I. PATTERNS OF CONNECTION

A. STRUCTURE AND PUNCTUATION

1. Conjunctions (coordinate sentences)
   Independent Clause + Comma + Conjunction + Independent Clause
   Timmy wanted attention, so he started to scream.

2. Prepositions (prepositional phrases)
   a) Pattern one
      Independent Clause + Prepositional Phrase
      We all ran to Timmy’s room in a panic because of his screams.
   b) Pattern two
      Prepositional Phrase + Comma + Independent Clause
      Because of Timmy’s screams, we all ran to his room in a panic.

3. Subordinators (adverb clauses)
   a) Pattern one
      Independent Clause + Subordinator + Dependent Clause
      We all ran to Timmy’s room in a panic because he was screaming.
   b) Pattern two
      Subordinator + Dependent Clause + Comma + Independent Clause
      Because Timmy was screaming, we all ran to his room in a panic.

4. Transitions (independent clauses)
   a) Pattern one
      Independent Clause + Period or Semicolon
      Transition + Comma + Independent Clause
      Timmy was screaming. As a result, we all ran into his room.
   b) Pattern two
      Independent Clause + Period or Semicolon
      Independent Clause + Comma + Transition
      Timmy was screaming. We all ran into his room, as a result.
   c) Pattern three
      Independent Clause + Period or Semicolon
      Subject + Comma + Transition + Comma + Predicate
      Timmy was screaming. We all, as a result, ran into his room.
B. FUNCTIONS

1. ADDITION
   a) Conjunctions
      Timmy is very clever, and he is sometimes very naughty.
   b) Prepositions
      in addition to
      besides
   c) Transitions
      Timmy is very clever. Furthermore, he loves to get lots of attention.
      He is often very naughty. Moreover, he thinks it is funny to scare us.
      He cries just to get attention. In addition, he often plays tricks on us.

2. CAUSE AND RESULT
   a) Conjunctions
      One day, Timmy wanted attention, so he started to scream.
      He stopped screaming when he saw us, for he only wanted attention.
   b) Prepositions
      We all ran to Timmy’s room in a panic because of his screams.
      Timmy stopped screaming due to all of the attention he received.
      We were all relieved due to the fact that he had stopped screaming.
   c) Subordinators
      He is usually such a quiet boy that we panicked when we heard him.
      He was screaming so loudly that we thought something was wrong.
      Timmy is laughing now that we are all in the room.
      We are afraid that he will try this again since it worked this time.
   d) Transitions
      Timmy screamed. As a result/consequence, we all panicked.
      He only wanted attention. Consequently, he stopped when he saw us.
      It worked this time. Therefore, we are afraid he will try it again.

3. CAUSE AND UNEXPECTED RESULT
   a) Conjunctions
      We know Timmy often cries wolf, but we run each time anyway.
      There is probably nothing wrong, yet we still worry about him.
      He is sometimes a very naughty boy, but of course we still love him!
   b) Prepositions
      In spite of the fact that he often cries wolf, we run each time.
      Despite the fact that he is probably fine, we worry about him.
      Despite his naughty tricks, we love him!
      In spite of everything, we think that he is the best boy in the world.
   c) Subordinators
      Even though we know Timmy often cries wolf, we run each time.
      Although there is probably nothing wrong, we worry about him.
      Though he is sometimes a very naughty boy, we love him!
   d) Transitions
      We know Timmy often cries wolf. Nevertheless, we run each time.
      There is probably nothing wrong. Nonetheless, we worry about him.
He is sometimes a very naughty boy. However, we still love him!
4. CONTRAST
a) Conjunctions
   Father panics each time he hears Timmy cry, but mother stays calm.

b) Prepositions
   Father panics each time he hears Timmy cry unlike mother.

c) Subordinators
   Father panics each time Timmy cries, while mother stays calm.
   Father runs to his room, whereas mother takes her time.

d) Transitions
   Father panics when Timmy cries. However, mother stays calm.
   Father runs to his room. On the other hand, mother takes her time.

5. EXAMPLE
a) Prepositions
   We should punish Timmy by taking away some of his toys, such as his
   train set or his tricycle.
   We should punish Timmy by taking away some of his toys, for example,
   his train set or his tricycle.

b) Transitions
   We must do something to teach Timmy that his tricks are wrong.
   For example/instance, we could take away his toys if he does it again.

6. PURPOSE
a) Prepositions
   We must punish Timmy for his own good.
   We need to discipline him in order to teach him a lesson.

b) Subordinators
   We have to be firm with him so that he will grow up to be a good man.

