Basic English Grammar Online

with grammatical rules and exercises
TABLE OF CONTENTS:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indefinite and Definite Article</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Nouns: Plural</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Genitive</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Adjectives – Comparisons</td>
<td>6 – 7</td>
</tr>
<tr>
<td>5</td>
<td>Adverbs</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Personal Pronouns</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>There is / There are</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Reflexive Pronouns</td>
<td>11 – 12</td>
</tr>
<tr>
<td>9</td>
<td>Possessive Pronouns</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrative Pronouns</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>Relative Pronouns</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>Interrogative Pronouns</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>Some – Any Words</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>Verb “to be” in Present and Past Simple Tense</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>Verb “to have” in Present and Past Simple Tense</td>
<td>19</td>
</tr>
<tr>
<td>16</td>
<td>Verbs in Present Simple Tense</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>Present Simple Continuous</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>Do – Verb</td>
<td>22</td>
</tr>
<tr>
<td>19</td>
<td>Did – Verb</td>
<td>23</td>
</tr>
<tr>
<td>20</td>
<td>Regular Verbs in Past and Perfect Simple Tense</td>
<td>24</td>
</tr>
<tr>
<td>21</td>
<td>Irregular Verbs in Past and Perfect Simple Tense</td>
<td>25 – 26</td>
</tr>
</tbody>
</table>
1. INDEFINITE ARTICLE  A/AN & DEFINITE ARTICLE  THE

INDEFINITE ARTICLE  A / AN
Use 'a' with nouns starting with a consonant (letters that are not vowels)
Use 'an' with nouns starting with a vowel (a,e,i,o,u)

A boy  An apple
A house  An opera

NOTE:  An before an h mute - an hour, an honour.
A before u and eu when they sound like 'you': a eeuropean, a univeersity.

DEFINITE ARTICLE  THE
'The' is used:

1. To refer to something that has already been mentioned.
   • An elephant and a mouse fell in love.
   • The mouse loved the elephant's long trunk, and the elephant loved the mouse's tiny nose.

2. When both the speaker and listener know what is being talked about, even if it has not been mentioned before.
   • Where's the bathroom?  'It's on the first floor.

A Video Lesson about English Articles:
http://www.youtube.com/watch?v=fqrKMrN8wQ&feature=related

Do the following exercises on the Internet:

1.  http://a4esl.org/qf/v/y95mck.htm
11. http://www.bnv-bamberg.de/home/ulrich.koch/flag/englischinteraktiv/articles2.htm
2. NOUNS – THE PLURAL

Most nouns form the plural by adding -s or -es.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>houses</td>
</tr>
<tr>
<td>river</td>
<td>rivers</td>
</tr>
</tbody>
</table>

A noun ending in -y preceded by a consonant makes the plural with -ies.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a city</td>
<td>cities</td>
</tr>
<tr>
<td>a baby</td>
<td>babies</td>
</tr>
</tbody>
</table>

Some of the most common irregular nouns are listed below.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>women</td>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>person</td>
<td>people</td>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
<td>foot</td>
<td>feet</td>
</tr>
</tbody>
</table>

Some nouns have the same form in the singular and the plural.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
</tbody>
</table>

Do the following exercises on the Internet:

3. GENITIVE

- Singular à Add 's when it is about people:
  
  Mandy's brother John plays football.
  
  My teacher's name is ...

- Plural à Add the apostrophe ' to regular plural forms, when it is about people:
  
  The girls' room is very nice.
  
  The Smiths' car is black.

- Add 's to irregular plural forms:
  
  The children's books are over there.
  
  Men's clothes are on the third floor.

- If there are multiple nouns, add an 's only to the last noun:
  
  Peter and John's mother is a teacher.

- When it is about things you use “of-construction”.
  
  The roof of the house.

Do the following exercises on the Internet:

3. [http://www.bnv-bamberg.de/home/ulrich.koch/flg/englishinteraktiv/pl5e1/genitive-01.htm](http://www.bnv-bamberg.de/home/ulrich.koch/flg/englishinteraktiv/pl5e1/genitive-01.htm)
5. [http://first-english.org/english_learning/english_beginners/s_genitive_exercises/01_s_genitive_exercises.htm](http://first-english.org/english_learning/english_beginners/s_genitive_exercises/01_s_genitive_exercises.htm)
6. [http://first-english.org/english_learning/english_beginners/s_genitive_exercises/02_genitive_s_exercises.htm](http://first-english.org/english_learning/english_beginners/s_genitive_exercises/02_genitive_s_exercises.htm)
8. [http://first-english.org/english_learning/english_beginners/s_genitive_exercises/04_s_genitive_or_plural_s_exercise.htm](http://first-english.org/english_learning/english_beginners/s_genitive_exercises/04_s_genitive_or_plural_s_exercise.htm)

