+ specific verb past participle

Plain affirmative case

Example: *they have taken*

- *They have taken their children to school every day.*
ðeiv teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They have taken the education of their children very seriously.*
ðeiv teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It has taken a long time to walk to school.*
its teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they **have** taken*

- *They have taken their children to school every day.*
ðei **hæv** teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They have taken the education of their children very seriously.*
ðei **hæv** teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It has taken a long time to walk to school.*
it **hæz** teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Negative case

Example: *they have not taken*

- *They have not taken their children to school every day.*
ðei hæv'nt teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They have not taken the education of their children very seriously.*
ðei hæv'nt teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It has not taken a long time to walk to school.*
it hæz'nt teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *have they taken?*

- *Have they taken their children to school every day?*
hæv ðei teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Have they taken the education of their children very seriously?*
hæv ðei teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *Has it taken a long time to walk to school?*
hæz it teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *haven't they taken?*

- *Haven't they taken their children to school every day?*
hæv'nt ðei teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Haven't they taken the education of their children very seriously?*
hæv'nt ðei teik'n ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** veri **siiri**i·əslii
- *Hasn't it taken a long time to walk to school?*
hæz'nt it teik'n ə lɒŋ tai'm tə **wɒk** tə **sguu'l**

The accomplishment, active, past, simple class

Use

This is used to refer to things that happened in the past.

Scope

General and specific

Composition

specific verb past tense form

Plain affirmative case

Example: *they took*

- *They took their children to school every day.*

ðei tuk ðee **tʃiˈldrən** tə sɡuːl evrii **dei**

- *They took the education of their children very seriously.*

ðei tuk ðiiy edʒə**keɪ**fən ov ðee **tʃiˈldrən**
verii **siːriː.əslɪ**

- *It took a long time to walk to school.*

ɪt tuk ə lɒŋ taɪm tə **wʊk** tə **sguːl**

Emphatic affirmative case

Example: *they **did** take*

- *They did take their children to school every day.*

ðei **did** teɪk ðee **tʃiˈldrən** tə sɡuːl evrii **dei**

- *They did take the education of their children very seriously.*

ðei **did** teɪk ðiiy edʒə**keɪ**fən ov ðee
tʃiˈldrən verii **siːriː.əslɪ**

- *It did take a long time to walk to school.*

ɪt **did** teɪk ə lɒŋ taɪm tə **wʊk** tə **sguːl**

Interrogative case

Example: *did they take?*

- *Did they take their children to school every day?*
did ðei teik ðee **tʃi'ldr'n** tə sɡuu'l evrii **dei**
- *Did they take the education of their children very seriously?*
did ðei teik ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** veri **siirii·əslɪi**
- *Did it take a long time to walk to school?*
did it teik ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *didn't they take?*

- *Didn't they take their children to school every day?*
did'nt ðei teik ðee **tʃi'ldr'n** tə sɡuu'l evrii **dei**
- *Didn't they take the the education of their children very seriously?*
did'nt ðei teik ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** veri **siirii·əslɪi**
- *Didn't it take a long time to walk to school?*
did'nt it teik ə lɒŋ tai'm tə **wook** tə **sguu'l**

The accomplishment, active, past, perfect class

Use

This is used to refer to things that took place at a moment before the present time.

Scope

General and specific

Composition

“had”

+ specific verb past participle

Plain affirmative case

Example: *they had taken*

- *They had taken their children to school every day.*

ǒeid teik'n ǒee **tʃi'ldr'n** tə sguu'l evrii **dei**

- *They had taken the education of their children very seriously.*

ǒeid teik'n ǒiiy edʒə**keɪ**f'n ov ǒee **tʃi'ldr'n** verii **siiri·əslɪi**

- *It had taken a long time to walk to school.*

it hæd teik'n ə lon tai'm tə **wʊk** tə **sguu'l**

Emphatic affirmative case

Example: *they **had** taken*

- *They had taken their children to school every day.*
ðei **hæd** teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They had taken the education of their children very seriously.*
ðei **hæd** teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It had taken a long time to walk to school.*
it **hæd** teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Negative case

Example: *they hadn't taken*

- *They hadn't taken their children to school every day.*
ðei hæd'nt teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They hadn't taken the education of their children very seriously.*
ðei hæd'nt teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It hadn't taken a long time to walk to school.*
it hæd'nt teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *had they taken?*

- *Had they taken their children to school every day?*
hæd ðei teik'n ðee **tʃi'ldr'n** tə sɡuʊ'l evrii **dei**
- *Had they taken the education of their children very seriously?*
hæd ðei teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** veri **siiri·əslɪ**
- *Had it taken long time to walk to school?*
hæd it teik'n ə lɒŋ tai'm tə **wʊk** tə **sguʊ'l**

Interronegative case

Example: *hadn't they taken?*

- *Hadn't they taken their children to school every day?*
hæd'nt ðei teik'n ðee **tʃi'ldr'n** tə sɡuʊ'l evrii **dei**
- *Hadn't they taken the the education of their children very seriously?*
hæd'nt ðei teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** veri **siiri·əslɪ**
- *Hadn't it taken a long time to walk to school?*
hæd'nt it teik'n ə lɒŋ tai'm tə **wʊk** tə **sguʊ'l**

The accomplishment, active, modal, simple class

Use

This is used to refer to things that might happen in the future.

Scope

General and specific

Composition

modal

+ specific verb root form

Plain affirmative case

Example: *they will take*

- *They will take their children to school every day.*

ǝeiɹ'ɪ teik ǝee **tʃi'ldr'n** tə sɡuʊ'ɪ evrii **dei**

- *They will take the the education of their children very seriously.*

ǝeiɹ'ɪ teik ǝiiɹ edʒə**kei**f'n ov ǝee **tʃi'ldr'n** veri **siiri**·əslɪi

- *It will take a long time to walk to school.*

it'ɪ teik ə lɒŋ tai'm tə **wʊk** tə **sguʊ'ɪ**

Emphatic affirmative case

Example: *they **will** take*

- *They will take their children to school every day.*
ðei **wi'l** teik ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They will take the education of their children very seriously.*
ðei **wi'l** teik ðiiy edʒə**keiʃ'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It will take a long time to walk to school.*
it **wi'l** teik ə lɒŋ tai'm tə **wʊk** tə **sguu'l**

Negative case

Example: *they **won't** take*

- *They won't take their children to school every day.*
ðei wou'nt teik ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They won't take the education of their children very seriously.*
ðei wou'nt teik ðiiy edʒə**keiʃ'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It won't take a long time to walk to school.*
it wou'nt teik ə lɒŋ tai'm tə **wʊk** tə **sguu'l**

Interrogative case

Example: *will they take?*

- *Will they take their children to school every day?*
wi'l ðei teik ðee **tʃi'ldr'n** tə sɡuʊ'l evrii **dei**
- *Will they take the the education of their children very seriously?*
wi'l ðei teik ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** veri **siiri**·əslii
- *Will it take long time to walk to school?*
wi'l it teik ə lɒŋ tai'm tə **wʊk** tə **sguʊ'l**

Interronegative case

Example: *won't they take?*

- *Won't they take their children to school every day?*
wou'nt ðei teik ðee **tʃi'ldr'n** tə sɡuʊ'l evrii **dei**
- *Won't they take the education of their children very seriously?*
wou'nt ðei teik ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** veri **siiri**·əslii
- *Won't it take a long time to walk to school?*
wou'nt it teik ə lɒŋ tai'm tə **wʊk** tə **sguʊ'l**

The accomplishment, active, modal, perfect class

Use

This is used to refer to things that may have happened by a time in the future.

