

DIGITAL NUTRIENTS

ENGLISH VERBS

Tenses & Conjugations

A Practical CEFR-Aligned Handbook from A2 to B2

A2

B1

B2

Inside this handbook

Level-by-level tense targets, complete conjugation models, 180 high-utility verbs, verb-pattern guidance, pronunciation rules, and mastery checklists.

For adult multilingual English learners and teachers

American English forms are used unless a variant is noted.

How to Use This Handbook

Important accuracy note

The CEFR describes communicative ability and grammatical control. It does not publish one official, mandatory list of English verbs or tenses for each level. This handbook is a practical progression aligned with CEFR descriptors, the English Grammar Profile, and common A2 Key, B1 Preliminary, and B2 First expectations.

English verbs do not need a separate twelve-tense chart for every verb. Most verbs use the same auxiliary patterns. Learn each verb's five principal forms, then place those forms inside the tense formulas in this guide.

The three-part method

Step	What to learn	What mastery looks like
1. Form	Base, he/she/it, -ing, past, and past participle	You can produce the correct form without guessing.
2. Structure	Auxiliary + verb formula for each tense	You can build affirmative, negative, and question forms.
3. Meaning	Why a speaker chooses that tense or verb pattern	You can select the form that matches time, completion, duration, possibility, or attitude.

Cumulative levels

- A2 includes the essential grammar needed for everyday routines, current actions, past events, plans, and basic experiences.
- B1 assumes control of A2 forms and adds stronger tense contrasts, conditionals, passives, reported speech, and wider verb patterns.
- B2 assumes control of A2 and B1 forms and adds narrative sequencing, perfect continuous forms, modal perfects, advanced conditionals, and flexible passive/reporting structures.
- A learner may meet a form earlier than the level shown. The target level indicates when the learner should use it with useful control, not the first possible exposure.

Contents

- 1. The English verb system: principal forms, auxiliaries, negatives, and questions
- 2. A2: essential tenses, modals, verb patterns, 60-verb bank, and checklist
- 3. B1: tense contrasts, conditionals, passives, reported speech, 60-verb bank, and checklist
- 4. B2: perfect and continuous contrasts, modal perfects, advanced clauses, 60-verb bank, and checklist
- 5. Master tense reference and conjugation models
- 6. Irregular verb reference
- 7. Pronunciation of -s and -ed endings
- 8. Teacher and learner assessment rubric
- 9. Alignment sources and teaching notes

1. The English Verb System

The five principal forms

Form	Regular example: work	Irregular example: write	Main jobs
Base form	work	write	Infinitive without to; present with I/you/we/they; after modals and do.
3rd-person singular	works	writes	Present simple with he/she/it.
-ing form	working	writing	Continuous tenses; gerunds; reduced clauses.

Form	Regular example: work	Irregular example: write	Main jobs
Past simple	worked	wrote	Completed past events and states.
Past participle	worked	written	Perfect tenses and passive voice.

The auxiliary system

Auxiliary	Main purpose	Examples
be	Continuous forms and passive voice	She is working. / It was written.
have	Perfect forms	They have finished. / He had left.
do	Present/past simple negatives, questions, and emphasis	Do you work? / She did not go. / I do agree.
modal + base	Ability, obligation, possibility, advice, prediction, attitude	can speak, must leave, might happen, should study

Affirmative, negative, and question patterns

Type	Present simple	Continuous/perfect/modal
Affirmative	She works.	She is working. / She has worked. / She can work.
Negative	She does not work.	She is not working. / She has not worked. / She cannot work.
Question	Does she work?	Is she working? / Has she worked? / Can she work?
Short answer	Yes, she does.	Yes, she is. / Yes, she has. / Yes, she can.

Common mistake

After do/does/did and after a modal, use the base form: Does she work? Did he go? Can they speak? Not: Does she works? Did he went? Can they speaks?

A2

Essential control for everyday communication

2. A2 Verb and Tense Requirements

At A2, the learner should communicate about routines, current situations, past events, future arrangements, obligations, ability, and basic life experiences. Errors are expected, but the time meaning should usually remain clear.

A2 tense and form map

Form	A2 target	Main meaning	Example
Present simple	Core	habits, facts, states, schedules	I work every day. The class starts at six.
Present continuous	Core	actions now, temporary situations, future arrangements	She is studying now. We are meeting Friday.
Past simple	Core	finished past events and states	They moved last year. I was tired.
Past continuous	Core/Developing	background actions; interrupted actions	I was cooking when she called.
Present perfect simple	Introduced/Core	experience, recent results, unfinished time with for/since	I have visited Cairo. He has lived here for two years.
be going to	Core	plans and evidence-based predictions	I am going to apply. It is going to rain.
will / shall	Core	predictions, offers, promises, quick decisions	I will help you. Shall we begin?
Imperative	Core	instructions and warnings	Open the file. Do not touch that.
Present/past simple passive	Introduced	focus on action/result, not actor	English is spoken here. The email was sent yesterday.
Basic modals	Core	can, could, must, have to, should, may, might, need not	You should rest. We might be late.

