

GRAMMAR GUIDE

EVERYTHING YOU EVER NEED TO KNOW TO TEACH GRAMMAR

72 PAGE GUIDE



TIPS &
ADVICE
INSIDE!

INTRODUCTION

The purpose of this handy guide is to introduce you to some key grammatical structures and concepts used in the English grammar system. While it is aimed at newer EFL teachers, it would also be a useful resource for more experienced teachers too.

The prospect of teaching grammar can be initially daunting for newer EFL teachers, especially when your learners may be more familiar with the names of different grammatical structures than you. This guide, therefore, allows you to read about the topic quickly so you can gain confidence about the subject before preparing your grammar-based lesson.

The book is organised into different units and the contents page tells you what each unit focuses on. The guide covers as many topics as possible but omits the more difficult grammar topics.

It is suggested you use the guide as a reference rather reading it cover to cover. We suggest you turn to the topic you need, read through this information, then plan your lessons. Many units show form and function along with example sentences which can be used to help your class understand the topic.





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WORDS, PHRASES & SENTENCES

Word Classes and Phrases

- A basic understanding of word classes and phrases, often called 'parts of speech' is a useful starting point for our consideration of the English grammar system.
- The name and purpose of each part of speech is summarised in the table below. There are also some examples taken from the short text below.

PART OF SPEECH	PURPOSE	EXAMPLES FROM THE TEXT
Noun	a word which names things, people, places, objects, activities etc	tour, house, river, aunt, way
Pronoun	a word applied to a subject or object which substitutes for a noun	my, she I
Verb	a word that expresses an action, process or state of being	started, left, walked, seemed, to be, speeded
Adjective	a word that identifies an aspect of a noun	early, first, pleased, rid
Adverb	a word that specifies the time, place or manner of a verb	happily, quickly
Preposition	a word that relates the nouns to other elements e.g. time and place	of, out, for, at, in, on, towards
Determiner	a word used in front of a noun to express number and quantity	the
Conjunction	a word used to link clauses or words to each other	and

Example Text

In the early summer of 1933 I started out for my first walking tour. I left my grand-father's house at Henfield in Sussex one evening and walked towards the river. My aunt seemed glad to get rid of me. She speeded me on my way rather too happily and quickly.

Analysis of the first sentence in the example shows that many of the words in sentences cluster in groups as below:

- In the early summer of 1933
- I
- Started out
- For my first walking tour

These groupings are called phrases and have functions like individual parts of speech:

- Noun phrase e.g. 'my grandfather's house'
- Verb phrase e.g. 'started out'
- Adjective phrase e.g. 'pleased to be rid of me'

- Adverb phrase e.g. 'rather too happily'
- Prepositional phrase e.g. 'towards the river'

Nouns and Pronouns

- Nouns are words used to describe people, places and things.
- A proper noun is personal name given to a person, animal or place. The first letter of a proper noun is always capitalised in English.
- We often use an article with a noun, e.g. 'a television'.

PROPER NOUNS	PEOPLE	PLACES	THINGS
Harry Potter	a teacher	a school	a television
Manchester	a pop singer	a park	a chair

Plural Nouns

- To make countable nouns plural, add -s or -es after certain consonant clusters.
- Some nouns have irregular plural forms which need to be taught and learnt.

REGULAR PLURAL NOUNS (ADD -S)	REGULAR PLURAL NOUNS (ADD -ES)	IRREGULAR PLURAL NOUNS
school - schools	match - matches	child - children
Chair - Chairs	fox - foxes	woman - women

Countable and Uncountable Nouns

- Countable Nouns have a plural form. You can count them.
- Uncountable Nouns have no plural form as you cannot count them.

COUNTABLE NOUNS (CN)	UNCOUNTABLE NOUNS (UN)
<ul style="list-style-type: none"> • schools • chairs • sandwiches • children 	<ul style="list-style-type: none"> • coffee • money • water • hair

Example

- I bought some coffee (UN), some cakes (CN), some milk (UN) and 3 eggs (CN)

Pronouns

- A pronoun is a word applied to a subject or object which substitutes for a noun.

SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE PRONOUNS
• I	• me	• my
• you	• you	• your
• he	• him	• his
• she	• her	• her
• it	• it	• its
• we	• us	• our
• you (plural)	• you	• your
• they	• them	• their

Verbs

- Verbs are used to describe an action, process or state.
- Verb forms are modified to indicate tense, aspect and voice.

Action and State Verbs

- Action verbs describe actions and are the most common verbs in English.
- State verbs describe possession, thoughts, feelings and senses.
- State verbs are not normally used in continuous tenses.

ACTION VERBS	STATE VERBS
• to jump	• to be
• to study	• to think
• to drink	• to believe
• to laugh	• to smell

Auxiliary Verbs

- Auxiliary verbs are used to form certain grammatical tenses.
- They are 'helping' or secondary verbs and do not carry the main meaning of the sentence.
- They are used in negative forms and question forms. In Continuous forms, they are also used in affirmative forms.

