

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 pronunciation 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 their relationship is indicated by one or more verbs.

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 a verb and “you” is the object

To make a sentence more specific, subject, verbs 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 a word used in stating 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 “see” and “read”). Auxiliary verbs provide conjugators (like “is” and “had”).

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

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

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



How tenses are conjugated

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

- **inflexion** (where a verb word changes, as in “I have” and “I had”),
- adding **qualifiers** (as in “I *have* seen” and “I *could have* seen” where “have” is a time qualifier and “could” is an attitude qualilfier).

Inflexion

In grammar, inflexion is the way in which a verb is changed or altered in conjugation.

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.

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	raiziŋ
teik	tuk	teik'n	teiks	teik'n
bai	boot	boot	baiz	bai·iŋ
kost	kost	kost	kosts	kostiŋ
se'l	sou'ld	sou'ld	se'lz	se'liŋ
kau'nt	kau'ntid	kau'ntid	kau'nts	kau'ntiŋ
kros	krost	krost	krosiz	krosiŋ
əgrii	əgriid	əgriid	əgriiz	əgrii·iŋ

The Qualifiers

In English, the main method of conjugating is by using qualifiers.

These are verbs used to adjust meaning.

Qualifiers fall into two categories:

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

The time qualifiers

Affirmative	Contraction	Negative	Contraction
am	'm	am not	'm not
is	's	is not	isn't
are	're	are not	aren't
was		was not	wasn't
were		were not	weren't
have	've	have not	haven't
has	's	has not	hasn't
had	'd	had not	hadn't
do		do not	don't
does		does not	doesn't
did	'd	did not	didn't
used to		did not use to	didn't use to

Pronunciation practice

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

Affirmative	weak form	Negative	weak form
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
did		did not	did'nt
yuust tuu	yuus tə	did'nt yuus tuu	did'nt yuus tə

The attitude qualifiers

Affirmative	Meaning	Negative	Meaning
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>positive speculation</i>	might not	<i>negative speculation</i>

Pronunciation practice

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

Affirmative	weak form	Negative	weak form
wi'l	ɪ	wi'l not	wou'nt
ʃæ'l	ɪ	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 not	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 *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 expected or hypothetical **future**.

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*.

Examples: *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 Hypothetical

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.*

Hypothetical

- *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 hypothetical forms are created by replacing “will” by other attitude qualifiers, 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*

Hypothetical Simple

This is composed by adding an attitude qualifier 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*

Hypothetical 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 qualifiers.

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 the **class** and **case** are determined, the next step is to conjugate the verb 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.*

ǝei teik ǝee **tʃi'ldr'n** tə sɡuu'l evrii **dei**

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

ǝei teik ǝiiy edzə**keif'n** ov ǝee **tʃi'ldr'n**
verii **siirii·əslii**

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

it teiks ə loŋ tai'm tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they **do** take*

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

ǝei **duu** teik ǝee **tʃi'ldr'n** tə sɡuu'l evrii
dei

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

ǝei **duu** teik ǝiiy edzə**keif'n** ov ǝee
tʃi'ldr'n verii **siirii·əslii**

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

it **daz** teik ə loŋ tai'm tə **wook** tə **sguu'l**

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 sɡuu'l evrii
dei
- *They don't take the education of their children very seriously.*
ðei dou'nt teik ðiiy edzəkeif'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 sɡuu'l evrii
dei
- *Do they take the education of their children very seriously?*
duu ðei teik ðiiy edzə**keif'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 sɡuu'l evrii **dei**
- *Don't they take the education of their children very seriously?*
dou'nt ðei teik ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n** veri **siiri·əslii**
- *Doesn't it take a long time to walk to school?*
daz'nt it teik ə lon ɔ̃ tai'm tə **wɔok** tə **sguu'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 **tʃi'ldr'n** tə sguu'l evrii **dei**
- *They used to take the education of their children very seriously.*
ðei yuus tə teik ðiiy edzəkeif'n ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *It used to take a long time to walk to school.*
it yuus tə teik ə loŋ tai'm tə **wook** tə **sguu'l**

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 **tʃi**'ldr'n tə sguu'l evrii **dei**
- *They did used take the education of their children very seriously.*
ðei **did** yuus tə teik ðiiy edʒəkeif'n ov ðee tʃi'ldr'n verii **siirii**·əslii
- *It did used to take a long time to walk to school.*
it **did** yuus tə teik ə loŋ tai'm tə **wook** tə sguu'l