A2 core conjugation models

Subject	be - present	have - present	do - present	work - present	go - past
I	am	have	do	work	went
you	are	have	do	work	went
he/she/it	is	has	does	works	went
we	are	have	do	work	went
they	are	have	do	work	went

A2 verb-pattern priorities

- base verb after modals: can go, should study, must leave
- to-infinitive after common verbs and adjectives: want to learn, need to work, happy to help
- -ing after enjoy, finish, mind, and prepositions: enjoy reading, finish working, good at cooking
- object + to-infinitive after ask, tell, want, and need: She told me to wait.
- different meanings: stop smoking (end the activity) vs stop to smoke (pause another activity); remember to call vs remember calling

A2 Verb Bank - 60 High-Utility Verbs

The five principal forms below let you build all common English tenses. The final column shows a frequent grammar pattern, not every possible use.

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
be	is	being	was/were	been	be + noun/adjective/place; be + -ing; be + past participle
have	has	having	had	had	have + noun; have to + base verb; have + past participle
do	does	doing	did	done	do + noun; do not + base verb; auxiliary in questions
say	says	saying	said	said	say + words; say that + clause
go	goes	going	went	gone	go to + place; go + -ing activity; go and + verb
get	gets	getting	got	got/gotten	get + noun/adjective; get to + place; get + past participle
make	makes	making	made	made	make + noun; make + object + base verb
know	knows	knowing	knew	known	know + noun; know that/where/how + clause
think	thinks	thinking	thought	thought	think about/of + noun/-ing; think that + clause
take	takes	taking	took	taken	take + noun; take time; take object to place
see	sees	seeing	saw	seen	see + noun; see object + base/-ing; see that + clause
come	comes	coming	came	come	come to/from + place; come and + verb
want	wants	wanting	wanted	wanted	want + noun; want to + base verb; want object to + verb
look	looks	looking	looked	looked	look at/for/after + noun; look + adjective
use	uses	using	used	used	use + noun; use noun to + verb; used to + base verb
find	finds	finding	found	found	find + noun; find out; find object + adjective
give	gives	giving	gave	given	give object + noun; give noun to object
tell	tells	telling	told	told	tell object + words; tell object to + verb; tell that-clause
work	works	working	worked	worked	work at/on/for/with; work as + job

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
call	calls	calling	called	called	call + person; call object + noun; call back
try	tries	trying	tried	tried	try to + verb; try + -ing
ask	asks	asking	asked	asked	ask + question; ask object to + verb; ask for + noun
need	needs	needing	needed	needed	need + noun; need to + verb; need + -ing (advanced passive meaning)
feel	feels	feeling	felt	felt	feel + adjective; feel like + -ing; feel that + clause
become	becomes	becoming	became	become	become + noun/adjective
leave	leaves	leaving	left	left	leave + place/object; leave object + adjective; leave for + place
put	puts	putting	put	put	put + object + place; put on/off/away
mean	means	meaning	meant	meant	mean + noun; mean to + verb; mean + -ing
keep	keeps	keeping	kept	kept	keep + noun; keep + -ing; keep object + adjective
let	lets	letting	let	let	let + object + base verb; let us/let's + verb
begin	begins	beginning	began	begun	begin to + verb; begin + -ing; begin with + noun
seem	seems	seeming	seemed	seemed	seem + adjective; seem to + verb; it seems that + clause
help	helps	helping	helped	helped	help + noun; help object (to) + verb; help with + noun
talk	talks	talking	talked	talked	talk to/with/about + noun
turn	turns	turning	turned	turned	turn + adjective; turn object on/off; turn into + noun
start	starts	starting	started	started	start to + verb; start + -ing; start with + noun
show	shows	showing	showed	shown/showed	show object + noun; show noun to object; show how/that + clause
hear	hears	hearing	heard	heard	hear + noun; hear object + base/-ing; hear that + clause
play	plays	playing	played	played	play + game/instrument/role; play with + noun
run	runs	running	ran	run	run + distance/business/program; run out of + noun
move	moves	moving	moved	moved	move + object; move to/from + place; move on

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
live	lives	living	lived	lived	live in/with/on; live + adverb
believe	believes	believing	believed	believed	believe + noun; believe that + clause; believe in + noun
bring	brings	bringing	brought	brought	bring object + noun; bring noun to object/place
happen	happens	happening	happened	happened	happen to + noun; happen to + verb; it happens that + clause
write	writes	writing	wrote	written	write + noun; write to + person; write about + topic
sit	sits	sitting	sat	sat	sit + place/adverb; sit down
stand	stands	standing	stood	stood	stand + place/adverb; stand for + meaning; stand up
lose	loses	losing	lost	lost	lose + noun; lose to + person/team
pay	pays	paying	paid	paid	pay + amount; pay for + noun; pay object + amount
meet	meets	meeting	met	met	meet + person; meet with + person; meet a need/goal
include	includes	including	included	included	include + noun; include + -ing
continue	continues	continuing	continued	continued	continue to + verb; continue + -ing; continue with + noun
learn	learns	learning	learned	learned	learn + noun; learn to + verb; learn about/from + noun
change	changes	changing	changed	changed	change + noun; change into/from/to + noun
watch	watches	watching	watched	watched	watch + noun; watch object + base/- ing; watch out
follow	follows	following	followed	followed	follow + noun/instructions; follow up on + noun
stop	stops	stopping	stopped	stopped	stop + -ing; stop to + verb; stop object from + -ing
speak	speaks	speaking	spoke	spoken	speak + language; speak to/with/about + noun
read	reads	reading	read	read	read + noun; read about + topic; read aloud