Scope

General and specific

Composition

modal

+ “have”

+ specific verb past participle

Plain affirmative case

Example: *they will have taken*

- *They will have taken their children to school every day.*
ðei wi'l əv teik'n ðee tʃi'ldr'n tə sguu'l evrii dei
- *They will have taken the education of their children very seriously.*
ðei wi'l əv teik'n ðiiy edʒəkeɪʃ'n ov ðee tʃi'ldr'n veriɪ siiriɪ-əsliɪ
- *It will have taken a long time to walk to school.*
ɪt wi'l əv teik'n ə lɒŋ taɪ'm tə wʊk tə sguu'l

Emphatic affirmative case

Example: *they **will** have taken*

- *They will have taken their children to school every day.*
ðei **wi'l** əv teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They will have taken the education of their children very seriously.*
ðei **wi'l** əv teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *It will have taken a long time to walk to school.*
it **wi'l** əv teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Negative case

Example: *they **won't** have taken*

- *They won't have taken their children to school every day.*
ðei wou'nt həv teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They won't have taken the education of their children very seriously.*
ðei wou'nt həv teik'n ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *it won't have taken a long time to walk to school.*
it wou'nt həv teik'n ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *will they have taken?*

- *Will they have taken their children to school every day?*
wi'l ðei əv teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Will they have taken the education of their children very seriously?*
wi'l ðei əv teik'n ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n** verii **siirii**·əslɪi
- *Will it have taken long time to walk to school?*
wi'l it əv teik'n ə lɒŋ tai'm tə **wʊk** tə **sguu'l**

Interronegative case

Example: *won't they have taken*

- *Won't they have taken their children to school every day?*
wou'nt ðei əv teik'n ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Won't they have taken the education of their children very seriously?*
wou'nt ðei əv teik'n ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n** verii **siirii**·əslɪi
- *Won't it have taken a long time to walk to school?*
wou'nt it əv teik'n ə lɒŋ tai'm tə **wʊk** tə **sguu'l**

The accomplishment, passive, present, simple class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General

Composition

verb “to be” present inflexion
+ specific verb past participle

Plain affirmative case

Example: *they are taken*

- *Their children are taken to school every day.*

ǒee **tʃi'ldr'n** ə teik'n tə sguu'l evrii **dei**

- *The education of their children is taken very seriously.*

ǒiiy edʒə**keɪf'n** əv ǒee **tʃi'ldr'n** z teik'n
verii **siirii-əslɪi**

- *A long time is taken to walk to school.*

ə lɒŋ tai'm z teik'n tə **wɒk** tə **squu'l**

Emphatic affirmative case

Example: *they **are** taken*

- *The children are taken to school every day.*
ðee **tʃiˈldrən** **aa** teikˈn tə sɡuːl
evrii **dei**
- *The education of their children is taken very seriously.*
ðiɪy edʒə**keɪ**fˈn əv ðee **tʃiˈldrən** **iz** teikˈn
verii **siːrii**·əslii
- *A long time is taken to walk to school.*
ə lɒŋ taɪˈm **iz** teikˈn tə **woʊk** tə **sguːl**

Negative case

Example: *they aren't taken*

- *Their children aren't taken to school every day.*
ðee **tʃiˈldrən** aaˈnt teikˈn tə sɡuːl evrii **dei**
- *The education of their children isn't taken very seriously.*
ðiɪy edʒə**keɪ**fˈn ov ðee **tʃiˈldrən** izˈnt teikˈn
verii **siːrii**·əslii
- *A long time isn't taken to walk to school.*
ə lɒŋ taɪˈm izˈnt teikˈn
tə **woʊk** tə **sguːl**

Interrogative case

Example: *are they taken*

- *Are their children taken to school every day?*

aa ðee **tʃi'ldr'n** teik'n tə sɡuu'l evrii **dei**

- *Is the education of their children taken very seriously?*

iz ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** teik'n
verii **siirii**·əslɪi

- *Is a long time taken to walk to school?*

iz ə lɒŋ tai'm teik'n
tə **wook** tə **sguu'l**

Interronegative case

Example: *aren't they taken*

- *Aren't their children taken to school every day?*

aa'nt ðee **tʃi'ldr'n** teik'n tə sɡuu'l evrii **dei**

- *Isn't the education of their children taken very seriously?*

iz'nt ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** teik'n
verii **siirii**·əslɪi

- *Isn't a long time taken to walk to school?*

iz'nt ə lɒŋ tai'm teik'n tə **wook** tə **sguu'l**

The accomplishment, passive, present, perfect class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General and specific

Composition

verb “to have” present inflexion
+ “been”
+ specific verb past participle

Affirmative tense

Example: *they have been taken*

- *Their children have been taken to school every day.*

ðee **tʃiˈldrʌn** əv biːn teɪkʌn tə skuːl evrii **dei**

- *The education of their children has been taken very seriously.*

ðiː edʒə**keɪʃ**ən ov ðee **tʃiˈldrʌn** z biːn teɪkʌn veri **siəriːəsli**

- *A long time has been taken to walk to school.*

ə lɒŋ taɪmz biːn teɪkʌn tə **wɔk** tə **skuːl**

Emphatic affirmative case

Example: *they **have** been taken*

- *Their children have been taken to school every day.*

ðee **tʃi'ldr'n hæv** bii'n teik'n tə sguu'l
evrii **dei**

- *The education of their children has been taken very seriously.*

ðiiy edʒə**keɪf'n** ov ðeet**tʃi'ldr'n hæz** bii'n
teik'n verii **siiri·əslɪ**

- *A long time has been taken to walk to school.*

ə lɒŋ tai'm **hæz** bii'n teik'n tə **wook** tə
sguu'l

Negative case

Example: *they haven't been taken*

- *Their children haven't been taken to school every day.*

ðee **tʃi'ldr'n hæv'nt** bii'n teik'n tə sguu'l
evrii **dei**

- *The education of their children hasn't been taken very seriously.*

ðiiy edʒə**keɪf'n** ov ðeet**tʃi'ldr'n hæz'nt**
bii'n teik'n verii **siiri·əslɪ**

- *A long time hasn't been taken to walk to school.*

ə lɒŋ tai'm **hæz'nt** bii'n teik'n tə **wook** tə
sguu'l

Interrogative case

Example: *have they been taken?*

- *Have their children been taken to school every day?*

hæv ðee **tʃi'ldr'n** bii'n teik'n tə sguu'l evrii **dei**

- *Has the education of their children been taken very seriously?*

hæz ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** bii'n teki'n verii **siiri·əslɪ**

- *Has a long time been taken walk to school?*

hæz ə lɒŋ tai'm bii'n teki'n tə **wook** tə **sguu'l**

Interronegative case

Example: *haven't they been taken?*

- *Haven't their children been taken to school every day?*

hæv'nt ðee **tʃi'ldr'n** bii'n teik'n tə sguu'l evrii **dei**

- *Hasn't the education of their children been taken very seriously?*

hæz'nt ðiiy edʒə**keɪ**f'n ov ðeet**tʃi'ldr'n** verii **siiri·əslɪ**

- *Hasn't a long time been taken walk to school?*

hæz'nt ə lɒŋ tai'm bii'n teki'n tə **wook** tə **sguu'l**

The accomplishment, passive, past, simple class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General and specific