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 loŋ 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 sɡuu'l evrii **dei**
- *Did they used to take the education of their children very seriously?*
did ðei teik ðiiy edʒə**keif'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 loŋ 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 edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Didn't it used to take a long time to walk to school?*
did'nt it yuus tə teik ə loŋ tai'm tə **wook** tə **sguu'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.*

ǒeiv teik'n ǒee tʃi'ldr'n tə sguu'l evrii dei

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

ǒeiv teik'n ǒiiy edʒəkeif'n ov ǒee tʃi'ldr'n verii siirii-əslii

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

its teik'n ə loŋ 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 edzə**keif'**n ov ðee **tʃi'**ldr'n verii **siirii**·əslii

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

it **hæz** teik'n ə lonʒ 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 edzə**keif'**n ov ðee **tʃi'**ldr'n verii **siirii**·əslii

- *It has not taken a long time to walk to school.*

it hæz'nt teik'n ə lonʒ 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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Has it taken a long time to walk to school?*
hæz it teik'n ə lonʒ 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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Hasn't it taken a long time to walk to school?*
hæz'nt it teik'n ə lonʒ tai'm tə **wook** 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.*

ǝei tuk ǝee **tʃi'ldr'n** tə sɡuu'l evrii **dei**

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

ǝei tuk ǝiiy edʒə**keiʃ'n** ov ǝee **tʃi'ldr'n** verii **siirii·əslii**

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

it tuk ə lɔŋ tai'm tə **wook** tə **sguu'l**

Emphatic affirmative case

Example: *they **did** take*

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

ǝei **did** teik ǝee **tʃi**'ldr'n tǝ sguu'l evrii **dei**

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

ǝei **did** teik ǝiiy edzǝ**keif**'n ov ǝee **tʃi**'ldr'n verii **siirii**·ǝslii

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

it **did** teik ǝ loŋ tai'm tǝ **wook** tǝ **sguu**'l

Interrogative case

Example: *did they take?*

- *Did they take their children to school every day?*

did ǝei teik ǝee **tʃi**'ldr'n tǝ sguu'l evrii **dei**

- *Did they take the education of their children very seriously?*

did ǝei teik ǝiiy edzǝ**keif**'n ov ǝee **tʃi**'ldr'n verii **siirii**·ǝslii

- *Did it take a long time to walk to school?*

did it teik ǝ loŋ tai'm tǝ **wook** tǝ **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 **siiri**·əslii

- *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 ǒiyy edzəkeif'n ov ǒee tʃi'ldr'n verii siirii·əslii

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

it hæd teik'n ə lonʒ tai'm tə wook 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 edzə**keif**'n ov ðee **tʃi**'ldr'n verii **siirii**·əslii

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

it **hæd** teik'n ə lonʒ 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 edzə**keif**'n ov ðee **tʃi**'ldr'n verii **siirii**·əslii

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

it hæd'nt teik'n ə lonʒ 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 sɡuu'l evrii **dei**

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

hæd ðei teik'n ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**

- *Had it taken long time to walk to school?*

hæd it teik'n ə lɔŋ tai'm tə **wook** tə **sguu'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 sɡuu'l evrii **dei**

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

hæd'nt ðei teik'n ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**

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

hæd'nt it teik'n ə lɔŋ tai'm tə **wook** tə **sguu'l**

The accomplishment, active, hypothetical, simple class

Use

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

Scope

General and specific

Composition

attitude qualifier

+ specific verb root form

Plain affirmative case

Example: *they will take*

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

ǝeiɣ'ɪ teik ǝee tʃi'ldr'n tə sɡuu'ɪ evrii dei

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

ǝeiɣ'ɪ teik ǝiiɣ edʒəkeɪf'n ov ǝee tʃi'ldr'n veriɪ siiriɪ·əsliɪ

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

ɪt'ɪ teik ə loŋ tai'm tə wook tə sɡuu'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·əslii**
- *It will take a long time to walk to school.*
it **wi'l** teik ə loŋ tai'm tə **wook** 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·əslii**
- *It won't take a long time to walk to school.*
it wou'nt teik ə loŋ tai'm tə **wook** 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 sɡuu'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** verii **siirii·əslii**
- *Will it take long time to walk to school?*
wi'l it teik ə loŋ tai'm tə **wook** tə **sguu'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 sɡuu'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** verii **siirii·əslii**
- *Won't ot take a long time to walk to school?*
wou'nt it teik ə loŋ tai'm tə **wook** tə **sguu'l**