AUXILIARY VERB	TENSES	EXAMPLES
to do	simple	do you drink coffee?
to be	continuous	you are studying.
to have	perfect	i haven't been to Spain.

Regular and Irregular Verb Forms

- Most verbs are regular as they follow a standard pattern when they make different tenses.
- Irregular verbs do not follow a standard pattern and these verbs need to be learnt.
- A list of common irregular verbs can be found as an appendix to this guide.

REGULAR VERBS	IRREGULAR VERBS
• play - played	• drink - drank
• walk - walked	• sing - sang
• watch - watched	• teach - taught

Adjectives and Adverbs

Adjectives

- Adjectives are used to describe nouns.
- Adjectives go before or after the noun. When the adjective goes after the noun, you must use the verb to be.

Example Text

- She's a beautiful woman.
- My wife is beautiful.

Adjective Order

- When we use more than one adjective there is an order that they follow.

ADJECTIVE ORDER	EXAMPLE
<ul style="list-style-type: none"> number opinion size age shape colour origin material origin material 	<ul style="list-style-type: none"> 2 beautiful large ancient rounded red chinese porcelain ornamental vases

Adverbs

- Adverbs modify verbs, adjectives and other adverbs.
- Adverbs tell you how, in what way, when, where and to what extent something is done.
- An adverb specifies the time, place or manner of an action.

Regular Adverbs

- Regular adverbs are formed by adding -ly to an adjective.
- Irregular adverbs need to be learnt.

ADJECTIVE ORDER	EXAMPLE
<ul style="list-style-type: none"> beautiful - beautifully heavy - heavily slow - slowly 	<ul style="list-style-type: none"> hard - hard good - well

- We will consider adverbs of manner, place, time and frequency in greater detail later in the guide.

SENTENCE STRUCTURE

Sentence Elements

- There are five different types of sentence elements.
- The name and purpose of each sentence element is summarised in the table below. There are also some examples taken from example sentence below.

ELEMENT	PURPOSE	EXAMPLES FROM THE TEXT
subject	identifies the topic of the sentence and agent of the action.	the police
verb	expresses an action, process or state.	arrested
object	identifies who or what is affected by action.	thief
complement	gives further information about some element.	red-handed with his hand in the till
adverbial	give information about the time, manner or place of the situation.	yesterday

Example Sentence

Yesterday, the police arrested a petty thief red-handed with his hand in the till.

Adjective Order

- All structures in English use a verb (the action) and a subject.
- We can add adjectives and adverbs to give more information about the subject or verb.
- With some verbs we can add an object.
- When we have two simple sentences, we can join them together using a linking word.

STRUCTURE	EXAMPLES
subject + verb	the birds were singing.
adjective + subject + verb + adverb	the beautiful birds were singing loudly.
subject + verb + object	I phoned him.
linking word	the birds were singing when I phoned him.

COMPLEX SENTENCES

- Complex sentences are those that consist of two or more clauses.
- In a complex sentence, one of the clauses is identified as the main or independent clauses i.e. they stand alone as a sentence.
- The other clause or clauses are known as dependent clauses.
- Dependent clauses are classified into three broad categories.

DEPENDENT CLAUSE	EXAMPLES
Relative Clause	There was an old woman who lived in a shoe.
Noun Clause	She had so many children she didn't know what to do.
Adverbial Clause	As I was going to St. Ives, I met a man with seven wives.

Negatives and Question Forms

Negatives

- English uses a variety of syntactic and lexical features to form negative statements.

TYPES OF NEGATION	EXAMPLES
Not-Negation	I'm not like you.
Auxiliary (Do+Not)	I don't like dancing.
A Negative Pronoun	Nothing she says makes sense.
A Negative Determiner	There is no bread left.
A Non-Assertive Form	My father was the only one doing any work.



- Not-negation negatives are formed by adding the word 'not' between the auxiliary verb and the main verb.
- In natural speech, we generally shorten a full not-negation statement by contracting the subject and auxiliary verb or the auxiliary verb and 'not'.

EXAMPLE AFFIRMATIVE STATEMENTS	EXAMPLE NEGATIVE STATEMENTS	CONTRACTIONS
I live in England.	I do not live in England.	I don't live in England.
I am playing tennis.	I am not playing tennis.	I'm not Playing tennis.
I have been to Spain.	I have not been to Spain.	I haven't been to Spain.

Question Forms

- There are a number of different question types.