4. ADJECTIVES - COMPARISON
There are three forms of comparison: positive  comparative  superlative

<table>
<thead>
<tr>
<th>A – Comparison with -er/-est</th>
<th>clean</th>
<th>cleaner</th>
<th>(the)</th>
</tr>
</thead>
</table>

We use –er/-est with the following adjectives:

1) adjectives with one syllable

<table>
<thead>
<tr>
<th>clean</th>
<th>cleaner</th>
<th>cleanest</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>cheaper</td>
<td>cheapest</td>
</tr>
</tbody>
</table>

2) adjectives with two syllables and the following endings:

- adjectives with two syllables, ending in -y
  - dirty  dirtier  dirtiest
  - easy   easier  easiest

- adjectives with two syllables, ending in -er
  - clever  cleverer  cleverest

- adjectives with two syllables, ending in -le
  - simple  simpler  simplest

- adjectives with two syllables, ending in -ow
  - narrow  narrower  narrowest

adjectives with two syllables, ending in -y

Spelling of the adjectives using the endings -er/-est

<table>
<thead>
<tr>
<th>large</th>
<th>larger</th>
<th>largest</th>
<th>leave out the silent -e</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
<td>Double the consonant after short vowel</td>
</tr>
<tr>
<td>sad</td>
<td>sadder</td>
<td>saddest</td>
<td></td>
</tr>
<tr>
<td>dirty</td>
<td>dirtier</td>
<td>dirtiest</td>
<td>Change -y to -i (consonant before -y)</td>
</tr>
<tr>
<td>shy</td>
<td>shyer</td>
<td>shyest</td>
<td>Here -y is not changed to -i. (although consonant before -y)</td>
</tr>
</tbody>
</table>

B - Comparison with more – most (all adjectives with more than one syllable )
difficult - more difficult - (the) most difficult

C - Irregular adjectives

good  better  best
bad   worse  worst
much  more   most  uncountable nouns
many  more   most  countable nouns
little less   least
little smaller  smallest

Do the following exercises on the Internet:


5. ADVERBS & ADJECTIVE + ly
- Adverbs tell us in what way something is done. They modify verbs, adjectives or other adverbs.
- Adjectives tell us something about a person or a thing. They can modify nouns or pronouns.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandy is a careful girl.</td>
<td>Mandy drives carefully.</td>
</tr>
<tr>
<td>Mandy is very careful.</td>
<td></td>
</tr>
<tr>
<td>dangerous</td>
<td>dangerously</td>
</tr>
<tr>
<td>careful</td>
<td>carefully</td>
</tr>
<tr>
<td>nice</td>
<td>nicely</td>
</tr>
<tr>
<td>easy</td>
<td>easily horrible</td>
</tr>
<tr>
<td></td>
<td>horribly</td>
</tr>
<tr>
<td>electronic</td>
<td>electronically</td>
</tr>
</tbody>
</table>

**irregular forms**

| good         | well           |
| fast         | fast           |
| hard         | hard           |

- Not all words ending in -ly are adverbs. There are some adjectives that end in -ly:
  - **friendly, silly, lonely, ugly**. There is no adverb for an adjective ending in -ly.
- There are some nouns that end in -ly: ally, bully, Italy, melancholy
- There are some verbs that end in -ly: apply, rely, supply


---

**Do the following exercises on the Internet**

10. [http://perso.wanadoo.es/autoenglish/gr_adverbs1.htm](http://perso.wanadoo.es/autoenglish/gr_adverbs1.htm)

**6. PERSONAL PRONOUNS**
Personal pronouns

<table>
<thead>
<tr>
<th>Subject Form</th>
<th>Object Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

We have some books. The books are for us.

A video about personal pronouns


Do the following exercises on the Internet


7. THERE IS / THERE ARE
- The Swedish “Det är / Det finns” is usually translated with “there is” (Singular) and “there are” (plural).
- The Swedish “Det” is usually translated with “it” when it is about weather, distance and time.

  - There is a picture on the wall.  
    Det är en tavla på väggen.
  - There are many benches in the classroom.  
    Det finns många bänkar i klasrummet.

