

# The 13 Tense Structures

<b>Present</b>	<b>Simple</b>	Present simple form	<i>I go to the cinema every week</i>
<b>Past</b>		Past simple form	<i>I went to the cinema last week</i>
<b>Future</b>		Will + bare infinitive	<i>I will go to the cinema with you</i>
<b>Present</b>	<b>Continuous</b>	Am/are/is + present participle	<i>I'm watching a film</i>
<b>Past</b>		Was/were + present participle	<i>I was watching a film earlier</i>
<b>Future</b>		Will be + present participle	<i>I will be watching a film at 8pm tonight</i>
<b>Present</b>	<b>Perfect</b>	Have/has + past participle	<i>I have seen Harry Potter 3 times</i>
<b>Past</b>		Had + past participle	<i>By the time I arrived at the cinema, the film had finished</i>
<b>Future</b>		Will have + past participle	<i>I will have finished watching season 2 of Game of Thrones by 9pm</i>
<b>Present</b>	<b>Perfect Continuous</b>	Have/has + been + present participle	<i>I have been sitting outside for 2 hours now</i>
<b>Past</b>		Had + been + present participle	<i>I had been waiting in the queue for 20 minutes, before we were told to go home.</i>
<b>Future</b>		Will have + been + present continuous	<i>When I graduate, I will have been studying philosophy for 3 years</i>
<b>Future with "going to"</b>		Am/are/is + going + infinitive	<i>I am going to visit my parents next weekend</i>

As you may have observed, all continuous tenses use a form of the verb 'be' and a present participle, whereas all perfect tenses use a form of the verb 'have' and a past participle.

# Structure And Theme In English Grammar

**Jim Feist**



## **Structure And Theme In English Grammar:**

**Structure and Theme in English Grammar** Thomas Dieterich, Anne L. Andler, 2002 English Grammar Structure and Theme is a user friendly exploration of the structure of English which draws on readers knowledge of their own language Throughout the text Exploration Activities lead the students to discover how the language works Many examples are taken from real world sources enhancing the natural conversational tone The descriptive theory used in the text is clear understandable and easily accessible to a general nonspecialist audience While using modern linguistic theory as its primary descriptive framework English Grammar Structure and Theme thoroughly respects traditional grammatical descriptions Traditional interpretations are presented along with more current theory in order to assist students in making the transition from one descriptive framework to another and to help them understand the rationale behind traditional rules Consequently this text will be especially useful for students whose only exposure to English grammar has been minimal The Instructor s Exercise Book provides exam questions plus complete model answers for all exercises English Grammar Structure and Theme is an ideal choice for anyone who wants to learn more about language or modern linguistic theory but who finds most technical linguistic texts daunting It will be of value to language teachers technical writers and nonspecialists who want a general introduction to contemporary English grammar i

**Structural-functional Studies in English Grammar** Michael Hannay, Gerard Steen, 2007-01-01 This collection presents a number of studies in the lexico grammar of English which focus on the one hand on close reading of language in context and on the other hand on current functional theoretical concerns The various contributions represent distinct functionalist models of language including Functional Grammar and Functional Discourse Grammar Systemic Functional Grammar Role and Reference Grammar Cognitive Grammar and Construction Grammar Taken together however they typify current work being conducted from the grammatical perspective within the functionalist enterprise emphasizing on the relation between structure and usage A fundamental goal of the enterprise is to identify linguistic structures which are constrained by specific features of use or which actually encode specific features of use as many of the contributions here show

**Functional English Grammar** Graham Lock, 1995-11-24 This text explores ways in which English grammar enables speakers and writers to represent the world to interact with one another and to create coherent messages The hardback edition provides second language teachers with a functional description of English grammar in which grammar is viewed not as a set of rules but as a communicative resource It explores ways in which English grammar enables speakers and writers to represent their experience of the world to interact with one another and to create coherent messages Each chapter includes a focus on areas of difficulty for second language learners numerous authentic examples tasks that allow the reader to apply the concepts introduced and discussion questions A final chapter covers issues in the learning and teaching of grammar and reviews methodological options for the second or foreign language classroom Assuming no previous study of linguistics or English grammar Functional English Grammar is suitable for self study or as a

