

# Grammar reference

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# Verb phrases

## The present

### Present simple

#### Focus

We use the present simple for:

- habits or routines            *We **have** lessons every day.*
- repeated actions            *I **often forget** English words.*
- general truths                *They **speak** Spanish in Mexico.*
- scientific facts               *Apples **have** vitamin C in them.*
- thoughts and feelings       *I **like** oranges.*

Adverbs of frequency usually go before the main verb.  
(See Adverbs on page 84.)

*I **often listen** to English songs.*

*I **don't always understand** them.*



She **always drinks** banana juice.

We form the present simple with the infinitive form of the verb.

| Affirmative                   | Negative                         | Questions                                                                                         |
|-------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------|
| I <b>speak</b> two languages. | She <b>doesn't like</b> grammar. | How <b>do</b> you <b>practise</b> your English?<br><b>Does</b> she <b>make</b> a lot of mistakes? |

| Affirmative |                 | Negative |                   | Questions   |      | Short answers |                   |
|-------------|-----------------|----------|-------------------|-------------|------|---------------|-------------------|
| I           | know.           | I        | <b>don't</b>      | <b>Do</b>   | I    | Yes,          | <b>do.</b>        |
| You         | help.           | You      | <b>(do not)</b>   |             | you  | No,           | <b>don't.</b>     |
| He          | know <b>s</b> . | He       | <b>doesn't</b>    | <b>Does</b> | he   | Yes,          | <b>does.</b>      |
| She         | help <b>s</b> . | She      | <b>(does not)</b> |             | she  | No,           | <b>doesn't.</b>   |
| It          |                 | It       |                   |             | it   | know?         | <b>(does not)</b> |
|             |                 |          |                   |             |      | help?         |                   |
| We          | know.           | We       | <b>don't</b>      | <b>Do</b>   | we   | Yes,          | <b>do.</b>        |
| You         | help.           | You      | <b>(do not)</b>   |             | you  | No,           | <b>don't.</b>     |
| They        |                 | They     |                   |             | they |               | <b>(do not)</b>   |

The spelling of the verb in affirmative sentences only changes with a 3rd person singular subject (*he, she, it*).

| Spelling of present simple 3rd person singular verbs                                                                             |                                                                                                                             |                                                                                                 |                                     |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>[+ -s]</b><br>most verbs                                                                                                      | <b>[+ -es]</b><br>verbs ending in<br><b>-o, -s, -ss, -sh, -ch, -x</b>                                                       | <b>[+y] + [-ies]</b><br>verbs ending in<br>consonant + <b>-y</b>                                | Irregulars                          |
| enjoy – enjoy <b>s</b><br>forget – forget <b>s</b><br>learn – learn <b>s</b><br>think – think <b>s</b><br>write – write <b>s</b> | go – go <b>es</b><br>guess – guess <b>es</b><br>finish – finish <b>es</b><br>watch – watch <b>es</b><br>fix – fix <b>es</b> | fly – fly <b>ies</b><br>study – stud <b>ies</b><br>tidy – tid <b>ies</b><br>try – tr <b>ies</b> | be – <b>is</b><br>have – <b>has</b> |

## Present continuous



Hi! **I'm standing** at the top of a mountain. **We're staying** in Chamonix for a few days. **We're going** home on Friday.

### Focus

We use the present continuous for:

activities happening now

activities happening around the time of speaking

future activities that are already arranged

*I'm standing at the top of a mountain.*

*We're staying in Chamonix for a few days.*

*We're going home on Friday.*

We form the present continuous with the present simple of *to be* + verb + *-ing*.

| Affirmative                 | Negative                        | Questions                                                                 |
|-----------------------------|---------------------------------|---------------------------------------------------------------------------|
| I'm <b>watching</b> a film. | He <b>isn't playing</b> tennis. | <b>Are</b> they <b>shopping</b> ?<br>Where <b>is</b> he <b>studying</b> ? |

| Affirmative       |                  | Negative          |                         | Questions  |                   | Short answers              |                                                                                                        |
|-------------------|------------------|-------------------|-------------------------|------------|-------------------|----------------------------|--------------------------------------------------------------------------------------------------------|
| I                 | <b>'m (am)</b>   | I                 | <b>'m not (am not)</b>  | <b>Am</b>  | I                 | Yes,                       | I <b>am.</b>                                                                                           |
| You               | <b>are</b>       | You               | <b>aren't (are not)</b> | <b>Are</b> | you               | No,                        | I <b>'m not. (am not)</b>                                                                              |
| He<br>She<br>It   | <b>'s (is)</b>   | He<br>She<br>It   | <b>isn't (is not)</b>   | <b>Is</b>  | he<br>she<br>it   | Yes,<br>No,                | you <b>are.</b><br><b>aren't. (are not)</b>                                                            |
| We<br>You<br>They | <b>'re (are)</b> | We<br>You<br>They | <b>aren't (are not)</b> | <b>Are</b> | we<br>you<br>they | Yes,<br>No,<br>Yes,<br>No, | he<br>she<br>it <b>is.</b><br><b>isn't. (is not)</b><br>we <b>are.</b><br>you <b>aren't. (are not)</b> |

| Spelling of verbs + <i>-ing</i>                                                              |                                                                                              |                                                                                                        |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>[+ -ing]</b><br>most verbs                                                                | <b>[-e] + [-ing]</b><br>verbs ending in <i>-e</i>                                            | <b>[double consonant] + [-ing]</b><br>verbs ending in short vowel + consonant                          |
| do – <b>doing</b><br>go – <b>going</b><br>study – <b>studying</b><br>watch – <b>watching</b> | come – <b>coming</b><br>give – <b>giving</b><br>live – <b>living</b><br>ride – <b>riding</b> | shop – <b>shopping</b><br>sit – <b>sitting</b><br>swim – <b>swimming</b><br>travel – <b>travelling</b> |