- NOTE: Do not mix the following expressions:
  - There’s = There is = Där finns det (+ singular)  
    Their = deras
  - There’re = There are = Där finns det (+ plural)

Do the following exercises on the Internet

1. [http://perso.wanadoo.es/autoenglish/cop_there1.htm](http://perso.wanadoo.es/autoenglish/cop_there1.htm)
2. [http://www.1-language.com/englishcourse/unit17_grammar_exs.htm](http://www.1-language.com/englishcourse/unit17_grammar_exs.htm)
6. [http://www.1-language.com/englishcourse/unit17_grammar_exs2.htm](http://www.1-language.com/englishcourse/unit17_grammar_exs2.htm)
8. [http://www.adalescorner.org/grammar/there_is/thereis.html](http://www.adalescorner.org/grammar/there_is/thereis.html)
10. [http://first-english.org/english_learning/english_beginners/there_is/there_are/09_is_there_learning_exercises.htm](http://first-english.org/english_learning/english_beginners/there_is/there_are/09_is_there_learning_exercises.htm)

8. REFLEXIVE PRONOUNS
- A reflexive pronoun is a pronoun, usually used when the object of a sentence is the same as the subject. Each personal pronoun (I, you, she, etc.) has its own reflexive form.

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th>Reflexive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>myself</td>
</tr>
<tr>
<td>you (singular)</td>
<td>yourself</td>
</tr>
<tr>
<td>he</td>
<td>himself</td>
</tr>
<tr>
<td>she</td>
<td>herself</td>
</tr>
<tr>
<td>it</td>
<td>itself</td>
</tr>
<tr>
<td>we</td>
<td>ourselves</td>
</tr>
<tr>
<td>you (plural)</td>
<td>yourselves</td>
</tr>
<tr>
<td>they</td>
<td>themselves</td>
</tr>
</tbody>
</table>

Reflexive pronouns are used in three main situations:

| When the subject and object are the same | I hurt myself.  
He shot himself. |
|-----------------------------------------|------------------|
| As the object of a preposition, referring to the subject | I bought a present for myself.  
She did it by herself (=alone). |
| When you want to emphasize the subject | I'll do it myself.  
(No-one else will help me.)  
They ate all the food themselves. |

The Videos about Reflexive Pronouns: [http://www.youtube.com/watch?v=sfqjgCvPum8](http://www.youtube.com/watch?v=sfqjgCvPum8)

Do the following exercises on the Internet

2. [http://perso.wanadoo.es/autoenglish/gr reflex.i.htm](http://perso.wanadoo.es/autoenglish/gr reflex.i.htm)
9. POSSESSIVE PRONOUNS
### Possessive pronouns

<table>
<thead>
<tr>
<th>United</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>its</td>
<td>its</td>
</tr>
<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

**These are our books. ** **The books are ours.**

English construction “of + mine / yours…” corresponds to the Swedish “till mig, till dig…”

### Do the following exercises on the Internet

10. DEMONSTRATIVE PRONOUNS

This, that, these and those are Demonstrative Pronouns that substitute nouns when the nouns they replace can be understood from the context. They also indicate whether they are replacing singular or plural words and give the location of the object.

**This**: singular and near the speaker

**That**: singular and at a distance from the speaker.

**These**: plural and near the speaker

**Those**: plural and at a distance from the speaker.

- *You take these bags and I’ll take those.* ("Those" à bags that are at a distance from the speaker.)

- *We bought this book last year.* ("This" refers to something that is near the speaker.)

---

**Do the following exercises on the Internet**

1. [http://perso.wanadoo.es/autoenglish/gr-this.i.htm](http://perso.wanadoo.es/autoenglish/gr-this.i.htm)
2. [http://imc.ou.edu/lst/example/dpros.html](http://imc.ou.edu/lst/example/dpros.html)
5. [http://www.usingenglish.com/quizzes/76.html](http://www.usingenglish.com/quizzes/76.html)
7. [http://www.adellescorner.org/grammar/this—that/this—who.html](http://www.adellescorner.org/grammar/this—that/this—who.html)
11. RELATIVE PRONOUNS

The following relative pronouns refer back to a noun or a pronoun which has been mentioned before.