A2 Mastery Checklist

[]	I can use be, have, and do in statements, negatives, questions, and short answers.
[]	I add -s or -es with he, she, and it in the present simple.
[]	I use am/is/are + -ing for actions happening now and planned arrangements.
[]	I use regular and common irregular past forms for finished events.
[]	I use was/were + -ing to give background or show an interrupted action.
[]	I use have/has + past participle for experience, recent results, and unfinished time.
[]	I choose between will, be going to, and present continuous for common future meanings.
[]	I use can, could, must, have to, should, may, and might with the base verb.
[]	I can form present and past simple passive sentences.
[]	I can use basic infinitive and gerund patterns without translating word for word.

A2 model paragraph

I usually **work** from home, but this week I **am helping** at our office. Yesterday, I **met** a new colleague while we **were waiting** for a meeting. I **have already learned** several useful things from her. We **are going to prepare** a presentation tomorrow, and I think it **will be** successful.

A2 speaking test

Ask the learner to describe a normal week, what is happening now, one event from yesterday, one life experience, and one future plan. Listen for clear time reference and correct auxiliary choice.

B1

Independent control across familiar situations

3. B1 Verb and Tense Requirements

At B1, the learner should connect events, explain reasons, compare past and present, describe experiences and plans, report basic information, and maintain tense control across a paragraph or conversation.

B1 tense and form map

Form	B1 target	Main meaning	Example
A2 forms	Secure	use core present, past, future, perfect, and modal forms with fewer systematic errors	I have worked here since May.
Present perfect vs past simple	Core contrast	life experience/unfinished time vs finished past time	I have seen it. / I saw it last week.
Past simple vs past continuous	Core contrast	main event vs background/in-progress action	I was driving when the phone rang.
Future forms	Expanded	will, going to, present continuous, present simple, was/were going to	The train leaves at eight. I was going to call.
Zero conditional	Core	general truths and repeated results	If you heat ice, it melts.
First conditional	Core	real future possibility	If I finish early, I will call.
Second conditional	Core	imagined present/future situation and advice	If I had more time, I would study.
Passive voice	Core	present, past, modal passive	The form must be completed.
used to	Core	past habits and states that changed	I used to live near the university.
Reported speech	Developing	simple reported statements, questions, commands	She said she was tired. He asked me to wait.
Causative have/get	Introduced	arrange for another person to do something	I had my phone repaired.
Phrasal/prepositional verbs	Core	use common multiword verbs with correct object position	Turn it off. Look after the child.

B1 contrast: present perfect or past simple?

Choose present perfect when...	Choose past simple when...
the time is unfinished: today, this week, this year	the time is finished: yesterday, last week, in 2024
the exact time is not stated or not important	the sentence states or asks about a finished time
the result matters now	the speaker tells a finished sequence of events
the situation started in the past and continues: for/since	the situation ended in the past

B1 verb-pattern priorities

- verb + to-infinitive: decide to leave, promise to help, refuse to pay
- verb + -ing: avoid driving, suggest meeting, recommend reading
- verb + object + to-infinitive: encourage her to speak, invite them to join
- verb + preposition + -ing: apologize for arriving, succeed in finding, think about changing
- separable phrasal verbs: turn the light off / turn it off; inseparable: look after the child / look after her
- reporting patterns: say that..., tell someone that..., ask whether/if..., ask someone to...

B1 Verb Bank - 60 High-Utility Verbs

The five principal forms below let you build all common English tenses. The final column shows a frequent grammar pattern, not every possible use.

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
understand	understands	understanding	understood	understood	understand + noun; understand that/how/why + clause
remember	remembers	remembering	remembered	remembered	remember to + verb; remember + -ing; remember that + clause
forget	forgets	forgetting	forgot	forgotten	forget to + verb; forget + -ing; forget that + clause
choose	chooses	choosing	chose	chosen	choose + noun; choose to + verb; choose between + nouns
decide	decides	deciding	decided	decided	decide to + verb; decide on/about + noun; decide that + clause
explain	explains	explaining	explained	explained	explain + noun; explain noun to object; explain how/why + clause
describe	describes	describing	described	described	describe + noun; describe noun as + noun/adjective
agree	agrees	agreeing	agreed	agreed	agree with + person/idea; agree to + noun; agree to + verb
disagree	disagrees	disagreeing	disagreed	disagreed	disagree with/about + noun
plan	plans	planning	planned	planned	plan + noun; plan to + verb; plan for + noun
hope	hopes	hoping	hoped	hoped	hope to + verb; hope that + clause
expect	expects	expecting	expected	expected	expect + noun; expect to + verb; expect object to + verb
offer	offers	offering	offered	offered	offer + noun; offer to + verb; offer object + noun
refuse	refuses	refusing	refused	refused	refuse + noun; refuse to + verb
promise	promises	promising	promised	promised	promise + noun; promise to + verb; promise object that + clause
suggest	suggests	suggesting	suggested	suggested	suggest + noun/-ing; suggest that + clause
recommend	recommends	recommending	recommended	recommended	recommend + noun/-ing; recommend that + clause
enjoy	enjoys	enjoying	enjoyed	enjoyed	enjoy + noun/-ing
avoid	avoids	avoiding	avoided	avoided	avoid + noun/-ing
finish	finishes	finishing	finished	finished	finish + noun/-ing
mind	minds	minding	minded	minded	mind + noun/-ing; would you mind + -ing?