## Present simple and present continuous

| Present simple                                                                                                                                                                                                                                           | Present continuous                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| For habits or routines, repeated actions, general truths, scientific facts and thoughts and feelings.                                                                                                                                                    | For activities happening now and around the time of speaking.                                               |
| <b>Affirmative</b>                                                                                                                                                                                                                                       |                                                                                                             |
| I usually <b>go</b> to the sports centre at the weekend.                                                                                                                                                                                                 | I'm <b>going</b> to the sports centre.                                                                      |
| <b>Negative</b>                                                                                                                                                                                                                                          |                                                                                                             |
| My dad <b>doesn't work</b> on Mondays.                                                                                                                                                                                                                   | My mum <b>isn't working</b> today. She's at home.                                                           |
| <b>Questions</b>                                                                                                                                                                                                                                         |                                                                                                             |
| How often <b>do</b> you <b>play</b> computer games?                                                                                                                                                                                                      | Why <b>are</b> you <b>playing</b> computer games?                                                           |
| <b>Time expressions</b>                                                                                                                                                                                                                                  |                                                                                                             |
| We often use time expressions for repeated actions.                                                                                                                                                                                                      | We often use time expressions for present or temporary actions.                                             |
| <i>every morning / afternoon / evening<br/>every day / week / month / year<br/>on Mondays / Tuesdays<br/>at the weekend<br/>usually / often / sometimes / never</i>                                                                                      | <i>now / right now / at the moment<br/>today / tonight<br/>this morning / afternoon / evening / weekend</i> |
| <b>Stative verbs</b>                                                                                                                                                                                                                                     |                                                                                                             |
| We nearly always use the present simple with verbs for thinking and feeling and sense verbs.                                                                                                                                                             |                                                                                                             |
| thinking: <i>believe, know, understand, mean, remember</i><br>feeling: <i>like, hate, enjoy, love</i><br>senses: <i>hear, see, taste, smell</i><br><i>I don't understand what you're saying.</i><br><i>I love chocolate.</i><br><i>This tastes good!</i> |                                                                                                             |

## Information questions

### Focus

After a question word or phrase, use an auxiliary or other verb and then the subject.



| Questions with:            | Ask about:         | Example questions:                           |
|----------------------------|--------------------|----------------------------------------------|
| <b>What</b> ...?           | a thing or things  | <b>What</b> are they doing?                  |
| <b>Who</b> ...?            | a person or people | <b>Who's</b> your best friend?               |
| <b>When</b> ...?           | a time or date     | <b>When</b> is your birthday?                |
| <b>What time</b> ...?      | a time             | <b>What time</b> does the shop close?        |
| <b>Where</b> ...?          | a place            | <b>Where</b> are the people?                 |
| <b>Why</b> ...?            | a reason           | <b>Why</b> are you phoning your dad?         |
| <b>Which</b> (+ noun) ...? | a thing or things  | <b>Which</b> free time activities do you do? |
| <b>How old</b> ...?        | age                | <b>How old</b> are you?                      |
| <b>How long</b> ...?       | a period of time   | <b>How long</b> is the film?                 |

# The future

## Present continuous – future arrangements

**Focus**  
 We use the present continuous for future activities that are already arranged:  
*Are you **doing** anything next weekend?*  
*I'm **going** on holiday tomorrow.*  
 See page 73 for how to form the present continuous.

We often use these time phrases with the present continuous to refer to the future.

|                                        | on                         | at                    | in                     |
|----------------------------------------|----------------------------|-----------------------|------------------------|
| this evening                           | <b>on</b> Friday           | <b>at</b> six o'clock | <b>in</b> March        |
| tonight / tomorrow                     | <b>on</b> Thursday morning | <b>at</b> the weekend | <b>in</b> five minutes |
| tomorrow morning / afternoon / evening | <b>on</b> Sunday afternoon | <b>at</b> Christmas   | <b>in</b> summer       |
| next week / month / year               | <b>on</b> Saturday evening |                       |                        |
|                                        | <b>on</b> 26th May         |                       |                        |

## will/won't

**Focus**  
 We use **will** and **won't** for making predictions about the future:  
*The spaceship **will** crash in one minute.*  
*It **won't** hurt.*



What **will** they **do** to the spaceship?

The form is **will** + infinitive without **to**. **Will** has the same form for all persons.

| Affirmative              | Negative                               | Questions                              |
|--------------------------|----------------------------------------|----------------------------------------|
| We'll <b>meet</b> again. | You <b>won't</b> <b>feel</b> anything. | <b>Will</b> we <b>find</b> the planet? |

| Affirmative |             |     | Negative |              |     | Questions   |      |     | Short answers |      |               |
|-------------|-------------|-----|----------|--------------|-----|-------------|------|-----|---------------|------|---------------|
| I           |             |     | I        |              |     |             | I    |     | Yes,          | I    |               |
| You         |             |     | You      |              |     |             | you  |     |               | you  |               |
| He          |             |     | He       |              |     |             | he   |     |               | he   |               |
| She         |             |     | She      |              |     |             | she  |     |               | she  |               |
| It          | <b>will</b> | go. | It       | <b>won't</b> | go. | <b>Will</b> | it   | go? |               | it   |               |
| We          |             |     | We       |              |     |             | we   |     |               | we   |               |
| You         |             |     | You      |              |     |             | you  |     | No,           | you  |               |
| They        |             |     | They     |              |     |             | they |     |               | they |               |
|             |             |     |          |              |     |             |      |     |               |      | <b>will.</b>  |
|             |             |     |          |              |     |             |      |     |               |      | <b>won't.</b> |

## Expressions to talk about the future

We often use these expressions when we talk about the future.

|                                                                    |                        |                                                                                               |
|--------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------|
| I <b>hope</b><br>I <b>think</b><br><b>Maybe</b><br>I'm <b>sure</b> | I'll<br>I <b>won't</b> | get married.<br>have children.<br>be famous.<br>be rich.<br>live abroad.<br>go to university. |
| I <b>don't think</b><br>I <b>doubt</b>                             | I'll                   |                                                                                               |
| I'll                                                               | <b>probably</b>        |                                                                                               |
| I                                                                  | <b>probably won't</b>  |                                                                                               |



## going to – intentions

**Focus**  
We use the **going to** future to talk about intentions:  
*I'm going to stop eating sweets.*

We form the **going to** future with the present tense of *be* + **going to** + infinitive without *to*.