- **WHO**    when we talk about people    *(There are many people who love money)*

- **WHOM**    when we talk about people in the object form and after a preposition.
  *(This is the player on whom Djurgården set their hope.)*

- **WHICH**   when we talk about things, animals or complete clauses.
  *(This is the book which I talked about earlier)*

- **WHOSE**   instead of his/her or their    *(This is the student, whose book disappeared)*

- **THAT**    instead of *who* and *which*, about people and things in relative clauses which are necessary for the context. *(This is the book that caused such sensation)*

This is the boy who played rugby.

This is the car which had an accident.

This is the boy whose mother works for the BBC.

Do the following exercises on the Internet

2. INTERROGATIVE PRONOUNS

- **WHO** à about people. (*vem, vilka, som*)  
  **Who is that boy?**

- **WHOM** à about people in the object form and after preposition. (*vem, vilka*)
  **To whom did she gave the book?**

- **WHOSE** à about people and things (*vems, vilkas, vars*)
  **Whose pen is this?**

- **WHICH** à about things, animals, and people when it is about selection. (*vilken, vilket, vilka*)
  **Which of the boys is your brother?**

- **WHAT** à about people and things. (*vad, vad för slags, vilken, vilket, vilka*)
  **What colour is your new car?**

Do the following exercises on the Internet

1.  http://perso.wanadoo.es/autoenglish/pr.which.i.htm

13. SOME – ANY WORDS
**Some** – words *(someone, somebody, something)* are being used:

- often in positive (affirmative) sentences.  
  - *Some people like tea while other prefer coffee?*

- often in the questions where a yes as answer is expected. *Would you like some coffee?*

**Any** – words *(anyone, anybody, anything)* are being used:

- in questions:  
  - *Is anyone there?*

- negative (non-affirmative) clauses  
  - *There aren’t any interesting books in that shoop.*

- Some different forms of any-words are also being used in affirmative clauses.  
  (In Swedish: *vilken / vem / vad som helst.*  
  - *Anybody can see that.*

---

**Do the following exercises on the Internet:**

5. [http://www.better-english.com/easier/some.htm](http://www.better-english.com/easier/some.htm)

---

**14. BE IN PRESENT AND PAST SIMPLE TENSE**
**Present Simple Tense** | **Past Simple Tense**
---|---
I **am** (I’m) | I **was**
You **are** (You’re) | You **were**
He / She / It **is** (He’s / She’s / It’s) | He / She / it **was**
We **are** (We’re) | We **were**

1. **Be** and its forms (is, am, are, was and were) are usually used to link the subject with a following word.
   - Alice **is** an advocate. Mary **is** very intelligent.
   - You **are** wonderful. He **was** angry.

2. **Be** can be used to express a command or request.
   - **Be** quite. Don't **be** silly.

3. **Be** is used in a number of expressions about physical feelings (hunger, thirst etc.) and physical conditions (age, size, colour etc.).
   - She **is** 25. We **are** happy. It **is** cold today.
   - He **is** an architect. **Are** you hungry? He **is** tall.
   - I **am** thirsty. It **is** very cold.

**Videos and an exercise**

- [http://www.youtube.com/watch?v=XY3K0dQUSOE&feature=related](http://www.youtube.com/watch?v=XY3K0dQUSOE&feature=related)

**Do the following exercises on the Internet:**

1. [http://elt.oup.com/student/headway/beginner/a_grammar/grammarunit01/hw_y_begin_unit01_1?cc=global&self.language=en](http://elt.oup.com/student/headway/beginner/a_grammar/grammarunit01/hw_y_begin_unit01_1?cc=global&self.language=en)
9. [http://www.grammar.clt/Games/To_Be_Past.htm](http://www.grammar.clt/Games/To_Be_Past.htm)

**15. HAVE IN PRESENT AND PAST SIMPLE TENSE**
### Present Simple Tense  |  Past Simple Tense
--- | ---
I **have** (I’ve got)  |  I **had** (I got)
You **have** (You’ve got)  |  You **had** (You got)
He / She / It **has** (He / She / It’s got)  |  He / She / it **had** (He / She / It got)
We **have** (We’ve got)  |  We **had** (We got)

1. The structure **have + object** is often used to talk about actions and experiences.
   - Let us **have a drink**.
   - I was **having a bath**.
   - Have a nice time.

2. **Have got** means exactly the same as **have** in most cases.
   - She **has got** a bad temper. (= She has a bad temper.)
   - I **have got** a headache. (= I have a headache.)
   - I **have got** an appointment with the manager this evening. (= I have an appointment with the manager this evening.)

3. Note that **got** forms of **have** are not common in the past tense.
   - I **had** a cold last week. (NOT I had got a cold last week.)