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
practice	practices	practicing	practiced	practiced	practice + noun/-ing
spend	spends	spending	spent	spent	spend + time/money; spend time + -ing; spend money on + noun
save	saves	saving	saved	saved	save + noun; save object from + noun/-ing; save up for + noun
borrow	borrow	borrowing	borrowed	borrowed	borrow + noun from + person
lend	lends	lending	lent	lent	lend object + noun; lend noun to + object
buy	buys	buying	bought	bought	buy + noun; buy object + noun; buy noun for + object
sell	sells	selling	sold	sold	sell + noun; sell object + noun; sell noun to + object
send	sends	sending	sent	sent	send object + noun; send noun to + object/place
receive	receives	receiving	received	received	receive + noun; receive noun from + source
build	builds	building	built	built	build + noun; build on + idea; build up + noun
break	breaks	breaking	broke	broken	break + noun; break into/down/up; break a rule
fix	fixes	fixing	fixed	fixed	fix + noun; fix object to + noun; fix a problem
improve	improves	improving	improved	improved	improve + noun; improve at/in + noun
grow	grows	growing	grew	grown	grow + noun; grow into + noun; grow + adjective
fall	falls	falling	fell	fallen	fall + adverb/place; fall asleep/ill; fall behind
win	wins	winning	won	won	win + game/prize; win against + person/team
pass	passes	passing	passed	passed	pass + noun; pass object + noun; pass by/on
fail	fails	failing	failed	failed	fail + noun; fail to + verb; fail at + noun
travel	travels	traveling	traveled	traveled	travel to/from/by + noun; travel around
arrive	arrives	arriving	arrived	arrived	arrive at/in + place; arrive + adverb
reach	reaches	reaching	reached	reached	reach + place/goal; reach for + noun
return	returns	returning	returned	returned	return + noun; return to/from + place
stay	stays	staying	stayed	stayed	stay + adjective/place; stay with/at/in + noun

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
join	joins	joining	joined	joined	join + group/person; join in + activity
invite	invites	inviting	invited	invited	invite + object; invite object to + noun/to + verb
accept	accepts	accepting	accepted	accepted	accept + noun; accept that + clause
prepare	prepares	preparing	prepared	prepared	prepare + noun; prepare for + noun; prepare to + verb
cook	cooks	cooking	cooked	cooked	cook + food; cook for + person
clean	cleans	cleaning	cleaned	cleaned	clean + noun; clean up/out
drive	drives	driving	drove	driven	drive + vehicle/person; drive to/from + place
ride	rides	riding	rode	ridden	ride + bike/horse; ride in/on + vehicle
fly	flies	flying	flew	flown	fly + plane; fly to/from + place
wear	wears	wearing	wore	worn	wear + clothing; wear out
carry	carries	carrying	carried	carried	carry + noun; carry out + task; carry on + -ing
hold	holds	holding	held	held	hold + noun; hold on; hold a meeting/opinion
wait	waits	waiting	waited	waited	wait for + noun; wait to + verb; wait until + clause
open	opens	opening	opened	opened	open + noun; open with + noun; open up
close	closes	closing	closed	closed	close + noun; close down; close with + noun
answer	answers	answering	answered	answered	answer + noun/person; answer with + noun

B1 Mastery Checklist

[]	I keep tense control across a short story or connected explanation.
[]	I distinguish present perfect from past simple using time meaning, not only signal words.
[]	I distinguish past simple events from past continuous background actions.
[]	I use zero, first, and second conditionals with appropriate meaning.
[]	I use present, past, and modal passive forms.
[]	I report basic statements, questions, and commands with say, tell, and ask.
[]	I use used to for past habits and states that are no longer true.
[]	I use common verbs followed by to-infinitives, -ing forms, objects, and prepositions.
[]	I place pronoun objects correctly in separable phrasal verbs.
[]	I can self-correct frequent errors with auxiliaries and irregular participles.

B1 model paragraph

I **used to avoid** speaking English because I **was afraid** of making mistakes. Since I **joined** a weekly practice group, I **have become** more confident. If I **forget** a word, I **try to explain** the idea in another way. My teacher **suggested recording** short answers, so I **have started** doing that. If I **continue** this routine, I **will improve** steadily.

B1 speaking test

Ask the learner to compare life now with life five years ago, describe an interrupted past event, explain a recent change, and give advice using a second conditional. Require connected answers, not isolated sentences.

B2

Flexible control for complex ideas and extended discourse

4. B2 Verb and Tense Requirements

At B2, the learner should use a relatively wide range of forms to explain viewpoints, develop arguments, sequence events, express degrees of certainty, report information, and correct most errors that might cause misunderstanding.