QUESTION TYPE	QUESTION PURPOSE	EXAMPLES
Yes-No Question	to elicit either a yes/no answer.	Are you cold? Yes/no.
Wh-Question	to elicit an open response, not limited to yes/no.	Where do you come from?
Direct Question	an easily identifiable question form -compare with an indirect question.	Where do you come from?
Indirect Question	often used in polite request – a question is implied rather than clearly stated.	I wonder if you could tell me where the station is.
Object Question	the questioner seeks information about the verb, its object and adverbial.	Which country did Columbus discover? America.
Subject Question	the questioner seeks information about the subject of the verb.	Who discovered America? Columbus.
Intonation Question	a question is signaled by means of intonation only.	Coffee? NB – raised intonation indicates this is a question.
Tag Question	a short question at the end of a statement to clarify or ask for agreement.	John Lennon was shot in 1980, wasn't he?

Question Forms and Wh-Questions

Question Forms

- There are slightly different ways of forming questions in different tenses. However, the general rules are below.

QUESTION TYPE	QUESTION PURPOSE	EXAMPLES
Direct Yes/No Questions Verb to Be	To be + subject	Are you OK?
Direct Yes/No Questions other Verbs	Auxiliary verb + subject + verb	Did you go to the cinema?
Direct Wh-Question Verb to Be	Wh-Q + to be + subject	Where are you from?
Direct Wh-Question Other Verbs	Wh-Q + Auxiliary verb + subject + verb	When did Queen release Bohemian Rhapsody?
Indirect Question Yes/No	Phrase + if + subject + verb	I wonder if you are OK?
Indirect Question Wh-Question	Phrase + Wh-Q + subject + verb	I wonder where you are?

SUBJECT QUESTION	WH-Q + VERB?	EXAMPLE
Tag Question	Positive statement + negative tag	You're hungry, aren't you?
	Negative statement + positive tag	Doctor Who wasn't on TV last night, was it?

Wh-Questions Form

- Wh-Questions are formed in the following ways in different tenses.

TENSE	EXAMPLES
Present Simple	Where do you eat lunch?
Present Perfect Continuous	What have you been doing?
Past Simple	What did you do last night?
Present Continuous	Why are you dancing on the table?
Future Simple	When will you come home?

Wh-Questions Function

- Wh-Questions ask for more information, not just a yes/no answer.
- There are six different Wh-Question words.

FUNCTION WORD	PURPOSE	EXAMPLES
What	asks about a thing	What is that?
When	asks about a time	When is the match?
Who	asks about a person	Who do you live with?
Where	asks about a place	Where do you live?
Why	asks about a reason	Why is the sky blue?
How	asks about feelings/directions	How are you?



TIME, TENSE AND ASPECT

The Verb Phrase

- The section introduces the areas of grammatical tenses, which is the main focus of most grammar and teaching materials.
- Verbs are modified according to the rules of grammar morphology in the following ways to form different structures.

VERB TYPE	EXPLANATION	EXAMPLES
Infinitive	full form of the verb.	To write
Base infinitive	verb without 'to'.	Write
Regular verb	Verb modified with -ed in past tenses.	Watched
Irregular verb	verb which does not form past tenses with -ed.	Wrote
Lexical verb	verb which carries the meaning in a sentence.	Jude doesn't like nuts.
Auxiliary verb	'helping' verbs used within grammatical structures which don't carry lexical meaning.	Simon hasn't posted on Facebook recently.
Present Principle or Gerund	verb with an -ing ending.	Swimming
Past Principle	3rd form of the verb used with the perfect aspect.	I've eaten a lot of cheese today.
Imperative	base form of the verb without 'to' used to give.	Close the door!
Chain verbs	lexical verbs followed by other lexical verbs.	I sing to earn a living.
Transitive verbs	a verb which takes an object.	I drank loads of coffee today.
Intransitive verb	a verb which doesn't take an object.	The prices soared.
Stative verbs	a verb which describes a state to describe being, possessing, feelings or thought processes.	I have a son.
Dynamic verbs	a verb which describes an action.	The cow jumped over the moon.

Example Sentences

This sentence 'I eat chocolate' can be written in the following ways:

- I eat chocolate.
- I'm eating chocolate.
- I ate chocolate.
- I was eating chocolate.
- I've eaten chocolate.
- I've been eating chocolate.
- I had eaten chocolate.
- I had been eating chocolate.
- I'm going to eat chocolate.
- I'll eat chocolate.
- I'll be eating chocolate.
- I'll have eaten chocolate.

Time and Tense

Tense and Real Time

- One of the purposes of grammar is to identify the relationship between tense and real time.
- We use the tense system to establish if we are talking about the past, the present or the future.
- The tense that you choose can make a big difference to the meaning of what you say, so it is important that it is understood and used properly.
- Tenses can be used to describe different time references as exemplified by the Present Simple tense below.