textbook in teacher education programs      **Semantic Structure in English** Jim Feist,2016-09-07 Syntax puts our meaning semantics into sentences and phonology puts the sentences into the sounds that we hear and there must surely be a structure in the meaning that is expressed in the syntax and phonology Some writers use the phrase semantic structure but are referring to conceptual structure since we can express our conceptual thought in many different linguistic ways we cannot equate conceptual and semantic structures The research reported in this book shows semantic structure to be in part hierarchic fitting the syntax in which it is expressed and partly a network fitting the nature of the mind from which it springs It is complex enough to provide for the emotive and imaginative dimensions of language and for shifts of standard meanings in context and the rules that control them Showing the full structure of English semantics requires attention to many currently topical issues and since the underlying theory is fresh there are fresh implications for them The most important of those issues is information structure which is given full treatment showing its overall structure and its relation to semantics and the whole grammar of English As of October 2024 this e book is Open Access under the CC BY NC ND 4 0 license

*Studies in English Language* M.A.K. Halliday,2009-03-31 A fascinating seventh volume in the Collected Works of M A K Halliday series on Studies in English Language      [The Literary-Linguistic Analysis of the Bible](#) ,2024-09-16 This collection of essays explores the rich intellectual heritage of Russian Formalism and the Prague School of Linguistics to illuminate their influence on the field of biblical studies and apply their constructive and creative potential for advancing linguistic theory discourse analysis and literary interpretation of the texts of the Old and New Testaments in their original languages      *A Grammar Containing the Etymology and Syntax of the English Language* William Swinton,1878      *A Comprehensive Grammar of the English Language* Randolph Quirk,1985 From the time when we started collaborating as a team in the 1960s we envisaged not a grammar but a series of grammars In 1972 there appeared the first volume in this series *A Grammar of Contemporary English* GCE This was followed soon afterwards by two shorter works *A Communicative Grammar of English* CGE and *A University Grammar of English* UGE published in the United States with the title *A Concise Grammar of Contemporary English* With *A Comprehensive Grammar of the English Language* we attempt something much more ambitious a culmination of our joint work which results in a grammar that is considerably larger and richer than GCE and hence superordinate to it Yet as with our other volumes since GCE it is also a grammar that incorporates our own further research on grammatical structure as well as the research of scholars worldwide who have contributed to the description of English and to developments in linguistic theory Preface      *A Modern Approach to English Grammar* James Muir,1972

**Programmed Instruction in Basic English Grammar** Alan L. Slay,1968      **Announcements for ...** Linfield College,McMinnville College,1901      *English* Indiana. Department of Public Instruction,1923      **A Diagnostic Study of the Errors Made by College Freshmen in Their Written Compositions** Macon Anderson Leiper,1926      [English Journal](#) ,1922      **The English Bulletin** ,1915      **Catalogue ...** West Virginia University,1919      *Focus Strategies in*

*English Sentences and Their Representation in Books for School Age German Learners of English* Anja Dinter, 2012-06  
Seminar paper from the year 2002 in the subject American Studies Linguistics grade 1 3 University of Potsdam Institut für Anglistik und Amerikanistik course The Structures of English 23 entries in the bibliography language English abstract The aim of the following work is mainly to present focus strategies in English sentences The topic has been of great interest to me since such focus constructions are an important grammatical means of re arranging the information within a sentence according to one s intention Being familiar with a wide variety of focus strategies is one possibility of improving one s style both in written and spoken English Several university level grammar books provide a great number of different means to assign focus within a sentence In the following course of this paper I m first going to explain and discuss the term focus as well as its function in English grammar and then show the possible ways of organizing a message Due to the above mentioned variety of focus strategies not all of them can be itemized here I decided on presenting those focus constructions which in my opinion seem most relevant for the purposes of a foreign language student The prescribed extent of this work makes a detailed description of each construction as it can be found in scholarly grammar book impossible Therefore only the most important attributes and particularities of each strategy are named In most cases examples are added for visualization and a better understanding In their publications linguists present different ways of classifying focus strategies which makes a clear division of the constructions relatively difficult Furthermore different notions of which grammatical structure can be considered a focus strategy are existing Under the respective headline these problems will be discussed in greater detail Dealing with these focus strategies and the purpose they serve raised the question if these constructions can be found in

Catalogue of the Officers and Students of Newberry College, South Carolina Newberry College, 1913 *Freshman*  
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