B2 tense and form map

Form	B2 target	Main meaning	Example
Present perfect continuous	Core	duration or repeated activity continuing to now	I have been studying for three hours.
Past perfect simple	Core	an earlier completed past event	She had left before I arrived.
Past perfect continuous	Developing/Core	duration before another past point	They had been waiting for an hour.
Future continuous	Core	activity in progress at a future time; polite inquiry	This time tomorrow, I will be flying.
Future perfect	Core	completion before a future deadline	By Friday, we will have finished.
Tense choice in narratives	Core	foreground, background, earlier past, current relevance	He had planned to leave, but he changed his mind.
Passive range	Core	perfect, continuous where natural, modal, reporting passive	The plan has been approved. He is believed to be abroad.
Modal perfects	Core	past deduction, criticism, possibility, missed obligation	She must have forgotten. You should have called.
Third conditional	Core	unreal past result	If I had known, I would have helped.
Mixed conditionals	Developing/Core	past condition with present result or reverse	If I had studied medicine, I would be a doctor now.
wish / if only	Core	regret, dissatisfaction, unreal desire	I wish I had listened. If only it were easier.
Advanced reporting	Core	backshift, reporting verbs, passive reports	They claimed to have solved it. It was reported that...
Causative and complex patterns	Core	have/get something done; perception; object complements	I got the report checked. I saw him cross the road.

B2 modal perfect reference

Structure	Typical meaning	Example
must have + past participle	strong deduction about the past	They must have missed the train.
may/might/could have + past participle	possible past event	She might have misunderstood.
cannot/could not have + past participle	strong negative deduction	He cannot have finished already.
should/ought to have + past participle	criticism, regret, expected but unreal result	You should have checked the data.
need not have + past participle	action happened but was unnecessary	We need not have bought extra food.
would have + past participle	unreal past result or habitual willingness in context	I would have helped if you had asked.

B2 advanced verb-pattern priorities

- reporting verb + to-infinitive: claim to know, appear to have changed, admit to having taken
- reporting verb + object + to-infinitive: persuade them to act, remind her to call, warn us not to enter
- verb + object + complement: consider the plan unrealistic, find the task difficult, make the process easier
- perfect infinitive and gerund: seem to have forgotten; regret having said; deny having received
- passive reporting: It is believed that... / He is believed to have... / The result was reported to be...
- perception patterns: I saw him cross the street (complete event) vs I saw him crossing (activity in progress).

B2 Verb Bank - 60 High-Utility Verbs

The five principal forms below let you build all common English tenses. The final column shows a frequent grammar pattern, not every possible use.

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
achieve	achieves	achieving	achieved	achieved	achieve + goal/result
assume	assumes	assuming	assumed	assumed	assume + noun; assume that + clause; be assumed to + verb
consider	considers	considering	considered	considered	consider + noun/-ing; consider object + adjective; consider whether + clause
involve	involves	involving	involved	involved	involve + noun/-ing; involve object in + noun
require	requires	requiring	required	required	require + noun/-ing; require object to + verb; be required to + verb
maintain	maintains	maintaining	maintained	maintained	maintain + noun; maintain that + clause
establish	establishes	establishing	established	established	establish + noun; establish that + clause
develop	develops	developing	developed	developed	develop + noun; develop into/from + noun
increase	increases	increasing	increased	increased	increase + noun; increase by/to/from + amount
reduce	reduces	reducing	reduced	reduced	reduce + noun; reduce by/to/from + amount
prevent	prevents	preventing	prevented	prevented	prevent object from + -ing
enable	enables	enabling	enabled	enabled	enable object to + verb
allow	allows	allowing	allowed	allowed	allow + noun; allow object to + verb; allow for + noun
force	forces	forcing	forced	forced	force object to + verb; force noun on + object
encourage	encourages	encouraging	encouraged	encouraged	encourage object to + verb; encourage + noun
persuade	persuades	persuading	persuaded	persuaded	persuade object to + verb; persuade object that + clause
convince	convinces	convincing	convinced	convinced	convince object to + verb; convince object that/of + noun
admit	admits	admitting	admitted	admitted	admit + noun/-ing; admit that + clause; admit object to + place
deny	denies	denying	denied	denied	deny + noun/-ing; deny that + clause
regret	regrets	regretting	regretted	regretted	regret + noun/-ing; regret to + verb; regret that + clause

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
manage	manages	managing	managed	managed	manage + noun; manage to + verb
tend	tends	tending	tended	tended	tend to + verb; tend + noun
appear	appears	appearing	appeared	appeared	appear + adjective; appear to + verb; it appears that + clause
remain	remains	remaining	remained	remained	remain + adjective/noun; remain to be + past participle
occur	occurs	occurring	occurred	occurred	occur + adverb/place; occur to + object; it occurs that + clause
affect	affects	affecting	affected	affected	affect + noun
influence	influences	influencing	influenced	influenced	influence + noun; influence object to + verb (less common)
depend	depends	depending	depended	depended	depend on/upon + noun; depend on whether + clause
belong	belongs	belonging	belonged	belonged	belong to + noun; belong in + place/category
contain	contains	containing	contained	contained	contain + noun
consist	consists	consisting	consisted	consisted	consist of + noun; consist in + noun/- ing
compare	compares	comparing	compared	compared	compare noun with/to noun; compare + results
contrast	contrasts	contrasting	contrasted	contrasted	contrast noun with noun; contrast with + noun
analyze	analyzes	analyzing	analyzed	analyzed	analyze + noun; analyze how/why + clause
evaluate	evaluates	evaluating	evaluated	evaluated	evaluate + noun; evaluate whether/how + clause
claim	claims	claiming	claimed	claimed	claim + noun; claim to + verb; claim that + clause
argue	argues	arguing	argued	argued	argue with/about/for/against + noun; argue that + clause
prove	proves	proving	proved	proved/proven	prove + noun; prove to be + noun/adjective; prove that + clause
demonstrate	demonstrates	demonstrating	demonstrated	demonstrated	demonstrate + noun; demonstrate how/that + clause
imply	implies	implying	implied	implied	imply + noun; imply that + clause
indicate	indicates	indicating	indicated	indicated	indicate + noun; indicate that/how + clause
respond	responds	responding	responded	responded	respond to + noun; respond that + clause
react	reacts	reacting	reacted	reacted	react to + noun; react by + -ing

Base form	He/She/It	-ing form	Past simple	Past participle	Common pattern
contribute	contributes	contributing	contributed	contributed	contribute + noun to + noun; contribute to + noun/-ing
participate	participates	participating	participated	participated	participate in + noun
negotiate	negotiates	negotiating	negotiated	negotiated	negotiate + noun; negotiate with + person; negotiate for + noun
resolve	resolves	resolving	resolved	resolved	resolve + noun; resolve to + verb; resolve that + clause
handle	handles	handling	handled	handled	handle + noun; handle object with + noun
cope	cope	coping	coped	coped	cope with + noun
overcome	overcomes	overcoming	overcame	overcome	overcome + difficulty/problem
support	supports	supporting	supported	supported	support + noun; support object in + noun/-ing; support claim with + evidence
oppose	opposes	opposing	opposed	opposed	oppose + noun/-ing; be opposed to + noun/-ing
criticize	criticizes	criticizing	criticized	criticized	criticize + noun; criticize object for + noun/-ing
acknowledge	acknowledges	acknowledging	acknowledged	acknowledged	acknowledge + noun/-ing; acknowledge that + clause
emphasize	emphasizes	emphasizing	emphasized	emphasized	emphasize + noun; emphasize that + clause
mention	mentions	mentioning	mentioned	mentioned	mention + noun/-ing; mention that + clause
report	reports	reporting	reported	reported	report + noun; report on + noun; report that + clause
announce	announces	announcing	announced	announced	announce + noun; announce that + clause; announce noun to + object
predict	predicts	predicting	predicted	predicted	predict + noun; predict that + clause
intend	intends	intending	intended	intended	intend to + verb; intend object for + noun; intend that + clause

B2 Mastery Checklist

[]	I use perfect and continuous forms to distinguish completion, duration, repetition, and sequence.
[]	I use past perfect forms when the order of past events would otherwise be unclear or when emphasis requires them.
[]	I use future continuous and future perfect for future viewpoint and deadlines.
[]	I use passive structures across a useful range of tenses and reporting patterns.
[]	I use modal perfects to express deduction, possibility, criticism, regret, and unnecessary action in the past.
[]	I use third and mixed conditionals to discuss unreal past events and present consequences.
[]	I use reported speech and reporting verbs with appropriate backshift and verb patterns.
[]	I use causative, perception, object-complement, perfect infinitive, and perfect gerund patterns.
[]	I maintain grammatical control in extended speaking and writing, with errors that rarely block meaning.
[]	I notice and correct most mistakes in tense, auxiliary, participle, and verb-pattern selection.

B2 model paragraph

Although the team **had been developing** the project for months, it **might have failed** without additional research. Several reviewers **argued that** the original design **should have included** more learner feedback. By the time the revised version is released, the developers **will have tested** it with three groups. If they **had ignored** the criticism, the product **would be** less useful today. The new approach **is expected to improve** both accuracy and accessibility.

B2 speaking test

Ask the learner to defend an opinion, explain a past decision and its present consequence, make deductions about an unclear event, and summarize what another person claimed. Evaluate range, tense contrasts, clarity, and self-correction.

5. Master Tense Reference

These formulas use work as the model verb. Replace work/working/worked with the correct principal form of any verb. Stative verbs such as know, believe, belong, need, and understand are not normally used in continuous forms when they describe states.

Tense/form	Target	Formula	Main use	Example
Present simple	A2	base / 3rd-person -s	routine, fact, state	She works. / Does she work?
Present continuous	A2	am/is/are + -ing	now, temporary situation, arrangement	She is working.
Past simple	A2	past form	finished past	She worked. / She went.
Past continuous	A2	was/were + -ing	background, interrupted activity	She was working.
Present perfect simple	A2-B1	have/has + past participle	experience, result, unfinished time	She has worked.
Present perfect continuous	B2	have/has been + -ing	duration/repeated activity to now	She has been working.
Past perfect simple	B2	had + past participle	earlier completed past	She had worked.
Past perfect continuous	B2	had been + -ing	duration before past point	She had been working.
will future	A2	will + base	prediction, offer, decision, promise	She will work.
be going to	A2	am/is/are going to + base	plan, evidence-based prediction	She is going to work.
Future continuous	B2	will be + -ing	future activity in progress	She will be working.
Future perfect	B2	will have + past participle	completed before future point	She will have worked.
Future perfect continuous	Extension	will have been + -ing	duration up to future point	She will have been working.

Complete conjugation model: work

Tense	Affirmative	Negative	Question
Present simple	I/you/we/they work; he/she/it works	do/does not work	Do/Does ... work?
Present continuous	am/is/are working	am/is/are not working	Am/Is/Are ... working?
Past simple	worked	did not work	Did ... work?
Past continuous	was/were working	was/were not working	Was/Were ... working?
Present perfect	have/has worked	have/has not worked	Have/Has ... worked?
Present perfect continuous	have/has been working	have/has not been working	Have/Has ... been working?
Past perfect	had worked	had not worked	Had ... worked?
Past perfect continuous	had been working	had not been working	Had ... been working?
Future with will	will work	will not work	Will ... work?
Future continuous	will be working	will not be working	Will ... be working?
Future perfect	will have worked	will not have worked	Will ... have worked?

Complete conjugation model: be

Time	Affirmative	Negative	Question
Present	I am; you/we/they are; he/she/it is	am not; are not; is not	Am I? Are you/we/they? Is he/she/it?
Past	I/he/she/it was; you/we/they were	was not; were not	Was I/he/she/it? Were you/we/they?
Present perfect	have/has been	have/has not been	Have/Has ... been?
Past perfect	had been	had not been	Had ... been?
Future	will be	will not be	Will ... be?

Time	Affirmative	Negative	Question
Stative-verb warning Do not mechanically put every verb into a continuous tense. In their state meanings, these are usually non-continuous: know, understand, believe, want, need, belong, contain, consist, mean, seem, and prefer. Some verbs change meaning: I think it is good (opinion) vs I am thinking about it (mental activity).			

Passive Voice Reference

Form	Formula	Example
Present simple	am/is/are + past participle	The lessons are recorded.
Past simple	was/were + past participle	The lessons were recorded.
Present continuous	am/is/are being + past participle	The lesson is being recorded.
Present perfect	have/has been + past participle	The lesson has been recorded.
Past perfect	had been + past participle	The lesson had been recorded.
Future	will be + past participle	The lesson will be recorded.
Modal	modal + be + past participle	The lesson must be recorded.
Reporting passive	be + reported/believed/expected + to-infinitive	The method is believed to work.

Conditional Reference

Type	Target	Formula	Meaning	Example
Zero	A2-B1	if/when + present, present	facts and repeated results	If water freezes, it expands.
First	A2-B1	if + present, will + base	real future possibility	If she calls, I will answer.
Second	B1	if + past, would + base	imagined present/future	If I knew, I would tell you.
Third	B2	if + past perfect, would have + pp	unreal past	If I had known, I would have helped.
Mixed	B2	if + past perfect, would + base (or reverse)	past cause/current result	If I had trained, I would be ready now.

6. Irregular Verb Reference

This table gathers the irregular verbs used in the A2-B2 banks. “Read” has the same spelling in all three forms, but the past and past participle are pronounced like “red.” “Gotten” is common in American English for acquired or become; “got” is common in British English and in possession structures.

Base	Past simple	Past participle	He/She/It	-ing	First bank
be	was/were	been	is	being	A2
become	became	become	becomes	becoming	A2
begin	began	begun	begins	beginning	A2
break	broke	broken	breaks	breaking	B1
bring	brought	brought	brings	bringing	A2
build	built	built	builds	building	B1
buy	bought	bought	buys	buying	B1
choose	chose	chosen	chooses	choosing	B1
come	came	come	comes	coming	A2
do	did	done	does	doing	A2
drive	drove	driven	drives	driving	B1
fall	fell	fallen	falls	falling	B1
feel	felt	felt	feels	feeling	A2
find	found	found	finds	finding	A2
fly	flew	flown	flies	flying	B1
forget	forgot	forgotten	forgets	forgetting	B1
get	got	got/gotten	gets	getting	A2
give	gave	given	gives	giving	A2
go	went	gone	goes	going	A2
grow	grew	grown	grows	growing	B1
have	had	had	has	having	A2
hear	heard	heard	hears	hearing	A2
hold	held	held	holds	holding	B1
keep	kept	kept	keeps	keeping	A2
know	knew	known	knows	knowing	A2
leave	left	left	leaves	leaving	A2
lend	lent	lent	lends	lending	B1
let	let	let	lets	letting	A2

Base	Past simple	Past participle	He/She/It	-ing	First bank
lose	lost	lost	loses	losing	A2
make	made	made	makes	making	A2
mean	meant	meant	means	meaning	A2
meet	met	met	meets	meeting	A2
overcome	overcame	overcome	overcomes	overcoming	B2
pay	paid	paid	pays	paying	A2
prove	proved	proved/proven	proves	proving	B2
put	put	put	puts	putting	A2
read	read	read	reads	reading	A2
ride	rode	ridden	rides	riding	B1
run	ran	run	runs	running	A2
say	said	said	says	saying	A2
see	saw	seen	sees	seeing	A2
sell	sold	sold	sells	selling	B1
send	sent	sent	sends	sending	B1
show	showed	shown/showed	shows	showing	A2
sit	sat	sat	sits	sitting	A2
speak	spoke	spoken	speaks	speaking	A2
spend	spent	spent	spends	spending	B1
stand	stood	stood	stands	standing	A2
stop	stopped	stopped	stops	stopping	A2
take	took	taken	takes	taking	A2
tell	told	told	tells	telling	A2
think	thought	thought	thinks	thinking	A2
understand	understood	understood	understands	understanding	B1
wear	wore	worn	wears	wearing	B1
win	won	won	wins	winning	B1
write	wrote	written	writes	writing	A2