The accomplishment, active, hypothetical, 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

attitude qualifier

+ “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 verii siirii-əslii

- *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

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·əslii**

- *It will have taken a long time to walk to school.*

it **wi'l** əv teik'n ə loŋ 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·əslii**

- *It won't have taken a long time to walk to school.*

it wou'nt həv teik'n ə loŋ 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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Will it have taken long time to walk to school?*
wi'l it əv teik'n ə loŋ tai'm tə **wook** 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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Won't it have taken a long time to walk to school?*
wou'nt it əv teik'n ə loŋ tai'm tə **wook** 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 edzəkeif'n əv ǒee tʃi'ldr'n z teik'n verii siirii-əslii

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

ə loŋ tai'm z teik'n tə wook tə sguu'l

Emphatic affirmative case

Example: *they **are** taken*

- *The children are taken to school every day.*
ðee **tʃi'ldr'n aa** teik'n tə sguu'l
evrii **dei**
- *The education of their children is taken very seriously.*
ðiiy edzə**keif'n** əv ðee **tʃi'ldr'n iz** teik'n
verii **siirii·əslii**
- *A long time is taken to walk to school.*
ə loŋ tai'm **iz** teik'n tə **wook** tə **sguu'l**

Negative case

Example: *they aren't taken*

- *Their children aren't taken to school every day.*
ðee **tʃi'ldr'n aa'nt** teik'n tə sguu'l evrii **dei**
- *The education of their children isn't taken very seriously.*
ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n iz'nt** teik'n
verii **siirii·əslii**
- *A long time isn't taken to walk to school.*
ə loŋ tai'm **iz'nt** teik'n
tə **wook** tə **sguu'l**

Interrogative case

Example: *are they taken*

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

aa ðee **tʃiˈldrˈn** teikˈn tə sɡuːl evrii **dei**

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

iz ðiiy edʒə**keif**ˈn ov ðee **tʃiˈldrˈn** teikˈn
verii **siːriː**·əslii

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

iz ə lɒŋ taiˈm teikˈn
tə **wɔːk** tə **sguːl**

Interronegative case

Example: *aren't they taken*

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

aaˈnt ðee **tʃiˈldrˈn** teikˈn tə sɡuːl evrii **dei**

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

izˈnt ðiiy edʒə**keif**ˈn ov ðee **tʃiˈldrˈn** teikˈn
verii **siːriː**·əslii

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

izˈnt ə lɒŋ taiˈm teikˈn tə **wɔːk** tə **sguːl**

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 **tʃi**ˈldrʻn əv biɪˈn teɪkˈn tə sɡuːl evrii **dei**

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

ðiiy edʒə**keɪ**fˈn ov ðee **tʃi**ˈldrʻn z biɪˈn teɪkˈn veriɪ **si**rii.əslii

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

ə lɒŋ taiˈmz biɪˈn teɪkˈn tə **w**ɒk tə **s**ɡuːl

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 edzə**keif**'n ov ðeet**tʃi**'ldr'n **hæz** bii'n
teik'n verii **siirii**·əslii

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

ə loŋ 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 edzə**keif**'n ov ðeet**tʃi**'ldr'n **hæz**'nt
bii'n teik'n verii **siirii**·əslii

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

ə loŋ 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 **tʃiˈldrən** biiˈn teikˈn tə sɡuːl evrii **dei**

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

hæz ðiiy edʒəkeɪʃˈn ov ðee **tʃiˈldrən** biiˈn tekiˈn veriɪ **siːriːəsli**

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

hæz ə lɒŋ taɪˈm biiˈn tekiˈn tə **wʊk** tə **sguːl**

Interronegative case

Example: *haven't they been taken?*

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

hævˈnt ðee **tʃiˈldrən** biiˈn teikˈn tə sɡuːl evrii **dei**

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

hæzˈnt ðiiy edʒəkeɪʃˈn ov ðee **tʃiˈldrən** veriɪ **siːriːəsli**

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

hæzˈnt ə lɒŋ taɪˈm biiˈn tekiˈn tə **wʊk** tə **sguːl**

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 tʃi'ldr'n wə teik'n tə sɡuu'l evrii dei
- *The education of their children was taken very seriously.*
ǒiiy edzəkeif'n ov ǒeetʃi'ldr'n wz teik'n verii siirii·əslii
- *A long time was taken to walk to school.*
ə loŋ tai'm wz teik'n tə wook tə sɡuu'l

Emphatic affirmative case

Example: *they **were** taken*

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

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

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

ðiiy edzə**keif**'n ov ðee **tʃi**'ldr'n **woz** teik'n verii **siirii**·əslii

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

ə loŋ 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 edzə**keif**'n ov ðee **tʃi**'ldr'n wozn't teik'n verii **siirii**·əslii

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

ə loŋ 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 **tji'ldr'n** tə sguu'l evrii **dei**

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

woz ðiiy edzə**keif'n** ov ðee **tji'ldr'n** teik'n verii **siirii·əslii**

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

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

Interronegative case

Example: *weren't they taken?*

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

wə'n't ðee **tji'ldr'n** teik'n tə sguu'l evrii **dei**

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

wozn't ðiiy edzə**keif'n** ov ðee **tji'ldr'n** teik'n verii **siirii·əslii**

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

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

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 tʃiˈldrən hæd biːn teikən tə sɡuːl evrii dei
- *The education of their children had been taken very seriously.*
ðiiy edʒəkeɪʃən ov ðee tʃiˈldrən hæd biːn teikən veriː siːriːəslii
- *A long time had been taken to walk to school.*
ə lɒŋ taɪm hæd biːn teikən tə wɔːk tə sɡuːl

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 edzə**keif'n** ov ðee **tʃi'ldr'n hæd** bii'n
teik'n verii **siirii·əslii**
- *A long time had been taken to walk to school.*
ə lonʒ 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 edzə**keif'n** ov ðeet**tʃi'ldr'n hæd'nt**
bii'n teik'n verii **siirii·əslii**
- *A long time hadn't been taken to walk to school.*
ə lonʒ 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 **tʃi'ldr'n** bii'n teik'n tə sguu'l evrii **dei**
- *Had the education of their children been taken very seriously?*
hæd ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n** bii'n teik'n verii **siirii·əslii**
- *Had a long time been taken walk to school?*
hæd ə lonʒ tai'm bii'n teik'n tə **wook** tə **sguu'l**

Interronegative case

Example: *hadn't they been taken?*

- *Hadn't their children been taken to school every day?*
hæd'nt ðee **tʃi'ldr'n** bii'n teik'n tə sguu'l evrii **dei**
- *Hadn't the education of their children been taken very seriously?*
hæd'nt ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n** bii'n teik'n verii **siirii·əslii**
- *Hadn't a long time been taken walk to school?*
hæd'nt ə lonʒ tai'm bii'n teik'n tə **wook** tə **sguu'l**

The accomplishment, passive, hypothetical, 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

attitude qualifier

+ “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 edzə**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 edzə**keif**'n ov ðee tʃildr'n **wi'l** bii teik'n verii **siiriəslii**
- *A long time will be taken to walk to school.*
ə loŋ 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 edzə**keif**'n ov ðee tʃildr'n **wou'nt** bii teik'n verii **siiriəslii**
- *A long time will not be taken to walk to school.*
ə loŋ 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 tʃ'ldr'n bii **teik'n** verii **siiriiəslii**
- *Will a long time be taken to walk to school?*
wi'l ə loŋ 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 tʃ'ldr'n bii **teik'n** verii **siiriiəslii**
- *Won't a long time be taken to walk to school?*
wou'nt ə loŋ tai'm bii **teik'n** tə **wook** tə **sguu'l**

The accomplishment, passive, hypothetical, 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

attitude qualifier

+ “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 bi:n teik'n tə sguu'l evrii dei
- *The education of their children will have been taken very seriously.*
ðiiy edʒəkeif'n ov ðee tʃildr'n wi'l əv bi:n teik'n verii siiriəslii
- *A long time will have been taken to walk to school.*
ə lɒŋ tai'm wi'l əv bi: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 sɡu:əl evrii **dei**