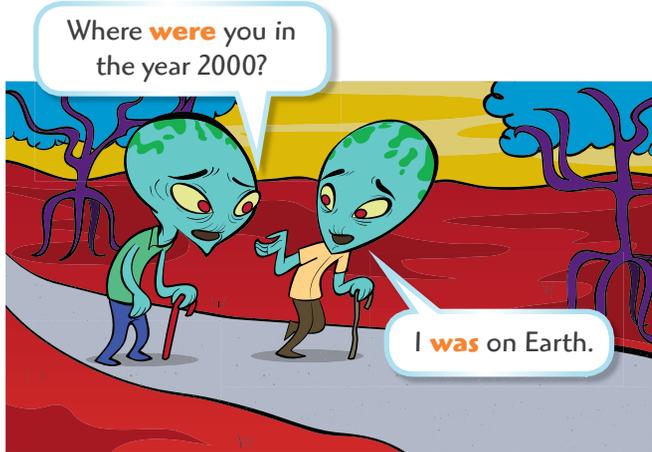
| Affirmative               | Negative                       | Questions                      | Short answers         |
|---------------------------|--------------------------------|--------------------------------|-----------------------|
| I'm <b>going to stop.</b> | He <b>isn't going to stop.</b> | <b>Are they going to stop?</b> | Yes, they <b>are.</b> |

| Affirmative + Negative |             |          |                | Questions |      |          |                | Short answers |     |         |
|------------------------|-------------|----------|----------------|-----------|------|----------|----------------|---------------|-----|---------|
| I'm                    | I'm not     | going to | stop.<br>help. | Am        | I    | going to | stop?<br>help? | Yes,          | I   | am.     |
| You're                 | You aren't  |          |                | Are       | you  |          |                | No,           | I   | 'm not. |
| He's                   | He isn't    |          |                | Is        | he   |          |                | Yes,          | you | are.    |
| She's                  | She isn't   |          |                | Is        | she  |          |                | No,           | you | aren't. |
| It's                   | It isn't    | Is       | it             | Yes,      | he   | is.      |                |               |     |         |
| We're                  | We aren't   | going to | stop.<br>help. | Are       | we   | going to | stop?<br>help? | No,           | she | isn't.  |
| You're                 | You aren't  |          |                | Are       | you  |          |                | Yes,          | we  | are.    |
| They're                | They aren't |          |                | Are       | they |          |                | No,           | you | aren't. |

# The past

## Past simple: to be

**Focus**  
 We use the past simple of *to be* (*was/were*) for situations and moments in the past:  
*I was in New York in July.*  
*We were cold yesterday.*  
*I was in London three days ago.*  
*I wasn't at school last Monday.*  
*When were you born?*



We form the past simple of *to be* like this.

| Affirmative |             | Negative |                              | Questions   |           | Short answers  |                 |
|-------------|-------------|----------|------------------------------|-------------|-----------|----------------|-----------------|
| I           | <b>was</b>  | I        | <b>wasn't</b><br>(was not)   | <b>Was</b>  | I         | Yes, I         | <b>was.</b>     |
| You         | <b>were</b> | You      | <b>weren't</b><br>(were not) | <b>Were</b> | you       | No, you        | <b>wasn't.</b>  |
| He          | <b>was</b>  | He       | <b>wasn't</b><br>(was not)   | <b>Was</b>  | he        | Yes, he        | <b>was.</b>     |
| She         |             | She      |                              | she         | No, she   | <b>wasn't.</b> |                 |
| It          |             | It       |                              | it          | Yes, we   |                |                 |
| We          | <b>were</b> | We       | <b>weren't</b><br>(were not) | <b>Were</b> | you       | No, you        | <b>weren't.</b> |
| You         |             | You      |                              | they        | Yes, they | <b>was.</b>    |                 |
| They        |             | They     |                              | they        | No, they  |                |                 |

## Past time expressions

We often use time expressions with the past simple.

| yesterday ...                     | last ...                | ... ago                           |
|-----------------------------------|-------------------------|-----------------------------------|
| ... morning    ... afternoon      | ... night    ... Friday | five minutes ...    two hours ... |
| ... evening    ... at six o'clock | ... week    ... weekend | three days ...    a long time ... |
|                                   | ... month    ... year   |                                   |

## there was/were

**Focus**  
 We use *there was/were* to describe past situations:  
*There were dangerous animals in the jungle.*  
*There was a river.*  
*Were there crocodiles in the river?*

|                 | Affirmative                               | Negative                            | Questions                        | Short answers                                        |
|-----------------|-------------------------------------------|-------------------------------------|----------------------------------|------------------------------------------------------|
| <b>Singular</b> | <b>There was</b> a storm.                 | <b>There wasn't</b> any food.       | <b>Was there</b> an accident?    | Yes, <b>there was.</b><br>No, <b>there wasn't.</b>   |
| <b>Plural</b>   | <b>There were</b> 50 people on the plane. | <b>There weren't</b> any survivors. | <b>Were there</b> any survivors? | Yes, <b>there were.</b><br>No, <b>there weren't.</b> |

## Past simple: regular and irregular verbs

### Focus

We use the past simple for finished actions and events in the past:

The plane **exploded**.

Juliane **fell** 3,000 metres.

She **landed** in some trees.

The fall **didn't** kill her.



Sorry I'm late, Miss. I **missed** the school bus, so I **walked** here. On the way I **saw** a cat in a tree. I **climbed** the tree and the cat **jumped** down, but then I **couldn't** get down. I **called** the fire brigade, but they **didn't come** for a long time. What **did** you **do** this morning?

In the past simple we use the same form for all persons.

| Affirmative                                                | Negative                                                        | Questions                                                                 |
|------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------|
| We visited <b>ed</b> Spain.<br>I <b>went</b> to the beach. | We <b>didn't visit</b> Italy.<br>She <b>didn't go</b> swimming. | Who <b>did</b> you <b>visit</b> ?<br><b>Did</b> you <b>go</b> on holiday? |

### Affirmative

The past simple affirmative form of verbs depends on whether they are regular or irregular.

| Regular verbs                    |                                      | Irregular verbs                                                                                                                                             |                                      |
|----------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| These have an <b>-ed</b> ending. |                                      | Many common verbs are irregular. Irregular verbs don't have the <b>-ed</b> ending, so you have to learn them. There's a list of irregular verbs on page 93. |                                      |
| I                                | learn <b>ed</b> how to swim.         | I                                                                                                                                                           |                                      |
| You                              | stay <b>ed</b> with my grandparents. | You                                                                                                                                                         | [have] <b>had</b> a great time.      |
| He                               | travell <b>ed</b> there by car.      | He                                                                                                                                                          | [go] <b>went</b> abroad.             |
| She                              | visit <b>ed</b> a lot of places.     | She                                                                                                                                                         | [eat] <b>ate</b> a lot of fish.      |
| It                               | walk <b>ed</b> in the mountains.     | It                                                                                                                                                          | [do] <b>did</b> a lot of fun things. |
| We                               | watch <b>ed</b> films.               | We                                                                                                                                                          | [make] <b>made</b> some new friends. |
| You                              |                                      | You                                                                                                                                                         |                                      |
| They                             |                                      | They                                                                                                                                                        |                                      |

### Spelling of regular past simple verbs

| [+ <b>-ed</b> ]         | [+ <b>-d</b> ]            | [ <b>-y</b> ] + [ <b>-ied</b> ]       | [ <b>double consonant</b> ] + [ <b>-ed</b> ] |
|-------------------------|---------------------------|---------------------------------------|----------------------------------------------|
| most verbs              | verbs ending in <b>-e</b> | verbs ending in consonant + <b>-y</b> | verbs ending in vowel + consonant            |
| play – play <b>ed</b>   | change – chang <b>ed</b>  | marry – marr <b>ied</b>               | plan – plann <b>ed</b>                       |
| visit – visit <b>ed</b> | die – die <b>d</b>        | study – studi <b>ed</b>               | stop – stop <b>ped</b>                       |
| walk – walk <b>ed</b>   | live – live <b>d</b>      | try – tri <b>ed</b>                   | travel – travell <b>ed</b>                   |

## Negative and questions

Past simple negative and questions are the same for regular and irregular verbs.

| Negative              |                     |                      | Questions          |      |                      | Short answers |     |      |     |
|-----------------------|---------------------|----------------------|--------------------|------|----------------------|---------------|-----|------|-----|
| [didn't] + infinitive |                     |                      | [Did] + infinitive |      |                      |               |     |      |     |
| I                     | didn't<br>(did not) | like it.<br>go home. | Did                | I    | like it?<br>go home? | Yes,          | I   | did. |     |
| You                   |                     |                      |                    | you  |                      |               | No, |      | you |
| He                    |                     |                      |                    | he   |                      |               |     |      | he  |
| She                   |                     |                      |                    | she  |                      |               | she |      |     |
| It                    |                     |                      |                    | it   |                      | it            |     |      |     |
| We                    |                     |                      |                    | we   |                      | we            |     |      |     |
| You                   |                     |                      |                    | you  |                      | you           |     |      |     |
| They                  |                     |                      |                    | they |                      | they          |     |      |     |

## Past information questions

### Focus

After a question word or phrase, use **did** + the infinitive form of the verb.

| Questions about ... | Question word | did | subject     | infinitive |
|---------------------|---------------|-----|-------------|------------|
| a thing             | What          | did | the men     | do?        |
| a person            | Who           |     | Malala      | see?       |
| a time              | When          |     | the classes | start?     |
| a place             | Where         |     | they        | meet?      |
| a reason            | Why           |     | she         | cry?       |

| Question phrase     | did | subject | infinitive |
|---------------------|-----|---------|------------|
| Which school        | did | you     | go to?     |
| How many blog posts |     | she     | write?     |



# Modal verbs

## Using modal verbs

### Focus

Modal verbs are a special group of auxiliary verbs. We use them before main verbs to express different meanings, for example, permission, obligation and possibility.

Modal verbs have different grammar from other verbs:

- They have the same form for all persons.
- They don't have an infinitive form.
- We form the negative with modal verb + **not**.
- They don't use *do/does/did* in questions.
- They don't have *-ing/-ed* forms.
- They are followed by the infinitive (without *to*).

| Affirmative |              |     | Negative |                 |     | Questions    |      |     | Short answers |      |                  |
|-------------|--------------|-----|----------|-----------------|-----|--------------|------|-----|---------------|------|------------------|
| I           |              |     | I        |                 |     |              | I    |     |               | I    | <b>can.</b>      |
| You         |              |     | You      |                 |     |              | you  |     |               | you  | <b>could.</b>    |
| He          | <b>can</b>   |     | He       | <b>can't</b>    |     | <b>Can</b>   | he   |     | Yes,          | he   | <b>must.</b>     |
| She         | <b>could</b> |     | She      | <b>couldn't</b> |     | <b>Could</b> | she  |     |               | she  | <b>will.</b>     |
| It          | <b>must</b>  | go. | It       | <b>mustn't</b>  | go. | <b>Must</b>  | it   | go? |               | it   | <b>can't.</b>    |
| We          | <b>will</b>  |     | We       | <b>won't</b>    |     | <b>Will</b>  | we   |     | No,           | we   | <b>couldn't.</b> |
| You         |              |     | You      |                 |     |              | you  |     |               | you  | <b>mustn't.</b>  |
| They        |              |     | They     |                 |     |              | they |     |               | they | <b>won't.</b>    |

### can/can't

#### Focus

We use **can/can't** for:  
abilities

*I can play the guitar, but I can't sing.*

asking for permission

*Can I borrow your book, please?*

Mum, it's dark. **Can I go out?** I **can see** in the dark.



OK, then. You **can go out**.

### could/couldn't

#### Focus

We use **could/couldn't**:

as the past form of **can/can't** for abilities in the past

*When I was six, I could ride a bike, but I couldn't swim.*

*I couldn't go out yesterday because I had to finish my homework.*

for polite requests and responses

*Could you help me? Yes, of course I could.*

*Could I borrow your car? Yes, of course you could.*

## must/mustn't

### Focus

We use **must** to say it's necessary to do something:

You **must** be home by midnight.

We use **mustn't** to say it's important **not** to do something:

You **mustn't** be late.

Remember: for actions that are not necessary, we use

**don't have to**:

We **don't have to** be home before midnight.



The form is **must** + infinitive without **to**. **Must** has the same form for all persons.

| Affirmative |             |     | Negative |                |     | Questions                                                                                                                                           |  |  |
|-------------|-------------|-----|----------|----------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| I           |             |     | I        |                |     | To ask about obligation, we usually use <b>have to</b> .<br><br>When do we <b>have to</b> be home?<br>Does she <b>have to</b> do a lot of homework? |  |  |
| You         |             |     | You      |                |     |                                                                                                                                                     |  |  |
| He          |             |     | He       |                |     |                                                                                                                                                     |  |  |
| She         |             |     | She      |                |     |                                                                                                                                                     |  |  |
| It          | <b>must</b> | go. | It       | <b>mustn't</b> | go. |                                                                                                                                                     |  |  |
| We          |             |     | We       |                |     |                                                                                                                                                     |  |  |
| You         |             |     | You      |                |     |                                                                                                                                                     |  |  |
| They        |             |     | They     |                |     |                                                                                                                                                     |  |  |

## have to / don't have to

### Focus

We use **have to**:

to say that it's necessary or important to do something

My mum **has to** get up very early.

to say that it's not necessary or important to do something

We **don't have to** go to school on Saturday.

**Have to** is followed by the infinitive form of the verb without **to**.

| Affirmative                    | Negative                               | Questions                                                                                           |
|--------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| I <b>have to get up</b> early. | I <b>don't have to wear</b> a uniform. | <b>Do</b> you <b>have to do</b> the housework?<br>What time <b>does</b> she <b>have to get up</b> ? |

| Affirmative |                |               | Negative |                |     | Questions   |      |               | Short answers |                 |  |
|-------------|----------------|---------------|----------|----------------|-----|-------------|------|---------------|---------------|-----------------|--|
| I           |                |               | I        | <b>don't</b>   |     | <b>Do</b>   | I    | go?           | Yes, I        | <b>do.</b>      |  |
| You         | <b>have to</b> |               | You      | <b>have to</b> |     |             | you  |               | No, you       | <b>don't.</b>   |  |
| He          |                |               | He       | <b>doesn't</b> | go. | <b>Does</b> | he   | get up early? | Yes, he       | <b>does.</b>    |  |
| She         | <b>has to</b>  | get up early. | She      | <b>have to</b> |     |             | she  |               | No, she       | <b>doesn't.</b> |  |
| It          |                |               | It       |                |     |             | it   |               |               |                 |  |
| We          |                |               | We       | <b>don't</b>   |     | <b>Do</b>   | we   | get up early? | Yes, we       | <b>do.</b>      |  |
| You         | <b>have to</b> |               | You      | <b>have to</b> |     |             | you  |               | No, you       | <b>don't.</b>   |  |
| They        |                |               | They     |                |     |             | they |               |               |                 |  |

# The infinitive and the -ing form

## Verb + -ing form and verb + to + infinitive

### Focus

When we use two verbs together, the second verb can be an **-ing** form or an **infinitive** with **to**:  
*I enjoy **looking** after young kids, but I don't want **to be** a teacher.*

| Verb + -ing form |                                             | Verb + to + infinitive |                                                  |
|------------------|---------------------------------------------|------------------------|--------------------------------------------------|
| <b>like</b>      | I like <b>going</b> camping.                | <b>would like</b>      | I'd like <b>to go</b> camping at the weekend.    |
| <b>love</b>      | She loves <b>snorkelling</b> .              | <b>want</b>            | What do you want <b>to do</b> when you're older? |
| <b>hate</b>      | They hate <b>doing</b> grammar exercises.   | <b>learn</b>           | He's learning <b>to speak</b> Chinese.           |
| <b>enjoy</b>     | Do you enjoy <b>listening</b> to the radio? | <b>remember</b>        | I must remember <b>to take</b> my books.         |
| <b>stop</b>      | Please stop <b>making</b> that noise!       | <b>forget</b>          | Don't forget <b>to do</b> your homework.         |
| <b>start</b>     | He's going to start <b>running</b> .        | <b>start</b>           | She started <b>to run</b> when she saw a bear.   |

## to be good at + -ing form

### Focus

We use the **-ing** form of the verb after **to be good at**.  
*To be an architect, you have **to be good at drawing**.*



Our robot is really **good at doing** the housework, but he **hates cooking**.

## Infinitive of purpose

### Focus

We use **to** + the **infinitive** form of the verb to express purpose:  
*Many people do sport **to get fit**.*

# Complex sentences

## Clauses

### Focus

A **clause** is part of a sentence. A clause always has a **subject** and a **verb**.  
 Complex sentences have two or more clauses.  
 All complex sentences have a main clause and a dependent clause.

| Main clause            | Dependent clause       |                  |
|------------------------|------------------------|------------------|
| The plane exploded     | when lightning hit it. | Time clause      |
| I don't walk to school | if it rains.           | Condition clause |

If the dependent clause comes first, we write a comma between the clauses.

|                       |   |                         |
|-----------------------|---|-------------------------|
| When lightning hit it | , | the plane exploded.     |
| If it rains           | , | I don't walk to school. |

## Time clauses

### Focus

We use *after*, *before*, *when* and *while* to connect a main clause and a time clause in a sentence.

| Main clause                      | Time clause   | Time clause               |
|----------------------------------|---------------|---------------------------|
| She was unconscious for hours    | <b>after</b>  | she fell.                 |
| Juliane Köpcke fell 3,000 metres | <b>before</b> | she landed in some trees. |
| The plane from Peru exploded     | <b>when</b>   | lightning hit it.         |
| Juliane ate only a few sweets    | <b>while</b>  | she was in the jungle.    |

## Conditionals

### Zero conditional

### Focus

We use **zero conditional** sentences to say that one thing always happens with another:  
*If the weather is good, I walk to school.      Who drives you to school if it rains?*

We use the present simple in both clauses.

We write a comma after the *If* clause when it is at the beginning of the sentence.

| If clause = condition    |   | Main clause = result                |
|--------------------------|---|-------------------------------------|
| If it <b>snows</b> a lot | , | we <b>go</b> skiing at the weekend. |

We can change the order of the two clauses.

### First conditional

### Focus

We use **first conditional** sentences for things that are possible in the future:

*If the weather is good tomorrow, we'll go to the lake.*

*What will you do if it rains?*

*If it rains, we'll stay at home.*



**If you don't come down,**  
you **won't get** any supper!

We use the present simple in the *If* clause and *will/won't* + infinitive without *to* in the main clause.

We write a comma after the *If* clause when it is at the beginning of the sentence.

| If clause = condition                   |   | Main clause = result         |
|-----------------------------------------|---|------------------------------|
| If the weather <b>'s</b> nice on Sunday |   | we <b>'ll have</b> a picnic. |
| If I <b>don't feel</b> better tomorrow  | , | I <b>won't go</b> to school. |

We can change the order of the two clauses.

# Adverbs

## Adverbs of frequency

### Focus

These adverbs usually go **before** a verb, but they go **after** the verb *to be*.

| with the present simple                     |                                                                     |                                           | with <i>to be</i>                          |       |                                                                                                           |                  |
|---------------------------------------------|---------------------------------------------------------------------|-------------------------------------------|--------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------|------------------|
| the adverbs of frequency go before the verb |                                                                     |                                           | the adverbs of frequency go after the verb |       |                                                                                                           |                  |
|                                             | adverb                                                              | main verb                                 |                                            | to be | adverb                                                                                                    |                  |
| I                                           | <b>always</b><br><b>usually</b><br><b>often</b><br><b>sometimes</b> | <b>wear</b> red.<br><b>go</b> shopping.   | I                                          | 'm    | <b>always</b><br><b>usually</b><br><b>often</b><br><b>sometimes</b><br><b>hardly ever</b><br><b>never</b> | happy.<br>smart. |
| You                                         |                                                                     |                                           | You                                        | 're   |                                                                                                           |                  |
| We                                          |                                                                     |                                           | We                                         | 're   |                                                                                                           |                  |
| They                                        |                                                                     |                                           | They                                       | 're   |                                                                                                           |                  |
| He                                          | <b>hardly ever</b><br><b>never</b>                                  | <b>wears</b> a hat.<br><b>looks</b> good. | He                                         | 's    |                                                                                                           |                  |
| She                                         |                                                                     |                                           | She                                        | 's    |                                                                                                           |                  |
| It                                          |                                                                     |                                           | It                                         | 's    |                                                                                                           |                  |

## Adverbs of manner

### Focus

These adverbs usually go after a verb. They describe an action:

*The rain fell **heavily**.*      *She started to walk **slowly**.*      *Her arm hurt **badly**.*

We usually form these adverbs from adjectives + *-ly*, but there are some irregular adverbs.

| Regular + <i>-ly</i> |                | Irregular |              |
|----------------------|----------------|-----------|--------------|
| Adjective            | Adverb         | Adjective | Adverb       |
| bad                  | <b>badly</b>   | good      | <b>well</b>  |
| heavy                | <b>heavily</b> | early     | <b>early</b> |
| quiet                | <b>quietly</b> | fast      | <b>fast</b>  |
| slow                 | <b>slowly</b>  | hard      | <b>hard</b>  |
|                      |                | late      | <b>late</b>  |

## too and very + adjective

### Focus

We use the adverbs **too** and **very** before adjectives.

**Too** has a negative meaning:

*We didn't swim in the river. It was **too cold**.*

*It was **too cold** to swim in the river.*

**Very** can be positive or negative:

*That film was **very bad**.*

*No! It was **very good**!*



The bag was **too heavy** to take on the plane.

# Noun phrases

## Nouns

### Countable and uncountable nouns



**Focus**  
Nouns in English are **countable** or **uncountable**.

| Countable nouns                                                                                        |                                                                                                                             | Uncountable nouns                                                          |                                                          |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------|
| Have a singular and plural form. We can count them.                                                    | lemon – lemons<br>sweet – sweets<br>vegetable – vegetables<br>apple – apples                                                | Don't have a plural form – they are always singular. We cannot count them. | food      fruit<br>water      meat<br>money              |
| Use a singular verb with a singular countable noun and use a plural verb with a plural countable noun. | The shop <b>is</b> big.<br>The house <b>is</b> small.<br>The people <b>are</b> in the shop.<br>There <b>are</b> two lemons. | Use a singular verb.                                                       | The water <b>is</b> blue.<br>There's <b>s</b> some food. |

Sometimes nouns can be countable or uncountable, depending on the meaning.

|                  | Countable                                                   | Uncountable                                     |
|------------------|-------------------------------------------------------------|-------------------------------------------------|
| <b>exercise</b>  | I want to do some warm-up <b>exercises</b> before football. | It's good to do a lot of <b>exercise</b> .      |
| <b>coffee</b>    | Can I have two <b>coffees</b> , please?                     | I like <b>coffee</b> .                          |
| <b>chocolate</b> | She's got a box of <b>chocolates</b> .                      | We need some <b>chocolate</b> to make the cake. |

## Determiners and pronouns

### Articles

**Focus**  
We use indefinite and definite articles before nouns.

| Indefinite articles                                                              |                                                      | Definite articles                                |                                            |
|----------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------|--------------------------------------------|
| when we don't know which one/ones we are talking about and with jobs             |                                                      | when we know which one/ones we are talking about |                                            |
| Indefinite singular                                                              | Indefinite plural                                    | Definite singular                                | Definite plural                            |
| <b>a/an</b>                                                                      | <b>-</b>                                             | <b>the</b>                                       | <b>the</b>                                 |
| She's <b>a</b> vet.<br>Do you wear <b>a</b> uniform?<br>He's <b>an</b> engineer. | He works with ravens.<br>Ravens are big black birds. | <b>The</b> uniform is red and black.             | <b>The</b> ravens sleep in cages at night. |

## a/an, some and any

### Focus

We use *a/an*, *some* and *any* + noun to talk about quantity.

It's important to know whether the noun is countable or uncountable.

|                    | Countable singular noun                           | Countable plural noun             | Uncountable                     |
|--------------------|---------------------------------------------------|-----------------------------------|---------------------------------|
| <b>Affirmative</b> | I want <b>a</b> carrot or <b>an</b> apple.        | I want <b>some</b> bananas.       | I want <b>some</b> fruit.       |
| <b>Negative</b>    | I haven't got <b>a</b> carrot or <b>an</b> apple. | I haven't got <b>any</b> bananas. | I haven't got <b>any</b> fruit. |
| <b>Questions</b>   | Have you got <b>a</b> carrot or <b>an</b> apple?  | Have you got <b>any</b> bananas?  | Have you got <b>any</b> fruit?  |
| <b>Requests</b>    | Can I have <b>a</b> carrot or <b>an</b> apple?    | Can I have <b>some</b> bananas?   | Can I have <b>some</b> fruit?   |

## much, many and a lot of

### Focus

We use *much*, *many* and *a lot of* to talk about quantity.

It's important to know whether the noun is countable or uncountable.

|                    | Countable plural nouns                          | Uncountable nouns                        |
|--------------------|-------------------------------------------------|------------------------------------------|
| <b>Affirmative</b> | He eats <b>a lot of</b> sweets.                 | I eat <b>a lot of</b> fruit.             |
| <b>Negative</b>    | She <b>doesn't</b> eat <b>many</b> vegetables.  | He <b>doesn't</b> eat <b>much</b> fruit. |
| <b>Questions</b>   | <b>How many</b> sandwich <b>es</b> do you want? | <b>How much</b> bread do you want?       |

## Pronouns

### Focus

We use an **object pronoun** as the direct object of a verb, instead of a noun:

*I like snorkelling. → I like it.*

We use a **reflexive pronoun** as the object of a verb when the object is the **same** as the subject:

*He's going to look after himself.*

| Subject pronoun | Object pronoun |                                      | Reflexive pronoun   |                                              |
|-----------------|----------------|--------------------------------------|---------------------|----------------------------------------------|
|                 | Pronoun        | Example                              | Pronoun             | Example                                      |
| I               | <b>me</b> →    | Can you help <b>me</b> ?             | <b>myself</b> →     | I'm going to do it <b>myself</b> .           |
| you             | <b>you</b> →   | I can't see <b>you</b> .             | <b>yourself</b> →   | Can you see <b>yourself</b> in the mirror?   |
| he              | <b>him</b> →   | She looks after <b>him</b> .         | <b>himself</b> →    | He looks after <b>himself</b> .              |
| she             | <b>her</b> →   | I love <b>her</b> .                  | <b>herself</b> →    | She only loves <b>herself</b> .              |
| it              | <b>it</b> →    | The horse's owner rode <b>it</b> .   | <b>itself</b> →     | The horse hurt <b>itself</b> when it jumped. |
| we              | <b>us</b> →    | She teaches <b>us</b> .              | <b>ourselves</b> →  | We're teaching <b>ourselves</b> Chinese.     |
| you             | <b>you</b> →   | They won't take care of <b>you</b> . | <b>yourselves</b> → | You must take care of <b>yourselves</b> .    |
| they            | <b>them</b> →  | I want to help <b>them</b> .         | <b>themselves</b> → | Those people will hurt <b>themselves</b> .   |

# Adjectives

## Adjectives and word order

**Focus**  
 We use **adjectives** to describe and give information about a noun.  
 Adjectives go **before** the noun.  
 Adjectives always have the same form.

|          |         |       |       |           |
|----------|---------|-------|-------|-----------|
| Singular | He's    | a     | noisy | boy.      |
|          | She's   |       |       | girl.     |
|          | It's    |       |       | street.   |
| Plural   | They're | noisy |       | children. |

The order of adjectives in front of a noun is important.

|           | Possessive | Article/Number | Adjective | Colour | Noun       |
|-----------|------------|----------------|-----------|--------|------------|
| This is   | our        |                | new       | red    | car.       |
| These are | my         |                | smart     | black  | shoes.     |
| We've got |            | a              | friendly  | brown  | dog.       |
| There are |            | two            | modern    | white  | buildings. |

## Comparatives and superlatives

**Focus**  
 We use **comparative** adjective + **than** to compare two things or two groups of things:  
*This dog is cheaper than that one.*  
 We use **the** + **superlative** adjective to compare something with two or more things:  
*It's the nicest dog in the shop.*  
*It's the most expensive dog in the shop.*  
 We often use the superlative with these phrases:  
*in the shop, in my life, in my class, in the world, etc.*



| Comparatives                                                                                         | Superlatives                                                                                            |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| My German is <b>better than</b> my English.<br>German grammar is <b>more difficult than</b> Spanish. | The Khmer language has <b>the longest</b> alphabet.<br>E is <b>the most frequent</b> letter in English. |

| Spelling of comparative and superlative adjectives                     |                                                          |                         |                             |                             |
|------------------------------------------------------------------------|----------------------------------------------------------|-------------------------|-----------------------------|-----------------------------|
|                                                                        | Comparatives                                             |                         | Superlatives                |                             |
| Short adjectives                                                       | + [-er]                                                  | small – smaller         | + [-est]                    | small – the smallest        |
| Short adjectives ending in -e                                          | + [-r]                                                   | safe – safer            | + [-st]                     | safe – the safest           |
| One syllable adjectives ending in <b>consonant + vowel + consonant</b> | [double consonant] + [-er]                               | big – bigger            | [double consonant] + [-est] | big – the biggest           |
| Two syllable adjectives ending in -y                                   | [-y] + [-ier]                                            | busy – busier           | [-y] + [-iest]              | busy – the busiest          |
| Long adjectives with <b>2 or more syllables</b>                        | more + adjective                                         | more modern / expensive | the most + adjective        | the most modern / expensive |
| <b>Irregular</b> adjectives                                            | good – better – the best<br>far – further – the furthest |                         | bad – worse – the worst     |                             |

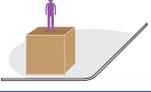
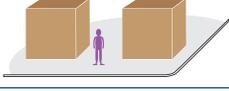
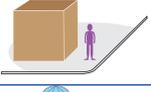
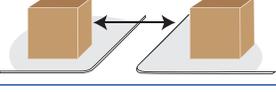
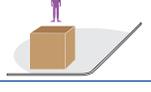
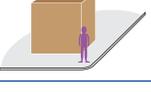
# Prepositions

## Prepositions of time

| at                           | in                                                                                       | on                            | during                     | for                         |
|------------------------------|------------------------------------------------------------------------------------------|-------------------------------|----------------------------|-----------------------------|
| + times<br>+ special phrases | + parts of the day<br>+ months<br>+ seasons<br>+ years<br>+ period of time in the future | + days of the week<br>+ dates | + noun = when              | + period of time = how long |
| <b>at</b> six o'clock        | <b>in</b> the morning/<br>afternoon/evening                                              | <b>on</b> Mondays             | <b>during</b> the holidays | <b>for</b> two hours        |
| <b>at</b> night              | <b>in</b> September                                                                      | <b>on</b> Tuesday morning     | <b>during</b> the week     |                             |
| <b>at</b> the weekend        | <b>in</b> summer                                                                         | <b>on</b> Wednesday evening   |                            |                             |
| <b>at</b> Christmas          | <b>in</b> 2015                                                                           | <b>on</b> 26th April          |                            |                             |
| <b>at</b> the moment         | <b>in</b> five minutes                                                                   |                               |                            |                             |

## Prepositions of place

We use prepositions of place to say **where** someone or something is.

|         |                                                                                     |                                               |                  |                                                                                       |                                                  |
|---------|-------------------------------------------------------------------------------------|-----------------------------------------------|------------------|---------------------------------------------------------------------------------------|--------------------------------------------------|
| in      |  | I live <b>in</b> a small house.               | in front of      |  | I'm standing <b>in front of</b> the school.      |
| on      |  | Put it <b>on</b> the table.                   | behind           |  | My wardrobe is <b>behind</b> the door.           |
| under   |  | His bag is <b>under</b> the desk.             | between          |   | I'm sitting <b>between</b> Tom and Sophie.       |
| next to |  | I'm sitting <b>next to</b> my best friend.    | opposite         |   | The café is <b>opposite</b> the cinema.          |
| above   |  | There's a long bookshelf <b>above</b> my bed. | on the corner of |  | My house is <b>on the corner of</b> West Street. |

## Other prepositions

|                |                                    |                                  |                                |
|----------------|------------------------------------|----------------------------------|--------------------------------|
| + transport    | I go to school                     | <b>by</b>                        | bike/car/bus/train.            |
|                |                                    | <b>on</b>                        | foot.<br>the underground.      |
| + superlatives | It's the hardest language          | <b>in</b> + places               | the world.                     |
|                |                                    | <b>on</b> + planets              | Earth.                         |
| + movement     | They're travelling<br>She's coming | <b>to</b> + place of destination | Spain.                         |
|                |                                    | <b>from</b> + place of origin    | Switzerland.                   |
| + phrases      | I'm<br>She's                       | <b>on</b>                        | holiday.<br>an English course. |