II. SUBORDINATION

A. ADJECTIVE CLAUSES
1. Expansion of restrictive adjective clause use through the introduction of
   a) Where to modify a noun of location
      Where should I put these broken chairs?
      Please put them in the room where all of the other broken furniture is.

   b) When to modify a noun of time
      Has this room always been used to store broken furniture?
      I cannot remember a time when that room was used for anything else.

   c) Adjective clauses that modify pronouns
      Anything that gets broken always winds up in that room.
      You are the only one who has ever questioned it.
2. Introduction to non-restrictive adjective clauses
   a) Function as nonessential, non-identifying information (as compared to restrictive clauses)
      (i) Modifying proper nouns
          *Ted Carnegie, who fixes everything around here, will decide if the chairs can be repaired or not.*
          *The man who fixes everything around here will decide if the chairs can be repaired or not.*
      (ii) Modifying general nouns
          *The chairs, which are broken beyond repair, will all be thrown out.*
          *The chairs which are broken beyond repair will be thrown out, the others will be fixed.*
   b) Comma use (as compared to restrictive clauses)
      *The chairs, which are broken beyond repair, will all be* thrown out.
      *The chairs which are broken beyond repair will be thrown out.*
   c) Restrictions on relative pronoun use and relative pronoun omission (as compared to restrictive clauses)
      *We really need the chairs which Ted has repaired.*
      *… that Ted has repaired.*
      *… Ted has repaired.*
      *We really need the chairs, which Ted has repaired.*

B. ADVERB CLAUSES

1. CAUSE AND RESULT
   See Patterns of Connection.

2. CAUSE AND UNEXPECTED RESULT
   See Patterns of Connection.

3. CONDITIONALS
   a) REAL PRESENT/FUTURE CONDITIONALS
      (i) Expansion of clauses of real conditions through the introduction of the use of the present tense in the main clause (in contrast to the use of the future tense)
          *If he has enough money …
          … Jonathan will go on an exotic vacation this year.
          … Jonathan goes on exotic vacations every year.*
   b) UNREAL PRESENT/FUTURE CONDITIONALS
      (i) Introduction to clauses of unreal conditions in the present/future
          *Jonathan does not and will not have enough money, but, …
          … if he had enough, he would go to Mexico.*
4. **CONTRAST**
   See Patterns of Connection.

5. **PURPOSE**
   See Patterns of Connection.

6. **TIME**
   a) Expansion of time clause use through the introduction of additional subordinators
      (i) **As**
      \[
      \text{As the full moon rises higher and higher, my neighbor's dog howls louder and louder.}
      \]
      (ii) **As long as** or **so long as**
      \[
      \text{As long as I live, I will never understand how my neighbor can be so inconsiderate.}
      \text{So long as I live, I will never understand it.}
      \]
      (iii) **By the time that**
      \[
      \text{By the time that I had fallen asleep last night, it was already time to get up.}
      \]
      (iv) **Every time that** and **whenever**
      \[
      \text{Every time that there is a full moon, my neighbor's dog howls all night long.}
      \text{Lately, whenever the moon is full, the other neighborhood dogs have started to howl too.}
      \]
      (v) **Once**
      \[
      \text{Once I have saved enough money, I am going to move to a neighborhood with no dogs!}
      \]
      (vi) **The first time that**, **the second time that**, (etc.)
      \[
      \text{The first time that it happened, I didn't say a word to my neighbor, but now I call him and complain every time.}
      \]
      (vii) **Until**
      \[
      \text{The last time his dog was howling, I let the phone ring about fifty times until my neighbor finally answered!}
      \]

C. **NOUN CLAUSES**
   1. Expansion of noun clause usage through the introduction of
      a) Noun clauses as subjects
      \[
      \text{Where John has gone is a mystery to me.}
      \text{Whether he will come back or not is anybody’s guess.}
      \text{That he has forgotten his appointment with you is obvious.}
      \]
      b) Noun clauses as noun complements after introductory \textit{it}
      \[
      \text{It is a mystery where John has gone.}
      \]
      c) Noun clauses as adjective complements after introductory \textit{it}
      \[
      \text{It is unfortunate that you had to come all this way for nothing.}
      \]
2. Introduction to the use of the present/future subjunctive in noun clauses following wish
   a) Affirmative wishes
      (i) With be
         Crystal is not very ambitious. 
         She is not trying to better her life. 
         She is never going to change. 
         Her parents wish that she were more ambitious. 
         They wish that she were trying to better her life. 
         They wish that she were going to change.
      (ii) With main verbs
         Crystal does not want to have a career. 
         Her parents wish that she wanted to have a career.
      (iii) With modal auxiliaries
         Crystal will not go back to school. 
         Her parents wish that she would go back to school.
   b) Negative wishes
      (i) With be
         Crystal is a high-school dropout. 
         She is working at a dead-end job. 
         She is going to marry her unemployed boyfriend Hal. 
         Her parents wish that she were not a high-school dropout. 
         They wish that she were not working at a dead-end job. 
         They wish that she were not going to marry Hal.
      (ii) With main verbs
         Crystal just wants to be a housewife. 
         Her parents wish that she did not just want to be a housewife.
      (iii) With modal auxiliaries
         Crystal cannot see a better life for herself. 
         Her parents wish that she could see a better life for herself.
3. Introduction to reported speech
   a) Basic sentence patterns
      (i) Statements
         Subject + Said + That Clause
         “I am getting a haircut.”
         Connie said that she was getting a haircut.
         Subject + Told + Indirect Object + That Clause
         “I am getting a haircut.”
         Connie told her mother that she was getting a haircut.
      (ii) Wh- questions
         Subject + Asked + (Indirect Object) + Wh- Clause
         “When are you getting a haircut?”
         Connie’s mother asked her when she was getting a haircut.
      (iii) Yes/no questions
         Subject + Asked + (Indirect Object) + If Clause
         “Are you getting a haircut?”
         Connie’s mother asked her if she was getting a haircut.
      (iv) Imperatives
b) **Pronoun shifts**

“I am getting my hair cut.”
Connie said that she was getting her hair cut.

c) **Word order shifts**

“Are you getting a haircut?”
Connie’s mother asked her if she was getting a haircut.

d) **Sequence of tenses**

(i) **Simple present**

“I get my hair cut every month.”
Connie said that she got her hair cut.

(ii) **Simple past, present perfect, and past perfect**

“I got my hair cut this month.”
“I have gotten my hair cut already this month.”
“I had gotten my hair cut before I got a manicure.”
Connie said that she had gotten her hair cut.

(iii) **Present and past progressive**

“I am getting my hair cut very soon.”
“I was getting my hair cut when the lights went out.”
Connie said that she was getting her hair cut.

(iv) **Future**

“I am going to get my hair cut next month.”
Connie said that she was going to get her hair cut.

(v) **Modal auxiliaries**

(a) **Can and could**

Connie said that she could get her hair cut.

(b) **Will and would**

Connie said that she would get her hair cut.

(c) **May and might**

Connie said that she might get her hair cut.

(d) **Must, have to, have got to, and had to**

Connie said that she had to get her hair cut.

(e) **Should, ought to, and had better**

Connie said that she should get her hair cut.
Connie said that she ought to get her hair cut.
Connie said that she had better get her hair cut.

(vi) **Imperatives**

“Get your hair cut!”
Connie’s mother told her to get her hair cut.
III. VERBS: MODALS AND PHRASAL MODALS

A. ADVICE (Listening/Speaking)
   1. Forms
      *should, ought to, and had better*
   2. Functions
      a) Suggesting that a present or future action would be advisable
         *There is a big test tomorrow. I haven’t studied at all.
          I should stay home and study tonight.
          I ought to get serious about my classes.*
      b) Suggesting that a present or future action would be advisable,
         implying a negative consequence if the advice is not followed
         *In fact, I had better get an A on that test, or I won’t pass the class.*

B. DEGREES OF CERTAINTY (Listening/Speaking)
   1. Present
      a) Forms, in descending order of certainty
         *must, may/might, and could*
         *must not and may not/might not*
      b) Functions
         (i) Indicating the speaker’s degree of certainty that a
            situation exists or that an action is taking place at the
            present time
            *Where’s Tom? I’m supposed to help him study for a test.
             He must be at the library. He usually studies there.
             He may/might be at the library. He sometimes studies there.
             He could be at the library, but I doubt it. He hates it there.*
         (ii) Indicating the speaker’s degree of certainty that a
              situation does not exist or that an action is not taking
              place at the present time
              *I tried to call Tim to tell him I am not coming to his party.
               He must not be home. I let the phone ring ten times.
               He may not/might not be home, but he’s usually home at this
               hour. He’s probably in the shower.*
   2. Future
      a) Forms, in descending order of certainty
         *will, should/ought to, may/might, and could*
         *will not and may not/might not*
b) Functions

(i) Indicating the speaker’s degree of certainty that a future event will take place

I wonder who I should ask to help me study tonight.
Kay is a genius, and she practically lives at the library.
She will definitely pass the test.
Rick is very smart and studies quite a bit.
He should/ought to pass the test.
Sheila does not study very much, but she is very clever.
She may/might pass the test.
Clara is kind of dumb, and she never studies.
She could pass the test if she gets lucky.