---

**Do the following exercises on the Internet:**

7. [http://www.adolescorner.org/grammar/present_simple/to_have.html](http://www.adolescorner.org/grammar/present_simple/to_have.html)
8. [http://www.english-room.com/3b_have_has.htm](http://www.english-room.com/3b_have_has.htm)

---

**16. VERBS IN PRESENT SIMPLE TENSE**
The Present Simple Tense is used to tell us what happens now or what usually happens. It is equal with the Infinitive form. In the third person singular you add –s, or –es if the verb ends with –s or –sjé sound. (He kisgé. She washés…) 

He *plays* tennis on Fridays. 

They often *go* to the cinema. 

I *love* ice-cream. 

Raul *flirts* with each girl in this school. 

Some irregular forms in The Simple Present Tense: 

GO è I go – he / she / it *goes* 

DO è I do – he / she / it *does* 

TRY è I try – he / she / it *tries* (consonant + y = ie in the third person singular) 

Video about The Present Simple Tense: [http://www.youtube.com/watch?v=kmHgSh9UffE](http://www.youtube.com/watch?v=kmHgSh9UffE) 

---

**Do the following exercises on the Internet:**

6. [http://www.englishmaven.org/HP%20Present%20Tense%20Exercises%202006.htm](http://www.englishmaven.org/HP%20Present%20Tense%20Exercises%202006.htm) 
8. [http://www.englishmaven.org/HP%20Present%20Tense%20Exercises%202010.htm](http://www.englishmaven.org/HP%20Present%20Tense%20Exercises%202010.htm) 
9. [http://www.englishlab.net/hp/quiz2_present_simple_2_add_es.htm](http://www.englishlab.net/hp/quiz2_present_simple_2_add_es.htm) 

---

**17. PRESENT SIMPLE CONTINUOUS (ING – FORM)**
The Present Simple Continuous = to be (in present) + verb (infinitive) + ing

- I am reading a book.  We are reading a book.
- You are reading a book.  You are reading a book.
- He / she / it is reading a book.  They are reading a book.

The Present Simple Continuous is used to mark an action that takes place at the moment, to mark something that is happening right now.

You form The Present Simple Continuous by using the verb to be in The Present Simple Tense and by adding – ing to the basic form of the following verb.

- Viktoria reads a book every night. (She does it every night) – The Present Simple Tense
- Viktoria is reading a book. (She is doing it right now) – The Present Simple Continuous

NOTE:

- The mute g disappears when a verb ends with it (write – writing, make - making).
- When a verb ends with a consonant after an emphasized vowel then the consonant gets doubled (begin – beginning; sit – sitting; run – running).

Video about Present Continuous Tense à http://www.youtube.com/watch?v=ejsxEl_j6k

Do the following exercises on the Internet:


18. DO – VERB
<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think</td>
<td>Do I think?</td>
<td>I do not think.</td>
</tr>
<tr>
<td>You think</td>
<td>Do you think?</td>
<td>You don't think.</td>
</tr>
<tr>
<td>He, she, it think</td>
<td>Does he, she, it think?</td>
<td>He, she, it doesn't think.</td>
</tr>
<tr>
<td>We think</td>
<td>Do we think?</td>
<td>We don't think.</td>
</tr>
<tr>
<td>You think</td>
<td>Do you think?</td>
<td>You don't think.</td>
</tr>
<tr>
<td>They think</td>
<td>Do they think?</td>
<td>They don't think.</td>
</tr>
</tbody>
</table>

- If there is a modal verb *(be, can, have, may, must, shall, will)* in the sentence then you do not use do. *(He may not know her).*

- **Does** with he, she and it.

**NOTE** à After do / does you must use the verb in infinitive.

**Do the following exercises on the Internet:**

2. [http://baladre.info/english/sedaviwebfront/dodosmix1.htm](http://baladre.info/english/sedaviwebfront/dodosmix1.htm)

**19. DID**
Example: to walk, simple past.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walked</td>
<td>I didn't walk</td>
<td>Did I walk?</td>
</tr>
<tr>
<td>You walked</td>
<td>You didn't walk</td>
<td>Did you walk?</td>
</tr>
<tr>
<td>He, she, it walked</td>
<td>He didn't walk</td>
<td>Did he walk?</td>
</tr>
<tr>
<td>We walked</td>
<td>We didn't walk</td>
<td>Did we walk?</td>
</tr>
<tr>
<td>You walked</td>
<td>You didn't walk</td>
<td>Did you walk?</td>
</tr>
<tr>
<td>They walked</td>
<td>They didn't walk</td>
<td>Did they walk?</td>
</tr>
</tbody>
</table>

**NOTE:**

- For the negative and interrogative form of **all** verbs in the simple past, always use the auxiliary *'did'*.  
- After *did* you must use the **infinitive** form of verbs.  
- If there is a modal verb (*was, were, had, could, should, would*) in the sentence then you do not use did. (*He had not know her*).