7. Pronunciation of Conjugation Endings

Present simple -s / -es

Sound	Use after	Examples
/s/	voiceless sounds except /s/, /sh/, /ch/	works, stops, speaks
/z/	vowels and voiced sounds except sibilants	plays, runs, lives, reads
/iz/	sibilant endings: /s z sh zh ch j/	uses, watches, changes, judges

Past -ed

Sound	Use after	Examples
/t/	voiceless sounds except /t/	worked, watched, stopped
/d/	vowels and voiced sounds except /d/	played, lived, changed
/id/	verbs ending in /t/ or /d/	wanted, needed, decided

Pronunciation truth

The spelling does not determine the ending sound by itself. Listen to the final sound of the base verb. "Watch" ends in /ch/, so watches adds a syllable. "Play" ends in a vowel sound, so played ends in /d/.

High-value pronunciation notes

- read: present /reed/; past and past participle /red/
- says is commonly pronounced /sez/; said is /sed/
- does is commonly pronounced /duz/; done is /dun/
- worked has one syllable; wanted has two syllables
- used to is normally pronounced with /st/ in connected speech: "I used to live there."

8. Assessment Rubric

Score each category from 0 to 4. A learner should demonstrate the target level in connected communication, not only in isolated fill-in-the-blank exercises.

Score	Descriptor
4 - Controlled	Uses the target form accurately and flexibly; errors are rare or quickly self-corrected.
3 - Functional	Uses the form successfully in familiar contexts; some errors occur but meaning stays clear.
2 - Developing	Shows partial control; avoids the form or makes repeated errors that require listener effort.
1 - Emerging	Recognizes some examples but cannot reliably produce the form.
0 - Not demonstrated	Does not yet recognize or produce the form in a meaningful task.

Recommended assessment categories

Category	What to observe
Principal forms	Correct base, 3rd-person, -ing, past, and past participle forms.
Auxiliaries	Correct be/have/do/modal selection and word order.

Category	What to observe
Time meaning	Tense choice matches finished time, current relevance, duration, sequence, or future viewpoint.
Verb patterns	Correct infinitive, gerund, object, complement, and preposition patterns.
Connected control	Forms remain reasonably consistent across a paragraph or spoken response.
Pronunciation	-s and -ed endings, irregular forms, and contractions remain understandable.
Self-correction	Learner notices and repairs errors without losing the message.

Suggested mastery decision

- A2 ready: mostly 3s on A2 categories, with no category below 2.
- B1 ready: mostly 3s on cumulative A2-B1 categories and ability to sustain connected answers.
- B2 ready: mostly 3s or 4s on cumulative categories, including tense contrasts, modal perfects, advanced conditionals, and reporting/passive structures.
- Do not promote a learner based only on memorized conjugation tables. Require meaningful speaking, writing, reading, and listening evidence.

9. Alignment Sources and Teaching Notes

This handbook is a teaching synthesis rather than an official CEFR syllabus. The following sources informed the level progression and the distinction between communicative proficiency and grammar inventories:

Organization	Source	How it was used
Council of Europe	Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion Volume (2020).	CEFR descriptors for range, grammatical accuracy, interaction, production, and mediation.
English Profile	English Grammar Profile.	Research-based descriptions of how grammatical form, meaning, and use develop across CEFR levels.
Cambridge English	A2 Key Handbook for Teachers.	Detailed A2 language specification including tenses, modals, verb forms, passive forms, infinitives, and gerunds.
Cambridge English	B1 Preliminary Handbook for Teachers.	Detailed B1 language specification including conditionals, reported speech, passive/modal passive, causatives, and compound verb patterns.
Cambridge English	B2 First Handbook for Teachers.	B2 expectations for complex grammatical forms, tense contrasts, passives, infinitives, modal forms, and grammatical control.

Teaching cautions

- Frequency is not the same as level. A common verb such as get has simple A2 meanings and more complex B2 phrasal, passive, and causative uses.
- Knowing a verb form is not the same as controlling it. Learners need repeated retrieval in speaking and writing, plus recognition in listening and reading.
- Signal words can help beginners, but they are not reliable rules. Tense choice depends on the speaker's intended viewpoint.
- Irregular verbs should be learned in meaningful families and sentences, not only alphabetically.
- Assessment should sample familiar and unfamiliar topics. Memorized answers can hide weak tense control.
- The 180-verb banks are high-utility teaching selections, not an official lexical threshold or a complete English vocabulary list.

Recommended next companion resource

Create a level-specific practice workbook with short daily drills: form recall, question formation, tense contrasts, error correction, speaking prompts, paragraph writing, and a cumulative assessment every five days.

Final Learning Principle

Do not memorize twelve disconnected tense names.

Learn the five verb forms.

Learn the auxiliary formulas.

Choose the form that expresses your meaning.

The real goal

A learner has mastered a verb form when it becomes available during real communication - accurately enough, quickly enough, and with enough flexibility to express the intended message.