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

ði:ɪ edʒəkeɪf'n ov ðee tʃɪldr'n **wi'l** əv biɪ'n teɪk'n veriɪ **si:ri:əsli**

- *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 sɡu:əl

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 sɡu:əl evrii **dei**

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

ði:ɪ edʒəkeɪf'n ov ðee tʃɪldr'n **wou'nt-əv** biɪ'n teɪk'n veriɪ **si:ri:əsli**

- *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 sɡu:əl

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 bii'n **teik'n** tə sguu'l evrii **dei**
- *Will the education of their children have been taken very seriously?*
wi'l ðiiy edʒə**keif'n** ov ðee tʃildr'n əv bii'n **teik'n** verii **siiriəslii**
- *Will a long time have been taken to walk to school?*
wi'l ə loŋ tai'm əv bii'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 bii'n **teik'n** tə sguu'l evrii **dei**
- *Won't the education of their children have been taken very seriously?*
wou'nt ðiiy edʒə**keif'n** ov ðee tʃildr'n əv bii'n **teik'n** verii **siiriəslii**
- *Won't a long time have been taken to walk to school?*
wou'nt ə loŋ tai'm əv bii'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 lɔŋ 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 lonʒ 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 lonʒ tai'm tə **wook** tə
sguu'l

Interrogative case

Example: *are they taking?*

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

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

ðeiv bii'n teikin ðiiy edzəkeif'n ov ðee tʃi'ldr'n verii siirii-əslii

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

its bii'n teikin ə lon 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 edʒəkeif'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 lonʒ 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 edʒəkeif'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 lonʒ 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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Has it been taking a long time to walk to school?*
hæz it bii'n teikin ə lonʒ 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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Hasn't it been taking a long time to walk to school?*
hæz'nt it bii'n teikin ə lonʒ 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.*

ǎei wə teikiŋ ǎee tʃi'ldr'n tə sguu'l
evrii dei

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

ǎei wə teikiŋ ǎiiy edzəkeif'n ov ǎee
tʃi'ldr'n verii siirii-əslii

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

it wəz teikiŋ ə lonʒ tai'm tə wook tə sguu'l

Emphatic affirmative case

Example: *they **were** taking*

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

ðei **wæ** teikiŋ ðee **tʃi**'ldr'n tə **sguu**'l evrii
dei

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

ðei **wæ** teikiŋ ðiij edzə**keif**'n ov ðee
tʃi'ldr'n verii **siirii**·əslɪi

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

it **woz** teikiŋ ə lɒŋ tai'm tə **wook** tə
sguu'l

Interrogative case

Example: *were they taking?*

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

wə ðei teikiŋ ðee **tʃi**'ldr'n tə **sguu**'l evrii
dei

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

wə ðei teikiŋ ðiij edzə**keif**'n ov ðee
tʃi'ldr'n verii **siirii**·əslɪi

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

woz i teikiŋ ə lɒŋ tai'm tə **wook** tə **sguu**'l

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 ðiij edzəkeif'n ov ðee
tʃi'ldr'n verii siirii·əslii

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

woz'nt it teikin ə lonj tai'm tə wook 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 bii'n teikin ðee **tʃi'ldr'n** tə **sguu'l**
evrii **dei**

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

ðeid bii'n teikin ðiiy edzəkeif'n ov ðee
tʃi'ldr'n verii **siirii·əslɪ**

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

it əd bii'n teikin ə lɒŋ tai'm tə **wook** tə
sguu'l

Plain affirmative case

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

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

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

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

ðei **hæd** bii'n teikin ðiiy edzəkeif'n ov
ðee **tʃi'ldr'n** verii **siirii·əslɪ**

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

it **hæd** bii'n teikin ə lɒŋ tai'm tə **wook** tə
sguu'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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**

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

it hæd'nt bii'n teikin ə lonʒ tai'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 edzə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**

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

hæd it bii'n teikin ə lonʒ tai'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 **sguu'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 verii **siirii·əslii**

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

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

The activity, active, hypothetical, simple class

Use

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

Scope

General and specific

Composition

any attitude qualifier

+ “be”

+ specific verb ing-form

Plain affirmative case

Example: *they will be taking*

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

ǝei'ł bii teikiŋ ǝee tʃi'ldr'n tə sguu'ł evrii
dei

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

ǝei'ł bii teikiŋ ǝee tʃi'ldr'n tə sguu'ł rait
nau

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

it 'ł bii teikiŋ ə loŋ tai'm tə **wook** tə **sguu'ł**



Emphatic affirmative case

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

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

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

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

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

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

it **wi'l** bii teikiŋ ə loŋ 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 teikiŋ ðee **tʃi'ldr'n** tə sguu'l
evrii **dei**

- *They **won't** be taking their children to school right now.*

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

The activity, active, hypothetical, 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 attitude qualifier

+ “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 bii'n teikiŋ ðee tʃi'ldr'n tə sguu'l evrii dei
- *They will have been taking the education of their children very seriously.*
ðei wil əv bii'n teikiŋ ðiiy edʒəkeif'n ov ðee tʃi'ldr'n verii siirii-əslii
- *It will have been taking a long time to walk to school.*
it wil əv bii'n teikiŋ ə loŋ tai'm tə wook tə sguu'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 teikiŋ ðee **tʃi'ldr'n** tə sguu'l evrii **dei**

- *They they will have been taking the education of their children very seriously.*

ðei **wi'l** əv biɪ'n teikiŋ ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**

- *It they will have been taking a long time to walk to school.*

it **wi'l** əv biɪ'n teikiŋ ə loŋ tai'm tə **wook** tə sguu'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 teikiŋ 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 teikiŋ ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** verii **siirii·əslii**

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

ðei wou'nt it biɪ'n teikiŋ ə loŋ 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 bii'n teikiŋ 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 bii'n teikiŋ ðiiy edʒəkeif'n ov ðee **tʃi'ldr'n** verii **siirii·əslii**
- *Will it have been taking long time to walk to school?*
wi'l it əv bii'n teikiŋ ə loŋ 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 teikiŋ 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 teikiŋ ðiiy edʒəkeif'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 teikiŋ ə loŋ 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.*

ǝee **tʃi'ldr'n** aa bii·iŋ teik'n tǝ sguu'l evrii
dei

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

ǝiiy edzǝ**keif'n** əv ǝee **tʃi'ldr'n** iz bii·iŋ
teik'n verii **siirii·əslii**

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

ǝ loŋ tai'm iz bii·iŋ teik'n tǝ **wook** tǝ
sguu'l

Emphatic affirmative case

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

- *The children are being taken to school every day.*
ðee **tʃi'ldr'n aa** bii·iŋ teik'n tə sguu'l
evrii **dei**
- *The education of their children is being taken very seriously.*
ðiiy edzə**keif'n** əv ðee **tʃi'ldr'n iz** bii·iŋ
teik'n verii **siirii·əslii**
- *A long time is are being taken to walk to school.*
ə loŋ tai'm **iz** bii·iŋ teik'n tə **wook** 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** bii·iŋ teik'n tə sguu'l
evrii **dei**
- *The education of their children isn't being taken very seriously.*
ðiiy edzə**keif'n** ov ðee **tʃi'ldr'n iz'nt** bii·iŋ
teik'n verii **siirii·əslii**
- *A long time isn't being taken to walk to school.*
ə loŋ tai'm **iz'nt** bii·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** bii·iŋ teik'n tə sɡuu'l evrii **dei**
- *Is the education of their children being taken very seriously?*
iz ðiiy edʒəkeif'n ov ðee **tʃi'ldr'n** bii·iŋ teik'n verii **siirii·əslii**
- *Is a long time being taken to walk to school?*
iz ə loŋ tai'm bii·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** bii·iŋ teik'n tə sɡuu'l evrii **dei**
- *Isn't the education of their children being taken very seriously?*
iz'nt ðiiy edʒəkeif'n ov ðee **tʃi'ldr'n** bii·iŋ teik'n verii **siirii·əslii**
- *Isn't a long time being taken to walk to school?*
iz'nt ə loŋ tai'm bii·iŋ teik'n tə **wook** tə **sguu'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 tʃiˈldrən wə biːɪŋ teɪkən tə skuːl evriː dei

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

ðiː edʒəˈkeɪʃən ov ðee tʃiˈldrən wə biːɪŋ teɪkən veriː siːriːəsli

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

ə lɒŋ taɪm wə biːɪŋ teɪkən tə wɔːk tə skuːl

Emphatic affirmative case

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

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

ðee **tʃiˈldrən wəə** bii·iŋ teikˈn tə sɡuːl
evrii **dei**

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

ðiiy edʒəkeɪfˈn ov ðee **tʃiˈldrən wɒz** bii·iŋ
teikˈn verii **siːrii·əslii**

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

ə lɒŋ taiˈm **wɒz** bii·iŋ teikˈn tə **wʊk** tə
sguːl

Negative case

Example: *they weren't being taken*

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

ðee **tʃiˈldrən wəəˈnt** bii·iŋ teikˈn tə sɡuːl
evrii **dei**

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

ðiiy edʒəkeɪfˈn ov ðee **tʃiˈldrən wɒznˈt**
bii·iŋ teikˈn verii **siːrii·əslii**

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

ə lɒŋ taiˈm wɒznˈt bii·iŋ teikˈn tə **wʊk** tə
sguːl

Interrogative case

Example: *were they being taken?*

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

wee ðee **tʃi'ldr'n** bii·iŋ teik'n tə sguu'l
evrii **dei**

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

woz ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n** bii·iŋ
teik'n verii **siirii·əslii**

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

woz ə loŋ tai'm bii·iŋ teik'n tə **wook** tə
sguu'l

Interronegative case

Example: *weren't they being taken?*

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

wəən't ðee **tʃi'ldr'n** bii·iŋ teik'n tə sguu'l
evrii **dei**

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

wozn't ðiiy edʒə**keif'n** ov ðee **tʃi'ldr'n**
bii·iŋ teik'n verii **siirii·əslii**

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

wozn't ə loŋ tai'm bii·iŋ teik'n tə **wook** tə
sguu'l

Note

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

An alternative hypothetical 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.*

ǝə gou·iŋ tə teik ǝee tʃiˈldrˈn tə sguuˈl evrii **dei**

- *I’m going to be late.*

aiˈm gou·iŋ tə bii **leit**

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

its gou·iŋ teik ə lonʒ taiˈm 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 **tʃi**'ldr'n tə sguu'l evrii **dei**
- *I **am** going to be late.*
ai **æ**'m gou·iŋ tə bii **leit**
- *It **is** going to take a long time to walk to school.*
it **iz** goi·iŋ tə teik ə loŋ tai'm tə **wook** tə sguu'l

Negative case

Example: *they aren't going take*

- *They aren't going take their children to school every day.*
ðei aa'nt goi·iŋ tə teik ðee **tʃi**'ldr'n tə sguu'l evrii **dei**
- *I'm not going to be late.*
ai'm not gou·iŋ tə bii **leit**
- *It isn't going to take a long time to walk to school.*
it iz'nt gou·iŋ tə teik ə loŋ tai'm tə **wook** tə sguu'l

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 **wɔːk** 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 ɡouːɪŋ 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 **wɔːk** tə **sguːl**

An alternative hypothetical 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.*

aɪm gou·iŋ tə biɪ wookiŋ

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

ɪts gou·iŋ tə biɪ teikiŋ ə lonʒ 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 loŋ 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 loŋ 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·iŋ tə bii tekiŋ ðee **tʃi'ldr'n** tə sguu'l evrii **dei**

- *Am I going to be walking?*

æm ai gou·iŋ tə bii wookiŋ

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

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

Interronegative case

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

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

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

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

aa'nt ai goi·iŋ tə bii wookiŋ

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

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



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
druu	druu	druu'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
drinjk	drænjc	dranjc	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	forgave	forgiven	hear	heard	heard
fəgɪv	fəgeɪv	fəgɪv'n	hiɪ·ə	hæəd	hæəd
freeze	froze	frozen	hide	hid	hidden
friɪz	frouz	fouz'n	haɪd	hɪd	hɪd'n
get	got	got	hit	hit	hit
get	got	got	hit	hit	hit
give	gave	given	hold	held	held
gɪv	geɪv	gɪv'n	hou'ld	he'ld	he'ld
go	went	gone	hurt	hurt	hurt
gou	we'nt	go'n	hæt	hæt	hæt
grow	grew	grown	keep	kept	kept
grou	gruu	grou'n	kiip	kept	kept
have	had	had	know	knew	known
hæv	hæd	hæd	nou	nyuu	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
riŋ	ræŋ	raŋ	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
<i>ʃu</i>	<i>ʃot</i>	<i>ʃot</i>	<i>sliip</i>	<i>slept</i>	<i>slept</i>
show	showed	shown	speak	spoke	spoken
<i>ʃou'n</i>	<i>ʃoud</i>	<i>ʃou'n</i>	<i>sbiik</i>	<i>sbouk</i>	<i>sbouk'n</i>
shrink	shrank	shrunk	spend	spent	spent
<i>ʃriŋk</i>	<i>ʃræ'nk</i>	<i>ʃra'nk</i>	<i>sbe'nd</i>	<i>sbe'nd</i>	<i>sbe'nd</i>
shut	shut	shut	spill	spilt	spilt
<i>ʃat</i>	<i>ʃat</i>	<i>ʃat</i>	<i>sbi'l</i>	<i>sbi'lt</i>	<i>sbi'lt</i>
sing	sang	sung	<i>or</i>	spilled	spilled
<i>siŋ</i>	<i>sæŋ</i>	<i>saŋ</i>		<i>sbi'ld</i>	<i>sbi'ld</i>
sink	sank	sunk	spread	spread	spread
<i>siŋk</i>	<i>sæŋk</i>	<i>saŋk</i>	<i>sbred</i>	<i>sbrd</i>	<i>sbred</i>
sit	sat	sat	speed	sped	sped
<i>sit</i>	<i>sæt</i>	<i>sæt</i>	<i>sbiid</i>	<i>sbed</i>	<i>sbed</i>