Composition

verb “to be” past inflexion
+ specific verb past participle

Plain affirmative case

Example: *they were taken*

- *Their children were taken to school every day.*
ǒee tʃiˈldrˈn wə teikˈn tə sɡuːl evrii dei
- *The education of their children was taken very seriously.*
ǒiiy edʒəkeɪʃˈn ov ǒeetʃiˈldrˈn wz teikˈn veriɪ siːrii·əslɪi
- *A long time was taken to walk to school.*
ə lɒŋ taiˈm wz teikˈn tə wʊk tə sɡuːl

Emphatic affirmative case

Example: *they **were** taken*

- *Their children were taken to school every day.*

ðee **tʃi'ldr'n wəə** teik'n tə sguu'l evrii **dei**

- *The education of their children was taken very seriously.*

ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n woz** teik'n verii **siirii·əslii**

- *A long time was taken to walk to school.*

ə lɒŋ tai'm **woz** teik'n tə **wook** tə **sguu'l**

Negative case

Example: *they weren't taken*

- *Their children weren't taken to school every day.*

ðee **tʃi'ldr'n wəə'nt** teik'n tə sguu'l evrii **dei**

- *The education of their children wasn't taken very seriously.*

ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n wozn't** teik'n verii **siirii·əslii**

- *A long time wasn't taken to walk to school.*

ə lɒŋ tai'm wozn't teik'n tə **wook** tə **sguu'l**

Interrogative case

Example: *were they taken?*

- *Were their children taken to school every day?*

wee ðee **tʃiˈldrən** tə sɡuːl evrii **dei**

- *Was the education of their children taken very seriously?*

woz ðiiy edʒə**keɪ**fən ov ðee **tʃiˈldrən** teɪkən verii **siːriː.əsli**

- *Was a long time taken to walk to school?*

woz ə lɒŋ taɪm teɪkən tə **wʊk** tə **sguːl**

Interronegative case

Example: *weren't they taken?*

- *Weren't their children taken to school every day?*

wə'n't ðee **tʃiˈldrən** teɪkən tə sɡuːl evrii **dei**

- *Wasn't the education of their children taken very seriously?*

wozn't ðiiy edʒə**keɪ**fən ov ðee **tʃiˈldrən** teɪkən verii **siːriː.əsli**

- *Wasn't a long time taken walk to school?*

wozn't ə lɒŋ taɪm teɪkən tə **wʊk** tə **sguːl**

The accomplishment, passive, past, perfect class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General and specific

Composition

“had been”

+ specific verb past participle

Plain affirmative case

Example: *they had been taken*

- *Their children had been taken to school every day.*
ðee **tʃiˈldrˈn** hæd biˈn teikˈn tə sɡuːl evrii **dei**
- *The education of their children had been taken very seriously.*
ðiiy edʒə**keɪ**ʃˈn ov ðee **tʃiˈldrˈn** hæd biˈn teikˈn veri **siːrii·əslii**
- *A long time had been taken to walk to school.*
ə lɒŋ taiˈm hæd biˈn teikˈn tə **wɒk** tə **sguːl**

Emphatic affirmative case

Example: *they **had** been taken*

- *Their children had been taken to school every day.*
ðee **tʃi'ldr'n hæd** bii'n teik'n tə sguu'l evrii **dei**
- *The education of their children had been taken very seriously.*
ðiiy edʒə**keɪf'n** ov ðee **tʃi'ldr'n hæd** bii'n teik'n verii **siirii-əslɪi**
- *A long time had been taken to walk to school.*
ə lɒŋ tai'm **hæd** bii'n teik'n tə **wook** tə **sguu'l**

Negative case

Example: *they **hadn't** been taken*

- *Their children hadn't been taken to school every day.*
ðee **tʃi'ldr'n hæd'nt** bii'n teik'n tə sguu'l evrii **dei**
- *The education of their children hadn't been taken very seriously.*
ðiiy edʒə**keɪf'n** ov ðeet**tʃi'ldr'n hæd'nt** bii'n teik'n verii **siirii-əslɪi**
- *A long time hadn't been taken to walk to school.*
ə lɒŋ tai'm **hæd'nt** bii'n teik'n tə **wook** tə **sguu'l**

Interrogative case

Example: *had they been taken?*

- *Had their children been taken to school every day?*
hæd ðee **tʃiˈldrən** biːn teikˈn tə sɡuːl evrii **dei**
- *Had the education of their children been taken very seriously?*
hæd ðiiy edʒə**keɪ**fˈn ov ðee **tʃiˈldrən** biːn teikˈn veri **siːriː.əsli**
- *Had a long time been taken walk to school?*
hæd ə lɒŋ taɪˈm biːn teikˈn tə **wʊk** tə **sguːl**

Interronegative case

Example: *hadn't they been taken?*

- *Hadn't their children been taken to school every day?*
hædˈnt ðee **tʃiˈldrən** biːn teikˈn tə sɡuːl evrii **dei**
- *Hadn't the education of their children been taken very seriously?*
hædˈnt ðiiy edʒə**keɪ**fˈn ov ðee **tʃiˈldrən** biːn teikˈn veri **siːriː.əsli**
- *Hadn't a long time been taken walk to school?*
hædˈnt ə lɒŋ taɪˈm biːn teikˈn tə **wʊk** tə **sguːl**

The accomplishment, passive, modal, simple class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General and specific

Composition

modal

+ “be”

+ specific verb past participle

Plain affirmative case

Example: *they will be taken*

- *Their children will be taken to school every day.*

ðə tʃ'ldr'n 'l bii **teik'n** tə sguu'l evrii **dei**

- *The education of their children will be taken very seriously.*

ðiiy edʒə**keif'n** ov ðee tʃildr'n 'l bii **teik'n**
verii **siiriəslii**

- *A long time will be taken to walk to school.*

ə lɒŋ tai'm 'l bii **teik'n** tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they **will** be taken*

- *Their children will be taken to school every day.*
ðə tʃ'ldr'n **wi'l** bii teik'n tə sguu'l evrii **dei**
- *The education of their children will be taken very seriously.*
ðiiy edʒə**kei**f'n ov ðee tʃildr'n **wi'l** bii teik'n verii **siiriəslii**
- *A long time will be taken to walk to school.*
ə lɒŋ tai'm **wi'l** bii teik'n tə **wook** tə **sguu'l**

Negative case

Example: *they will not be taken*

- *Their children will not be taken to school every day.*
ðə tʃ'ldr'n **wou'nt** bii teik'n tə sguu'l evrii **dei**
- *The education of their children will not be taken very seriously.*
ðiiy edʒə**kei**f'n ov ðee tʃildr'n **wou'nt** bii teik'n verii **siiriəslii**
- *A long time will not be taken to walk to school.*
ə lɒŋ tai'm **wou'nt** bii teik'n tə **wook** tə **sguu'l**

Interrogative case

Example: *will they be taken?*

- *Will their children be taken to school every day?*
wi'l ðə tʃ'ldr'n bii **teik'n** tə sguu'l evrii **dei**
- *Will the education of their children be taken very seriously?*
wi'l ðiiy edʒə**keif'n** ov ðee tʃildr'n bii **teik'n** verii **siiriiəslii**
- *Will a long time be taken to walk to school?*
wi'l ə lɒŋ tai'm bii **teik'n** tə **wook** tə **sguu'l**

Interronegative case

Example: *won't they be taken?*

- *Won't their children be taken to school every day?*
wou'nt ðə tʃ'ldr'n bii **teik'n** tə sguu'l evrii **dei**
- *Won't the education of their children be taken very seriously?*
wou'nt ðiiy edʒə**keif'n** ov ðee tʃildr'n bii **teik'n** verii **siiriiəslii**
- *Won't a long time be taken to walk to school?*
wou'nt ə lɒŋ tai'm bii **teik'n** tə **wook** tə **sguu'l**

The accomplishment, passive, modal, perfect class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General and specific

Composition

modal

+ “have been”

+ specific verb past participle

Plain affirmative case

Example: *they will have been taken*

- *The children will have been taken to school every day.*

ðə tʃ'ldr'n wi'l əv biɪ'n **teik'n** tə sguu'l evrii **dei**

- *The education of their children will have been taken very seriously.*

ðiɪy edʒə**keɪf'n** ov ðee tʃildr'n wi'l əv biɪ'n **teik'n** veriɪ **siɪriəsli**

- *A long time will have been taken to walk to school.*

ə lɒŋ tai'm wi'l əv biɪ'n **teik'n** tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they will have been taken*

- *The children will have been taken to school every day.*

ðə tʃ'ldr'n **wi'l** əv biɪ'n teɪk'n tə sɡuːl evrii **dei**

- *The education of their children will have been taken very seriously.*

ðiɪdʒə**keɪ**f'n ov ðee tʃɪldr'n **wi'l** əv biɪ'n teɪk'n veriɪ **siːriəsli**

- *A long time will have been taken to walk to school.*

ə lɒŋ taɪ'm **wi'l** əv biɪ'n teɪk'n tə **wʊk** tə sɡuːl

Negative case

Example: *they will not have been taken*

- *The children will not have been taken to school every day.*

ðə tʃ'ldr'n **wou'nt**-əv biɪ'n teɪk'n tə sɡuːl evrii **dei**

- *The education of their children will not have been taken very seriously.*

ðiɪdʒə**keɪ**f'n ov ðee tʃɪldr'n **wou'nt**-əv biɪ'n teɪk'n veriɪ **siːriəsli**

- *A long time will not have been taken to walk to school.*

ə lɒŋ taɪ'm **wou'nt**-əv biɪ'n teɪk'n tə **wʊk** tə sɡuːl

Interrogative case

Example: *will they have been be taken?*

- *Will the children have been taken to school every day?*
wi'l ðə tʃ'ldr'n əv biɪ'n **teik'n** tə sguu'l evrii **dei**
- *Will the education of their children have been taken very seriously?*
wi'l ðiiy edʒə**keɪ**f'n ov ðee tʃildr'n əv biɪ'n **teik'n** verii **siiriəslii**
- *Will a long time have been taken to walk to school?*
wi'l ə lɒŋ tai'm əv biɪ'n **teik'n** tə **wook** tə **sguu'l**

Interronegative case

Example: *won't they have been taken?*

- *Won't the children have been taken to school every day?*
wou'nt ðə tʃ'ldr'n əv biɪ'n **teik'n** tə sguu'l evrii **dei**
- *Won't the education of their children have been taken very seriously?*
wou'nt ðiiy edʒə**keɪ**f'n ov ðee tʃildr'n əv biɪ'n **teik'n** verii **siiriəslii**
- *Won't a long time have been taken to walk to school?*
wou'nt ə lɒŋ tai'm əv biɪ'n **teik'n** tə **wook** tə **sguu'l**

The activity, active, present, simple class

Use

The focus is on something taking place.

Scope

General and specific

Composition

verb “to be” present inflexion
+ specific verb present participle

Plain affirmative case

Example: *they are taking*

- *They are taking their children to school every day.*

ðeiy aa teikin ðee **tʃi'ldr'n** tə sguu'l evrii
dei

- *They are taking their children to school right now.*

ðeiy aa teikin ðee **tʃi'ldr'n** tə sguu'l rait
nau

- *It's taking a long time to walk to school.*

its teikin ə lon tai'm tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they **are** taking*

- *They are taking their children to school every day.*
ðei **aa** teikin ðee **tʃi**'ldr'n tə sguu'l evrii **dei**
- *They are taking their children to school right now.*
ðei **aa** teikin ðee **tʃi**'ldr'n tə sguu'l rait **nau**
- *It **is** taking a long time to walk to school.*
it iz teikin ə lon tai'm tə **wook** tə **sguu**'l

Negative case

Example: *they **aren't** taking*

- *They aren't taking their children to school every day.*
ðei aa'nt teikin ðee **tʃi**'ldr'n tə sguu'l evrii **dei**
- *They aren't taking their children to school right now.*
ðei aa'nt teikin ðee **tʃi**'ldr'n tə sguu'l rait **nau**
- *It isn't taking a long time to walk to school.*
it iz'nt teikin ə lon tai'm tə **wook** tə **sguu**'l

Interrogative case

Example: *are they taking?*

- *Are they taking their children to school every day?*
aa ðei teikin ðee **tʃi**'ldr'n tə sguu'l evrii **dei**
- *Are they taking their children to school right now?*
aa ðei teikin ðee **tʃi**'ldr'n tə sguu'l rait **nau**
- *Isn't it taking a long time to walk to school?*
iz'nt it teikin ə lon tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *aren't they taking?*

- *Aren't they taking their children to school every day?*
aa'nt ðei teikin ðee **tʃi**'ldr'n tə sguu'l evrii **dei**
- *Aren't they taking their children to school right now?*
aa'nt ðei teikin ðee **tʃi**'ldr'n tə sguu'l rait **nau**
- *Isn't it taking a long time to walk to school?*
iz'nt it teikin ə lon tai'm tə **wook** tə sguu'l

The activity, active, present, perfect class

Use

This is used to refer to on-going situations taking place by now.

Scope

General

Composition

verb “to have” present inflexion

+ “been”

+ specific verb present participle

Plain affirmative case

Example: *they have been taking*

- *They have been taking their children to school every day.*
ðeiv biɪ'n teikɪŋ ðee tʃi'ldr'n tə sguu'l evrii dei
- *They have been taking the education of their children very seriously.*
ðeiv biɪ'n teikɪŋ ðiiy edʒəkeɪf'n ov ðee tʃi'ldr'n verii siɪrii-əslii
- *It has been taking a long time to walk to school.*
ɪts biɪ'n teikɪŋ ə lɒŋ tai'm tə wook tə sguu'l

Emphatic affirmative case

Example: they **have** been taking

- *They have been taking their children to school every day.*
ðei **hæv** bii'n teikin ðee tʃi'ldr'n tə sguu'l evrii **dei**
- *They have been taking the education of their children very seriously.*
ðei **hæv** bii'n teikin ðiiy edʒəkeɪf'n ov ðee tʃi'ldr'n verii **siirii·əslii**
- *It has been taking a long time to walk to school.*
it **hæz** bii'n teikin ə lon tai'm tə **wook** tə sguu'l

Negative case

Example: *they have not been taking*

- *They haven't been taking heir children to school every day.*
ðei hæv'nt bii'n teikin ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They haven't been taking the education of their children very seriously.*
ðei hæv'nt bii'n teikin ðiiy edʒəkeɪf'n ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *It hasn't been taking a long time to walk to school.*
it hæz'nt bii'n teikin ə lon tai'm tə **wook** tə sguu'l

Interrogative case

Example: *have they been taking?*

- *Have they been taking their children to school every day?*
hæv ðei bii'n teikin ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Have they been taking the education of their children very seriously?*
hæv ðei bii'n teikin ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *Has it been taking a long time to walk to school?*
hæz it bii'n teikin ə lon tai'm tə **wook** tə sguu'l

Interronegative case

Example: *haven't they been taking?*

- *Haven't they been taking their children to school every day?*
hæv'nt ðei bii'n teikin ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Haven't they been taking the education of their children very seriously?*
hæv'nt ðei bii'n teikin ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**
- *Hasn't it been taking a long time to walk to school?*
hæz'nt it bii'n teikin ə lon tai'm tə **wook** tə sguu'l

The activity, active, past, simple class

Use

This is used to refer to situations that were true or habitual taking place in the past.

Scope

General

Composition

verb “to be” past inflexion
+ specific verb present participle

Plain affirmative case

Example: *they were taking*

- *They were taking their children to school every day.*

ðei wə teikin̩ ðee tʃiˈldr̩n tə sɡuːl
evrii dei

- *They were taking the education of their children very seriously.*

ðei wə teikin̩ ðiiy edʒəkeɪʃ̩n ov ðee
tʃiˈldr̩n veriɪ siːrii.əslɪi

- *It was taking a long time to walk to school.*

ɪt wəz teikin̩ ə lɒŋ taɪˈm tə wʊk tə sɡuːl

Emphatic affirmative case

Example: *they **were** taking*

- *They were taking their children to school every day.*

ðei **wæə** teikin ðee **tʃiˈldrən** tə **sguuˈl** evrii
dei

- *They were taking the education of their children very seriously.*

ðei **wæə** teikin ðiiy edʒə**keɪ**fən ov ðee
tʃiˈldrən verii **siːriː.əslɪ**

- *It was taking a long time to walk to school.*

ɪt **woz** teikin ə lɒŋ taiˈm tə **wook** tə
sguuˈl

Interrogative case

Example: *were they taking?*

- *Were they taking their children to school every day?*

wə ðei teikin ðee **tʃiˈldrən** tə **sguuˈl** evrii
dei

- *Were they taking the education of their children very seriously?*

wə ðei teikin ðiiy edʒə**keɪ**fən ov ðee
tʃiˈldrən verii **siːriː.əslɪ**

- *Was it taking a long time to walk to school?*

woz ɪ teikin ə lɒŋ taiˈm tə **wook** tə **sguuˈl**

Interronegative case

Example: weren't they taking?

- *Weren't they taking their children to school every day?*
wəə'nt ðei teikin ðee **tʃi'ldr'n** tə **sguu'l**
evrii **dei**
- *Weren't they taking the education of their children very seriously?*
wəə'nt ðei teikin ðiiy edʒə**kei**f'n ov ðee
tʃi'ldr'n verii **siirii·əslii**
- *Wasn't it taking a long time to walk to school?*
wɒz'nt it teikin ə lɒŋ tai'm tə **wɒok** tə
sguu'l

The activity, active, past, perfect class

Use

This is used to refer to situations taking place by a time in the past.

Scope

General

Composition

verb “to have” past inflexion

+ “been”

+ specific verb present participle

Plain affirmative case

Example: *they had been taking*

- *They'd been taking their children to school every day.*

ðeid biɪ'n teikɪŋ ðee tʃi'ldr'n tə sɡu'u'l
evrii dei

- *They'd been taking the education of their children very seriously.*

ðeid biɪ'n teikɪŋ ðiiy edʒəkeɪf'n ov ðee
tʃi'ldr'n verii siɪrii-əslii

- *It'd been taking a long time to walk to school.*

ɪt əd biɪ'n teikɪŋ ə lɒŋ taɪ'm tə wʊk tə
sɡu'u'l

Plain affirmative case

Example: *they **had** been taking*

- *They had been taking their children to school every day.*

ðei hæd biɪ'n teikɪŋ ðee tʃi'ldr'n tə sɡu'u'l
evrii dei

- *They had been taking the education of their children very seriously.*

ðei hæd biɪ'n teikɪŋ ðiiy edʒəkeɪf'n ov
ðee tʃi'ldr'n verii siɪrii-əslii

- *It had been taking a long time to walk to school.*

ɪt hæd biɪ'n teikɪŋ ə lɒŋ taɪ'm tə wʊk tə
sɡu'u'l

Negative case

Example: *they hadn't been taking*

- *They hadn't been taking their children to school every day.*

ðei hæd'nt bii'n teikin ðee **tʃi'ldr'n** tə **sguu'l** evrii **dei**

- *They hadn't been taking the education of their children very seriously.*

ðei hæd'nt bii'n teikin ðiij edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**

- *It hadn't been taking a long time to walk to school.*

it hæd'nt bii'n teikin ə lon ɪaɪ'm tə **wook** tə **sguu'l**

Interrogative case

Example: *had they been taking?*

- *Had they been taking their children to school every day?*

hæd'nt ðei bii'n teikin ðee **tʃi'ldr'n** tə **sguu'l** evrii **dei**

- *Had they been taking the education of their children very seriously?*

hæd ðei bii'n teikin ðiij edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslɪi**

- *Had it been taking long time to walk to school?*

hæd it bii'n teikin ə lon ɪaɪ'm tə **wook** tə **sguu'l**

Interronegative case

Example: *hadn't they been taking?*

- *Hadn't they been taking their children to school every day?*

hæd'nt ðei teik'n ðee tʃi'ldr'n tə sɡuu'l
evrii dei

- *Hadn't they been taking the the education of their children very seriously?*

hæd'nt ðei teik'n ðiiy edʒəkeɪʃ'n ov ðee
tʃi'ldr'n veriɪ siiriɪ.əsliɪ

- *Hadn't it been taking a long time to walk to school?*

hæd'nt it teik'n ə lɒŋ tai'm tə wʊk tə
sguu'l

The activity, active, modal, simple class

Use

This is used to refer to situations that might be taking place in the future.

Scope

General and specific

Composition

any modal

+ “be”

+ specific verb ing-form

Plain affirmative case

Example: *they will be taking*

- *They will be taking their children to school every day.*

ðei'l bii teikin ðee **tʃi'ldr'n** tə sguu'l evrii
dei

- *They will be taking their children to school right now.*

ðei'l bii teikin ðee **tʃi'ldr'n** tə sguu'l rait
nau

- *It will be taking a long time to walk to school.*

it 'l bii teikin ə lon tai'm tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they **will** be taking*

- *They will be taking their children to school every day.*

ðei **wi'l** bii teikin ðee **tʃi'ldr'n** tə sguu'l
evrii **dei**

- *They **will** be taking their children to school right now.*

ðei **wi'l** bii teikin ðee **tʃi'ldr'n** tə sguu'l
rait **nau**

- *It will be taking a long time to walk to school.*

it **wi'l** bii teikin ə lon tai'm tə **wook** tə
sguu'l

Negative case

Example: *they won't be taking*

- *They won't be taking their children to school every day.*
ðei wou'nt bii teikin ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They won't be taking their children to school right now.*
ðei wou'nt bii teikin ðee **tʃi'ldr'n** tə sguu'l rait **nau**
- *It won't be taking a long time to walk to school.*
it wou'nt teik ə lon tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *will they be taking?*

- *Will they be taking their children to school every day?*
wi'l ðei bii teikin ðee **tʃi'ldr'n** tə sguu'l evrii **dei**
- *Will they be taking their children to school right now.*
wi'l ðei bii teikin ðee **tʃi'ldr'n** tə sguu'l rait **nau**
- *Will it be taking long time to walk to school?*
wil it bii teikin ə lon tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *won't they be taking?*

- *Won't they be taking their children to school every day?*
wou'nt ðei bii teikin ðee tʃi'ldr'n tə sguu'l evrii dei
- *Won't they be taking their children to school right now.*
wou'nt ðei bii teikin ðee tʃi'ldr'n tə sguu'l rait nau
- *Won't it be taking a long time to walk to school?*
wou'nt it bii teikin ə lɒŋ tai'm tə wook tə sguu'l

The activity, active, modal, perfect class

Use

This is used to refer to situations that might be taking place by a time in the future.

Scope

General

Composition

any modal

+ “have been”

+ specific verb ing-form

Plain affirmative case

Example: *they will have been taking*

- *They will have been taking their children to school every day.*
ðei wil əv biɪ'n teikɪŋ ðee tʃi'ldr'n tə sku:l evrii dei
- *They will have been taking the education of their children very seriously.*
ðei wil əv biɪ'n teikɪŋ ðiiy edʒəkeɪʃ'n ov ðee tʃi'ldr'n veriɪ si:rii-əslii
- *It will have been taking a long time to walk to school.*
it wil əv biɪ'n teikɪŋ ə lɒŋ tai'm tə wʊk tə sku:l

Emphatic affirmative case

Example: *they **will** have been taking*

- *They will they will have been taking their children to school every day.*
ðei wi'l əv biɪ'n teikɪŋ ðee tʃi'ldr'n tə sku:l evrii dei
- *They they will have been taking the education of their children very seriously.*
ðei wi'l əv biɪ'n teikɪŋ ðiiy edʒəkeɪʃ'n ov ðee tʃi'ldr'n veriɪ si:rii-əslii
- *It they will have been taking a long time to walk to school.*
it wi'l əv biɪ'n teikɪŋ ə lɒŋ tai'm tə wʊk tə sku:l

Negative case

Example: *they won't have been taking*

- *They won't have been taking their children to school every day.*
ðei wou'nt əv biɪ'n teikɪŋ ðee **tʃi'ldr'n** tə **sguu'l** evrii **dei**
- *They won't have been taking the education of their children very seriously.*
ðei wou'nt əv biɪ'n teikɪŋ ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** verii **siɪrii-əslii**
- *It won't have been taking a long time to walk to school.*
ðei wou'nt it biɪ'n teikɪŋ ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *will they have been taking?*

- *Will they have been taking their children to school every day?*
wi'l ðei əv biɪ'n teikɪŋ ðee **tʃi'ldr'n** tə **sguu'l** evrii **dei**
- *Will they have been taking the education of their children very seriously?*
wi'l ðei əv biɪ'n teikɪŋ ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** verii **siɪrii-əslii**
- *Will it have been taking long time to walk to school?*
wi'l it əv biɪ'n teikɪŋ ə lɒŋ tai'm tə **wook** tə **sguu'l**

Interronegative case

Example: *won't they have been taking*

- *Won't they have been taking their children to school every day?*
wou'nt ðei v bii'n teikin ðee tʃi'ldr'n tə sguu'l evrii dei
- *Won't they have been taking the education of their children very seriously?*
wou'nt ðei v bii'n teikin ðiiy edʒəkeɪʃ'n ov ðee tʃi'ldr'n verii siirii-əslii
- *Won't it have been taking a long time to walk to school?*
wou'nt it v bii'n teikin ə lon tai'm tə wook tə sguu'l

The activity, passive, present, simple class

Use

This is used to refer to situations that are taking place in the present. The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Composition

verb “to be” (present)

+ “being”

+ specific verb past participle

Plain affirmative case

Example: *they are being taken*

- *Their children are being taken to school every day.*

ðee **tʃi'ldr'n** aa bi·iŋ teik'n tə sguu'l evrii **dei**

- *The education of their children is being taken very seriously.*

ðiiy edʒə**keif'n** əv ðee **tʃi'ldr'n** iz bi·iŋ teik'n verii **siirii·əslɪi**

- *A long time is being taken to walk to school.*

ə lɒŋ tai'm iz bi·iŋ teik'n tə **wʊk** tə **sguu'l**

Emphatic affirmative case

Example: *they **are** being taken*

- *The children are being taken to school every day.*

ðee **tʃi'ldr'n** **aa** bi·iŋ teik'n tə sguu'l evrii **dei**

- *The education of their children is being taken very seriously.*

ðiiy edʒə**keif'n** əv ðee **tʃi'ldr'n** **iz** bi·iŋ teik'n verii **siirii·əslɪi**

- *A long time is are being taken to walk to school.*

ə lɒŋ tai'm **iz** bi·iŋ teik'n tə **wʊk** tə **sguu'l**

Negative case

Example: *they aren't being taken*

- *Their children aren't being taken to school every day.*

ðee **tʃi'ldr'n** aa'nt bi·iŋ teik'n tə sguu'l evrii **dei**

- *The education of their children isn't being taken very seriously.*

ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n** iz'nt bi·iŋ teik'n verii **siirii·əslɪi**

- *A long time isn't being taken to walk to school.*

ə lɒŋ tai'm iz'nt bi·iŋ teik'n tə **wook** tə **sguu'l**

Interrogative tense

Example: *are they being taken?*

- *Are their children being taken to school every day?*

aa ðee **tʃi'ldr'n** bi·iŋ teik'n tə sguu'l evrii **dei**

- *Is the education of their children being taken very seriously?*

iz ðiiy edʒə**kei**f'n ov ðee **tʃi'ldr'n** bi·iŋ teik'n verii **siirii·əslɪi**

- *Is a long time being taken to walk to school?*

iz ə lɒŋ tai'm bi·iŋ teik'n tə **wook** tə **sguu'l**

Interronegative tense

Example: *aren't they being taken?*

- *Aren't their children being taken to school every day?*
aa'nt ðee **tʃi'ldr'n** biɪ·ɪŋ teɪk'n tə sɡuʊ'l
evrii **dei**
- *Isn't the education of their children being taken very seriously?*
ɪz'nt ðiiy edʒə**keɪf'n** ov ðee **tʃi'ldr'n** biɪ·ɪŋ
teɪk'n veriɪ **siɪrii·əslɪi**
- *Isn't a long time being taken to walk to school?*
ɪz'nt ə lɒŋ tai'm biɪ·ɪŋ teɪk'n tə **wʊk** tə
sguʊ'l

The activity, passive, past, simple class

Use

The passive voice is used to focus on the object rather than the subject of the sentence (which can be omitted).

Scope

General

Composition

verb “to be” (past)

+ “being”

+ specific verb past participle

Plain affirmative case

Example: *they were being taken*

- *Their children were being taken to school every day.*
ðee **tʃi'ldr'n** wə biɪ·ɪŋ teɪk'n tə sɡuːl evrii **dei**
- *The education of their children was being taken very seriously.*
ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** wɜz biɪ·ɪŋ teɪk'n veriɪ **siɪrii·əsliɪ**
- *A long time was being taken to walk to school.*
ə lɒŋ tai'm wɜz biɪ·ɪŋ teɪk'n tə **wʊk** tə **sguːl**

Emphatic affirmative case

Example: *they **were** being taken*

- *Their children were taken to school every day.*
ðee **tʃi'ldr'n** **wəə** biɪ·ɪŋ teɪk'n tə sɡuːl evrii **dei**
- *The education of their children was taken very seriously.*
ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** **wɜz** biɪ·ɪŋ teɪk'n veriɪ **siɪrii·əsliɪ**
- *A long time was being taken to walk to school.*
ə lɒŋ tai'm **wɜz** biɪ·ɪŋ teɪk'n tə **wʊk** tə **sguːl**

Negative case

Example: *they weren't being taken*

- *Their children weren't being taken to school every day.*
ðee **tʃi'ldr'n** wəə'nt biɪ·ɪŋ teɪk'n tə sɡuʊ'l
evrii **dei**
- *The education of their children wasn't being taken very seriously.*
ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** wɒzn't
biɪ·ɪŋ teɪk'n veriɪ **siɪrii·əsli**
- *A long time wasn't being taken to walk to school.*
ə lɒŋ tai'm wɒzn't biɪ·ɪŋ teɪk'n tə **wʊk** tə
sguʊ'l

Interrogative case

Example: *were they being taken?*

- *Were their children being taken to school every day?*
wee ðee **tʃi'ldr'n** biɪ·ɪŋ teɪk'n tə sɡuʊ'l
evrii **dei**
- *Was the education of their children being taken very seriously?*
wɒz ðiiy edʒə**keɪ**f'n ov ðee **tʃi'ldr'n** biɪ·ɪŋ
teɪk'n veriɪ **siɪrii·əsli**
- *Was a long time being taken to walk to school?*
wɒz ə lɒŋ tai'm biɪ·ɪŋ teɪk'n tə **wʊk** tə
sguʊ'l

Interronegative case

Example: *weren't they being taken?*

- *Weren't their children being taken to school every day?*
wə'n't ðee tʃi'ldr'n bi:ɪŋ teɪk'n tə sku:l evri dei
- *Wasn't the education of their children taken being very seriously?*
wɒz'n't ðii edʒəkeɪʃ'n ov ðee tʃi'ldr'n bi:ɪŋ teɪk'n veri si:ri:əsli
- *Wasn't a long time being taken walk to school?*
wɒz'n't ə lɒŋ taɪ'm bi:ɪŋ teɪk'n tə wʊk tə sku:l

Note

The activity, passive, modal, simple class is not used.

The activity, passive, present, perfect class is not used.

The activity, passive, past, perfect class is not used.

The activity, passive, modal, perfect class is not used.

An alternative modal class with “going to” in the aspect of accomplishment

Use

For intentions and expectations

The object is seen as a thing, not a process.

Scope

Specific

Composition

verb “to be”

“going to”

+ specific verb root form

Plain affirmative case

Example: *are going to take*

- *They are going to take their children to school every day.*

ðəə gou·iŋ tə teik ðee tʃiˈldrən tə sguuˈl evrii **dei**

- *I’m going to be late.*

aɪm gou·iŋ tə biɪ **leit**

- *It’s going to take a long time to walk to school.*

ɪts gou·iŋ teik ə lɒŋ taɪm tə **wook** tə sguuˈl

Emphatic affirmative case

Example: they **are** going to take

- *They **are** going to take their children to school every day.*
ðei **aa** goi·iŋ tə teik ðee **tʃiˈldrən** tə sguuˈl evrii **dei**
- *I **am** going to be late.*
ai **æˈm** gou·iŋ tə bii **leit**
- *It **is** going to take a long time to walk to school.*
it **iz** goi·iŋ tə teik ə lɒŋ taiˈm tə **wook** tə sguuˈl

Negative case

Example: *they aren't going take*

- *They aren't going take their children to school every day.*
ðei aaˈnt goi·iŋ tə teik ðee **tʃiˈldrən** tə sguuˈl evrii **dei**
- *I'm not going to be late.*
aiˈm not gou·iŋ tə bii **leit**
- *It isn't going to take a long time to walk to school.*
it izˈnt gou·iŋ tə teik ə lɒŋ taiˈm tə **wook** tə sguuˈl

Interrogative case

Example: *are they going to take?*

- *Are they going to take their children to school every day?*
duu ðei teik ðee **tʃiˈldrən** tə sɡuːl evrii **dei**
- *Am I going to be late?*
æm ai ɡouːɪŋ tə biɪ **leit**
- *Is it going to take a long time to walk to school?*
iz it ɡouːɪŋ tə teik ə lɒŋ taɪm tə **wook** tə **sguːl**

Interronegative case

Example: *aren't they going to take?*

- *Aren't they going to take their children to school every day?*
douːnt ðei teik ðee **tʃiˈldrən** tə sɡuːl evrii **dei**
- *Aren't I going to be late?*
aaːnt ai ɡoiːɪŋ tə biɪ **leit**
- *Isn't it going to take a long time to walk to school?*
izˈnt it ɡouːɪŋ tə teik ə lɒŋ taɪm tə **wook** tə **sguːl**

An alternative modal class with “going to” in the aspect of activity

Use

For intentions and expectations

The object is seen as a process, not a thing.

Scope

General and specific

Composition

verb “to be”

“going to be”

+ specific verb -ing form

Plain affirmative case

Example: *they are going to be taking*

- *They are going to be taking their children to school every day.*

ðəə gou·iŋ tə teik ðee tʃiˈldrən tə sguuˈl evrii dei

- *I’m going to be walking.*

aiˈm gou·iŋ tə biɪ wookiŋ

- *It’s going to be taking a long time to walk to school.*

its gou·iŋ tə biɪ teikiŋ ə lɒŋ taiˈm tə wook tə sguuˈl

Emphatic affirmative case

Example: they **are** going to be taking

- *They **are** going to be taking their children to school every day.*

ðei **aa** goi·iŋ tə bii teikiŋ ðee **tʃi'ldr'n** tə sguu'l evrii **dei**

- *I **am** going to be walking.*

ai **æ'm** gou·iŋ tə bii wookiŋ

- *It **is** going to be taking a long time to walk to school.*

it **iz** goi·iŋ tə bii teikiŋ ə lon tai'm tə **wook** tə **sguu'l**

Negative case

Example: *they **aren't** going to be taking*

- *They **aren't** going to be taking their children to school every day.*

ðei aa'nt goi·iŋ tə bii teikiŋ ðee **tʃi'ldr'n** tə sguu'l evrii **dei**

- *I'm **not** going to be walking.*

ai'm not gou·iŋ tə bii wookiŋ

- *It **isn't** going to be taking a long time to walk to school.*

it iz'nt gou·iŋ tə bii teikiŋ ə lon tai'm tə **wook** tə **sguu'l**

Interrogative case

Example: *are they going to be taking?*

- *Are they going to be taking their children to school every day?*

aa ðei gou·in̩ tə bii tekin̩ ðee tʃiˈldr̩n̩ tə sguuˈl̩ evrii **dei**

- *Am I going to be walking?*

æm ai gou·in̩ tə bii wookin̩

- *Is it going to be taking a long time to walk to school?*

iz it gou·in̩ tə bii teikin̩ ə lon̩ taiˈm̩ tə **wook** tə **sguuˈl̩**

Interronegative case

Example: *aren't they going to be taking?*

- *Aren't they going to be taking their children to school every day?*

aaˈnt ðei gou·in̩ tə bii teikin̩ ðee tʃiˈldr̩n̩ tə sguuˈl̩ evrii **dei**

- *Aren't I going to be walking?*

aaˈnt ai goi·in̩ tə bii wookin̩

- *Isn't it going to be taking a long time to walk to school?*

izˈnt it gou·in̩ tə bii teikin̩ ə lon̩ taiˈm̩ tə **wook** tə **sguuˈl̩**

The Irregular English verbs

Note: the verb “to be” has several irregular forms:

- Present: (I) *am*, (she, he, it) *is*, (you, we, they) *are*
- Past: (I, she, he, it) *was*, (you, we, they) *were*
- -ed form: *been*

Here are the other ones:

become	became	become
bika'm	bikei'm	bika'm

begin	began	begun
bəgi'n	bəgæ'n	bəga'n

bend	bent	bent
be'nd	be'nt	be'nt

bet	bet	bet
bet	bet	bet

bite	bit	bitten
bait	bit	bit'n

bleed	bled	bled
bliid	bled	bled

blow	blew	blown	buy	bought	bought
blou	bluu	blou'n	bai	boot	boot
break	broke	broken	catch	caught	caught
breik	brouk	brouk'n	kætʃ	koot	koot
breed	bred	bred	choose	chose	chosen
briid	bred	bred	tʃuuz	tʃouz	tʃouz'n
bring	brought	brought	come	came	come
brinj	broot	broot	ka'm	kei'm	ka'm
build	built	built	cost	cost	cost
bi'ld	bi'lt	bi'lt	kost	kost	kost
burn	burnt	burnt	cut	cut	cut
bəə'n	bəə'nt	bəə'nt	kat	kat	kat
or	burned	burned	do	did	done
	bəə'nd	bəə'nd	duu	did	da'n

dig	dug	dug	fall	fell	fallen
dig	dag	dag	foo'l	fe'l	foo'l'n
draw	drew	drawn	feed	fed	fed
doo	druu	doo'n	fiid	fed	fed
dream	dreamt	dreamt	feel	felt	felt
drii'm	dre'mt	dre'mt	fii'l	fe'lt	fe'lt
or	dreamed	dreamed	fight	fought	fought
	drii'md	drii'md	fait	foot	foot
drink	drank	drunk	find	found	found
drɪŋk	dræŋk	draŋk	fai'nd	fau'nd	fau'nd
drive	drove	driven	fly	flew	flown
draiv	drouv	driv'n	flai	fluu	fou'n
eat	ate	eaten	forget	forgot	forgotten
iit	ət	iit'n	fəget	fəgot	fəgot'n

forgive fəgɪv	forgave fəgeɪv	forgiven fəgɪv'n	hear hiɪ·ə	heard həəd	heard həəd
freeze friɪz	froze frouz	frozen fouz'n	hide haɪd	hid hɪd	hidden hɪd'n
get get	got got	got got	hit hɪt	hit hɪt	hit hɪt
give gɪv	gave geɪv	given gɪv'n	hold hou'ld	held he'ld	held he'ld
go gou	went we'nt	gone go'n	hurt həət	hurt həət	hurt həət
grow grou	grew gruu	grown grou'n	keep kiip	kept kept	kept kept
have hæv	had hæd	had hæd	know nou	knew nyuu	known nou'n

lay	laid	laid	lose	lost	lost
lei	leid	leid	luuz	lost	lost
lead	led	led	make	made	made
liid	led	led	meik	meid	meid
lean	learnt	learnt	mean	meant	meant
lii'n	læ'nt	læ'nt	mii'n	me'nt	me'nt
or	learned	learned	meet	met	met
	læ'nd	læ'nd	miit	met	met
leave	left	left	pay	paid	paid
liiv	left	left	pei	peid	peid
lend	lent	lent	put	put	put
le'nd	le'nt	le'nt	put	put	put
let	let	let	quit	quit	quit
let	let	let	kwit	kwit	kwit

read	read	read	seek	sought	sought
riid	red	red	siik	soot	soot
ride	rode	ridden	sell	sold	sold
raid	roud	rid'n	se'l	sou'd	sou'd
ring	rang	rung	send	sent	sent
rin	ræn	ran	se'nd	se'nt	se'nt
rise	rose	risen	set	set	set
raiz	rouz	riz'n	set	set	set
run	ran	run	shake	shook	shaken
ra'n	ræ'n	ra'n	ʃeik	ʃuk	ʃeik'n
say	said	said	shine	shone	shone
sei	sed	sed	ʃai'n	ʃo'n	ʃo'n
see	saw	seen	shoe	shod	shod
sii	soo	sii'n	ʃuu	ʃod	ʃod

shoot	shot	shot	sleep	slept	slept
ʃuu	ʃot	ʃot	sliip	slept	slept
show	showed	shown	speak	spoke	spoken
ʃou'n	ʃoud	ʃou'n	sbiik	sbouk	sbouk'n
shrink	shrank	shrunk	spend	spent	spent
ʃrinʃk	ʃræ'nk	ʃra'nk	sbe'nd	sbe'nd	sbe'nd
shut	shut	shut	spill	spilt	spilt
ʃat	ʃat	ʃat	sbi'l	sbi'lt	sbi'lt
sing	sang	sung	or	spilled	spilled
sin	sæŋ	san		sbi'ld	sbi'ld
sink	sank	sunk	spread	spread	spread
sinʃk	sæŋk	sanʃk	sbred	sbrd	sbred
sit	sat	sat	speed	sped	sped
sit	sæt	sæt	sbiid	sbed	sbed

stand	stood	stood	swim	swam	swum
stæ'nd	stud	stud	swi'm	swæ'm	swa'm
steal	stole	stolen	swing	swung	swung
stii'l	stou'l	stoul'n	swiŋ	swænŋ	swaŋ
stick	stuck	stuck	take	took	taken
stik	stak	stak	teik	took	teik'n
sting	stung	stung	teach	taught	taught
sdiŋ	sdaŋ	sduŋ	tiitʃ	toot	toot
stink	stank	stunk	tear	tore	torn
sdiŋk	sdænŋk	sdaŋk	təə·ə	too	too'n
swear	swore	sworn	tell	told	told
swee·ə	swoo	swoo'n	te'l	tou'ld	tou'd
sweep	swept	swept	think	thought	thought
swept	swept	swept	piŋk	poot	poot

throw	threw	thrown	write	wrote	written
prou	pruu	prou'n	rait	rout	rit'n
understand	understood	understood			
a'ndəstæ'nd	a'ndəstud	a'ndəstud			
wake	woke	woken			
weik	wouk	wouk'n			
wear	wore	worn			
wee·ə	woo	woo'n			
win	won	won			
wi'n	wa'n	wa'n			
wind	wound	wound			
wai'nd	wau'nd	wau'nd			

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Simon Vickers asserts the right
to be recognized as the author of this book
and as the originator of the novel ideas presented in it.

Conjugation

A valid way of using inflexion and conjugators to form a tense.

Related Glossary Terms

Drag related terms here

Index

Conjugator

Conjugators are words that accompany verbs to convey a particular shade of meaning. Examples are “had” and “has”.

Related Glossary Terms

Drag related terms here

Index

Inflexion

Inflexion is the way in which a verb is changed or altered in conjugation.

Example: *take, takes, took, taken, taking*

Related Glossary Terms

Drag related terms here

Index

Find Term

Scope

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Related Glossary Terms

Drag related terms here

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Tense

A tense is a standard way of linking subject and object in a sentence using a verb.

Related Glossary Terms

Drag related terms here

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Find Term

Verb

A verb is word in a verb group that conveys specific meaning as opposed to a conjugator. For exemple, in “I have been running”, the first word is a pronoun, the second and third are conjugators and the third is a verb.

Related Glossary Terms

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