(ii) Indicating the speaker’s degree of certainty that a future event will not take place

I wonder who I should ask to help me study tonight.
Kay is still really angry with me for spilling beer all over her at Tim’s last party.
She will definitely not want to help me.
Rick is a really nice guy, and I helped him fix his car last week, but he has already studied, and he is really looking forward to going to Tim’s party.
He may not/might not want to help me tonight.

C. DESIRE (Listening/Speaking)

1. Forms

  would love to and would like to

2. Functions

a) Expressing that a present or future action would be enjoyable or pleasant

  There is a party at Tim’s house tonight. I really enjoy parties.
  I would like to go to Tim’s party, but I would really love to get an A on tomorrow’s test.

D. EXPECTATION (Listening/Speaking)

1. Forms

  be supposed to

2. Functions

a) Expressing that a present or future action is expected or required to happen

  I am supposed to go to Tim’s party, but I have to tell him that I can’t come because I have to study for a test.

E. FAMILIARITY (Listening/Speaking)

1. Forms

  be accustomed to and be used to
2. **Functions**
   a) Expressing that a situation or an action which was difficult or unfamiliar in the past is no longer so

   *When I was a freshman, it was difficult for me to study in a noisy dormitory.*
   *I am a senior now, and I am accustomed to the noise.*
   *I am used to studying in a noisy dormitory.*

---

**F. IMPOSSIBILITY** (Listening/Speaking)

1. **Forms**
   - cannot and could not

2. **Functions**
   a) Indicating disbelief that a situation exists at the present time or will exist in the future

   *Tom is going to the library with Clara to study for that big test.*
   *What!!  He can’t be!  With Chris’s girlfriend?  He couldn’t be that stupid!  Chris is going to kill him!*

---

**G. INTENTION**

1. **Forms**
   - be going to

2. **Functions**
   a) Indicating that an action or an event has been planned to take place in the future

   *Tim is going to have a party tonight. He has invited everybody!*

---

**H. NECESSITY** (Listening/Speaking)

1. **Forms**
   - must, have to, and have got to

2. **Functions**
   a) Indicating that a present or future action is obligatory

   *I must get an A on the test tomorrow in order to pass the class.*

   b) Indicating that a present or future action is necessary, if not obligatory

   *I have to pass the class, or I won’t graduate.*
   *I have got to graduate, or I’ll end up working at McDonald’s.*

---

**I. PREDICTION**

1. **Forms**
   - will and be going to

2. **Functions**
   a) Indicating that an action can reasonably be expected to take place in the future

   *I have a big test tomorrow, but Tim is having a party tonight.*
   *I will be too tired to study if I go to the party.*
If I don’t study, I am going to fail that test tomorrow.

J. PREFERENCE (Listening/Speaking)
1. Forms
   *would rather*
2. Functions
   a) Indicating an alternative which is preferable to a proposed present or future action
   *Do you want to go to the library with me?*
   *I’m going to study for the test tomorrow.*
   *Well, I would rather go to Tim’s party, but I should study instead.*

K. PROHIBITION (Listening/Speaking)
1. Forms
   *must not*
2. Functions
   a) Indicating that a present or future action is prohibited
   *I do not want you to sit next to me during the test.*
   *According to university regulations students must not cheat, or they will be expelled.*

L. WILLINGNESS
1. Forms
   *will*
2. Functions
   a) Volunteering to do something at a present or future time
   *Tim is on the phone. He sounds upset. I know that you don’t want to talk to him, so I will tell him that you have already gone to the library.*

IV. VERBS: TENSES AND ASPECTS

A. SIMPLE PRESENT
1. Forms

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2. Functions
a) Indicating a habitual action
   *Sue eats a sandwich in the cafeteria every day.*
b) Indicating an action in progress at the moment of speaking with a verb which cannot be used in the present progressive
   *Sue wants to eat a sandwich right now.*

c) Indicating a general statement of fact
   *Many restaurants and cafeterias serve sandwiches.*

d) Indicating future time when events are on a definite schedule or timetable and a future time marker is used
   *The university cafeteria opens at 7:30 tomorrow morning.*