Videos about Did:
- [http://www.youtube.com/watch?v=wXnDmvBBHHs](http://www.youtube.com/watch?v=wXnDmvBBHHs)

Do the following exercises on the Internet:
4. [http://perso.wanadoo.es/autoenglish/cros1.htm](http://perso.wanadoo.es/autoenglish/cros1.htm)
5. [http://perso.wanadoo.es/autoenglish/cros2.htm](http://perso.wanadoo.es/autoenglish/cros2.htm)
8. [http://baladre.info/english/sedaviswebfront/dodoesdid.htm](http://baladre.info/english/sedaviswebfront/dodoesdid.htm)
20. REGULAR VERBS IN PAST SIMPLE AND PAST PERFECT

<table>
<thead>
<tr>
<th>PAST SIMPLE TENSE</th>
<th>PAST PERFECT TENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She worked very hard.</td>
<td>I have worked very hard, too.</td>
</tr>
<tr>
<td>She asked a very good question.</td>
<td>He has answered her question.</td>
</tr>
<tr>
<td>You painted two walls.</td>
<td>We have painted the whole flat.</td>
</tr>
</tbody>
</table>

- **The Simple Past Tense** è base+ed à walked, showed, watched, played, smiled, stopped
- **The Present Perfect Tense** è The present perfect of any verb is composed of two elements: the appropriate form of the auxiliary verb to have (present tense), + the past participle of the main verb. The past participle of a regular verb is base+ed, (played, arrived)

NOTE:

- If a verb ends with a consonant + y, then y changes into i. (try – tried).
- If a verbs ends with an emphasized vowel + a consonant, then the consonant gets doubled. (drop – dropped)

Videos about regular verbs in The Simple Past Tense and Present Perfect Tense:

- [http://www.youtube.com/watch?v=_M7xIwAqv9I](http://www.youtube.com/watch?v=_M7xIwAqv9I)

Do the following exercises on the Internet:

## 21. IRREGULAR VERBS

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Imperfect</th>
<th>Perfect (after have / had / had)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>begin</strong></td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td><strong>break</strong></td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td><strong>buy</strong></td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td><strong>come</strong></td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td><strong>do</strong></td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td><strong>drink</strong></td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td><strong>drive</strong></td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td><strong>eat</strong></td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td><strong>find</strong></td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td><strong>feel</strong></td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td><strong>forget</strong></td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td><strong>get</strong></td>
<td>got</td>
<td>got (gotten)</td>
</tr>
<tr>
<td><strong>give</strong></td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td><strong>go</strong></td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td><strong>have</strong></td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td><strong>hear</strong></td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td><strong>know</strong></td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td><strong>leave</strong></td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td><strong>lose</strong></td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td><strong>make</strong></td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td><strong>meet</strong></td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td><strong>put</strong></td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td><strong>read</strong></td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td><strong>run</strong></td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td><strong>say</strong></td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td><strong>see</strong></td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td><strong>sing</strong></td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td><strong>sit</strong></td>
<td>sat</td>
<td>sat</td>
</tr>
</tbody>
</table>

börja, bryta, ha sönder; gå sönder
köpa, bjuda på
komma (hit)
göra
drickka
körja
ätta
hitta
känner sig
glömma
få; komma
ge
gå;åka;bli
ha, äta, dricka
höra
veta
lämna
förlora, tappa
skapa, tillverka, göra
möta, träffa
sätta, ställa, lägga
läsa
springa, gå; sköta, leda;
säga
se
sjunga
sitta, sätta sig
sleep  slept  slept  sova
speak  spoke  spoken  tala
stand  stood  stood  stå; stå ut med
steal  stole  stolen  sjåla; smyga
swim  swam  swum  simma
take  took  taken  ta
tell  told  told  tala om, berätta, säga
think  thought  thought  tänka, tycka, tro
write  wrote  written  skriva

Do the following exercises on the Internet: