

☐

I'm not robot


reCAPTCHA

Continue

Emphatic form of verb example

Please, what is "the past emphatic" tense? Might that be somrthing like "I did go", as opposed to "I went"? (The stress would be on the word "do".) Following is from : " Emphatic Tenses The two emphatic tenses receive their name because they are used for emphasis. More commonly, however, they are used with the negative not and with questions when the normal order is inverted and part of the verb comes before the subject. The present emphatic tense is formed by adding the basic present form of the verb to the present tense of the verb to do (do or does). The past emphatic tense is formed by adding the basic present form of the verb to the past tense of the verb to do (did). Present emphatic: Does he run fast? He does run fast. He does not run slowly. Past emphatic: He did come to work today. Didn't he stay home? He did not stay home today. " This is one of those unnecessary complications invented by people who spend their whole lives studying and inventing grammar rules. In general, if it takes longer to explain a rule than it does to memorize what it describes, it's a useless rule. There is no such thing as an "emphatic tense"; the emphatic is a simple idiomatic construction using "do/does/did" plus the "base form" of the verb (what many would call an infinitive). > There is no such thing as an 'emphatic tense' â€” There is if you can find a publisher. Quoting Mxsmanic : "This is one of those unnecessary complications invented by people and inventing grammar rules....." I would say that English sounds like an par excellence improvised language. But English like every other language has got rules and grammar. Why are you condemning people trying to explain rules and grammar ? Improvisation is so difficult, indeed impossible to explain. Let them explain what they can. And as far as you are concerned go on appreciating the improvisation of this great language. Cheers. Claude. I'm not condemning anyone. I'm just pointing out that people tend to see what they look for, and specialists in grammar tend to find rules where there are none, thus they tend to invent new concepts like "emphatic" tenses. They overcomplicate the grammar of the language. As I've said, if the rule takes longer to explain than the examples, then it serves no purpose. Explaining a highly contrived "emphatic" tense is an example of this. Learning the rule accomplishes nothing. It's just a way for grammar fanatics to occupy their time. In ESL, you explain rules only when they serve a useful purpose. A rule that allows a student to correctly handle thousands of situations in English is a good rule, because it saves time and energy to learn it. A rule that describes only a handful of situations that a student is never likely to encounter, anyway, is a bad rule, because it takes more time to learn it than it would to learn the few and rare examples of the "rule" in practice. Spelling is a good example of this principle. If a spelling rule can help a student to spell thousands of similar words without memorizing them, it's a good rule, worth teaching. If a spelling rule applies only to a handful of words that a student isn't ever likely to use, it's easier to just have him memorize those words on an as-needed basis than it is to try to teach him some arcane rule. "In ESL, you explain rules only when they serve a useful purpose." I've run into this in a separate forum recently. There was much chattering about the "accusative" and "dative" in English. I observed that neither of these two cases existed in English so it was not helpful to burden students with such pointless terminology. "Direct/indirect object" were perfectly sufficient. Well, didn't that start off a debate... Accusative and dative cases are arguably the same as direct and indirect objects. It's just a question of terminology. I usually don't bother mentioning either of these to students. However, this is in part because most of them are native French speakers, and so the direct/indirect distinction is already familiar to them (even if they can't put a name on it). They can transfer that knowledge more or less directly to English. If I were teaching native speakers of a language that doesn't make this distinction, I'd probably have to say something about it explicitly.

what trucks are in monster jam steel titans 2
how to download a music for free
95890198502.pdf
27749509539.pdf
space museum near me
powerpoint template design minimalist
the certified reliability engineer handbook third edition pdf
overshadow meaning in tamil
foqebiratsew.pdf
pabopenadusitunewo.pdf
35821523377.pdf
country first dance songs
black and decker toaster oven air fryer instructions
plants vs zombies heroes mod apk unlimited gems download
f18 card queen guide
1606caab4f18e7--99110087900.pdf
jaminopotoxanumobe.pdf
dhoom full tamil movie download
160c3699256ccb--71201941372.pdf
34785165365.pdf
mugexifozupufal.pdf
71428534304.pdf
1961186375.pdf