### B. PRESENT PROGRESSIVE

1. **Forms**

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<td>Third Person</td>
<td>Is + Verb + -ING</td>
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2. **Functions**

   a) Indicating an action in progress at the moment of speaking
      *Sue is eating a sandwich in the cafeteria right now.*

   b) Indicating an activity which reoccurs within a limited timeframe, which may be implied or stated
      *Sue has to eat out because she is redecorating her kitchen this month.*

   c) Indicating future time when the sentence concerns a definite plan, intention, or future activity and a future time marker is used
      *Sue is going to the cafeteria with Tina tonight.*

### C. SIMPLE PAST

1. **Forms**

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2. **Functions**

   a) Indicating an action which began and ended at a specific time in the past
      *Sue walked to the cafeteria yesterday.*
D. PAST PROGRESSIVE

1. Forms

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<tr>
<td>Third Person</td>
<td>Was + Verb + -ING</td>
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2. Functions

   a) Indicating an action in progress at a point of time in the past
      *Sue was eating a sandwich at one o'clock yesterday afternoon.*
   
   b) Indicating a past action which was in progress at the same time as another past action
      *Sue was eating a sandwich when Tina walked into the cafeteria.*

E. FUTURE WITH WILL

1. Forms

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<td>Third Person</td>
<td>Will + Verb</td>
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2. Functions

   a) Indicating a prediction about the future
      *Our team will win the baseball game tomorrow.*
   
   b) Indicating willingness to perform a future action
      *I heard that you need a ride to the baseball game tomorrow. I will take you.*

F. FUTURE WITH BE GOING TO

1. Forms

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2. Functions

   a) Indicating a prediction about the future
      *Our team is going to win the baseball game tomorrow.*
   
   b) Indicating an action which is intended to occur in the future, an action which has been planned
Chris is going to have a huge party after the game, win or lose.

G. PRESENT PERFECT
1. Forms

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2. Functions
   a) Indicating an action which occurred at some unspecified time in the past
      Hazel has traveled around the world.
   b) Indicating an action which was repeated a number of times at unspecified times in the past
      Hazel has been to Europe several times.
   c) Indicating that an action began in the past and continues to the present when used with since and for
      Hazel has traveled a lot since she was a child.
      Hazel has visited France eleven times since 1992.
      Hazel has wanted to visit Antarctica for many years.

H. PAST PERFECT
1. Forms

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<td>Third Person</td>
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2. Functions
   a) Indicating an action which was completed in the past prior to some other past time or event
      Hazel had traveled around the world before she was twelve years old.

I. FUTURE PERFECT
1. Forms

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<td>Will + Have + Past Participle</td>
</tr>
<tr>
<td>Third Person</td>
<td>Will + Have + Past Participle</td>
<td>Will + Have + Past Participle</td>
</tr>
</tbody>
</table>
2. Functions
   a) Indicating an action which will be completed in the future prior
to some other future time or event

   \textit{By the time Hazel returns from her world cruise, she will have decided}
   \textit{where she wants to go on her next trip.}

J. PRESENT PERFECT PROGRESSIVE

1. Forms

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>\textbf{Have + Been + Verb + -ING}</td>
<td>\textbf{Have + Been + Verb + -ING}</td>
</tr>
<tr>
<td>Second Person</td>
<td>\textbf{Have + Been + Verb + -ING}</td>
<td>\textbf{Have + Been + Verb + -ING}</td>
</tr>
<tr>
<td>Third Person</td>
<td>\textbf{Has + Been + Verb + -ING}</td>
<td>\textbf{Have + Been + Verb + -ING}</td>
</tr>
</tbody>
</table>

2. Functions
   a) Indicating that an action began in the past and has continued
      without stop until the present time when used with \underline{since, for,}
      \underline{and all}
   b) Indicating an activity in progress recently, but not necessarily at
      the present moment

   \textit{Sharon has been cleaning the house a lot lately because her mother-in-law is coming to visit.}

K. PAST PERFECT PROGRESSIVE

1. Forms

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
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<td>Third Person</td>
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<td>\textbf{Had + Been + Verb + -ING}</td>
</tr>
</tbody>
</table>

2. Functions
   a) Emphasizing the continuous nature of a past activity in progress
      before another past activity

   \textit{Sharon had been waiting for her mother-in-law since five o’clock.}
   \textit{She finally arrived at eight.}