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	sdæŋk	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			

Terminology

This document uses the terminology of the English verb system presented in the book *Grammar of Spoken English* by Harold Palmer (Cambridge University Press) with additions by the author where needed.

Term	Meaning	Examples	Notes
aspect	whether the focus is on an occurrence of something or on something going on	<i>I see</i> <i>I am seeing</i>	two possibilities: • <i>accomplishment</i> , • <i>activity</i>
attitude qualifier	a class of qualifier relating to the expected or hypothetical future	<i>will</i> <i>could</i> <i>should</i> <i>might</i>	also called “modals” (about mood)
auxiliary verb	a qualifier used in conjugation	<i>can</i>	a verb used for conjugating
case	instantiations of a class to reflect options of meaning	<i>I can see you.</i> <i>I can see you.</i> <i>I can't see you.</i> <i>Can I see you?</i> <i>Can't I see you?</i>	In this document five cases are considered: • plain affirmative, • emphatic affirmative, • negative, • interrogative, • interronegative. This use of the term “case” is specific to this document.
class	a particular combination of aspect, voice, time and situation.		class = aspect + voice + time + situation
conjugating	using a rule to form a tense with verbs		
inflexion	how a verb is changed or altered in conjugation	<i>see, saw, sees, seen, seeing</i>	
ing-form	one of the five verb inflexion classes	<i>seeing</i>	

Term	Meaning	Examples	Notes
object (of a sentence)	see Page 3 for full description.	<i>I can see you</i>	see Page 3 for full description.
past participle form	one of the five verb inflexion classes	<i>seen</i>	
past tense form	one of the five verb inflexion classes	<i>saw</i>	
qualifier	a verb used in conjugating to adjust meaning	<i>could</i>	
root form	one of the five verb inflexion classes	<i>see</i>	
s-form	one of the five verb inflexion classes	<i>sees</i>	
sentence	a statement of the relationship between two things, see Page 3 for full description.	<i>I can see you</i>	
situation	in class conjugating, specifying or not specifying whether an event happened by a particular moment in time.	<p><i>I have seen you</i> (relative to the present) versus <i>I see you</i></p> <p><i>I had seen you.</i> (relative to a moment in the past) versus <i>I saw you</i></p> <p><i>I will have seen you (relative to a moment in the future)</i> versus <i>I will see you</i></p>	<p>two possibilities:</p> <ul style="list-style-type: none"> • perfect, • simple <p>It is easy to find examples of perfect situation specifying. Native speakers use corresponding classes all the time. However, it is not easy to convincingly explain the mechanism. Maybe the term “perfect” is misleading.</p>

Term	Meaning	Examples	Notes
specific verb	a verb that conveys specific meaning	<i>see</i>	
subject (of a sentence)	see Page 3 for full description.	<i>I can see you</i>	
tense	a standard verb arrangement used to express the nature of the relationship between the subject and object of a sentence.	<i>I can see you</i>	class + case = tense
time	whether the focus is on the present, the past or the expected or hypothetical future	<i>I can see you. I saw you. I will see you.</i>	
time qualifier	a class of qualifier relating to time present and time past	<i>am, was, used to</i>	
verb	a verb is a word used in conjugating	<i>I can see you</i>	two verbs in this example
voice	whether the focus is on the subject or object of sentence	<i>I can see you You can be seen by me</i>	two possibilities: <ul style="list-style-type: none"> • active, • passive <p>It is to be noted that in the passive voice the subject can be left unstated.</p>

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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.

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