EXAMPLE SENTENCE	TENSE	TIME REFERENCE
I eat chocolate.	present simple	present
The plane leaves tomorrow.	present simple	future
I met him yesterday.	past simple	past
If I won the lottery, I would travel around the world.	past simple	present/future possibility
I'll phone you tonight.	future simple	future
if it rains, I'll stay in.	present simple	future possibility

The Tense System

• To understand the tense system you focus on the verb. The verb changes according to the tense you use. There are 12 different tenses shown below.

VERB TYPE	QUESTION PURPOSE	EXAMPLES
Past Simple • I ate chocolate.	Present Simple • I eat chocolate.	Future Simple • I will eat chocolate.
Past Continuous • I was eating chocolate.	Present Continuous • I'm eating chocolate.	Future Continuous • I will be eating chocolate.
Past Perfect • I had eaten chocolate.	Present Perfect • I've eaten chocolate.	Future Perfect • I will have eaten chocolate.
Past Perfect Continuous • I had been eating chocolate.	Present Perfect Continuous • I have been eating chocolate.	Future Perfect Continuous • I will have been eating chocolate.

Aspect – Continuous and Perfect

- The different ways of marking a verb phrase to convey the speaker's perception of the event is called 'aspect'.
- Tenses not marked by aspect are called Simple Tenses.
- There are two aspects in English

ASPECT	EXAMPLES
Continuous	I'm eating chocolate.
Perfect	I've eaten chocolate.

The Continuous Aspect

- The continuous aspect is used when the speaker perceives an action as being in progress, having limited duration or incomplete or temporary.
- Simple and continuous tense forms are often interchangeable depending on the speaker's perception of the situation.

TENSE	EXAMPLE	VIEW OF THE SITUATION
Present Simple	I drive taxis for a living.	Permanent view
Present Continuous	I'm driving taxis for a living.	Temporary view

- The continuous aspect is formed by the auxiliary verb 'to be' and the present participle

SUBJECT	AUXILIARY VERB 'TO BE'	PRESENT PARTICIPLE
I	Am	Driving

The Perfect Aspect

- In grammatical terms, the term 'perfect' means 'complete'.
- The Perfect Aspect is used to compare two different times.
- The speaker looks back from one time to the time before and views the action described as completed.

TENSE	EXAMPLE	VIEW OF THE SITUATION
Present Perfect	I've been to Turkey.	The speaker is talking from the present time looking back at a past action.
Future Perfect	I'll have finished the assignment this evening.	The speaker is imagining themselves in the future looking back to an earlier future time.

- The perfect aspect is formed by the auxiliary verb 'to have' and the past participle.

SUBJECT	AUXILIARY VERB 'TO HAVE'	PAST PARTICIPLE
I	have	been

Teaching Tenses

Form and Function

- For each tense you teach, focus on the following:
 - Form (how we make it)
 - Function (how we use it)

EXAMPLE	FORM	FUNCTION
I study English every day.	Subject + Main Verb	To describe routine activities in the present time
I'm studying English now.	Subject + Auxiliary Verb 'to be' + present participle	To describe an activity in progress at the moment

Example Sentences

- It is a good idea to use a real life example sentence as this will help students to understand the meaning.
- A good example sentence clearly demonstrates the meaning and sounds natural.
- Additional personalised example sentences can be generated for the students.

EXAMPLE SENTENCES	ADDITIONAL PERSONALISED EXAMPLES
I've been to Turkey.	I've been to France.
I'll take the train.	I'll walk.
I love chocolate.	I love coffee.

Time Lines

- Time lines can be used effectively to clearly show the relationship between time and tense.

Controlled and Freer Practice

- Controlled (restricted) practice is often used to check understanding of the form.
- Suitable activities are modelling and drilling, dialogues and controlled pair work activities.
- Freer practice (production) is often used to check the understanding of the function.
- Suitable activities include role-plays and freer discussions.

THE VERB 'TO BE'

- The verb 'to be' has a different pattern to all other verbs and it is important that students are aware of this even at a very low level.

Form

- The verb 'to be' is modified in the following ways in different tenses and with different subjects.

PAST	PRESENT	FUTURE
Past Simple • I was happy. • You were happy.	Present Simple • I am happy. • He is happy. • You are happy.	Future Simple • I will be happy.
Past Perfect • I had been happy.	Present Perfect • I've been happy.	Future Perfect • I will have been happy.

- To form the negative, we do not use an auxiliary verb. We just add the word after the verb.

SUBJECT	VERB 'TO BE'	NOT	COMPLEMENT
I	am	not	happy.
She	was	not	happy.

- To form the question, we invert the subject and the verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB
When	were	you	happy?
	Are	you	happy?

State Verb

- As it is a state verb, it is not usually used with the Continuous Aspect. It is occasionally used when you want to stress that the action was temporary.

NON-CONTINUOUS	CONTINUOUS
• He is silly. Meaning - He is always silly.	• He is being silly. Meaning - He is not always silly. This is temporary.

Present Simple

Form

- To form the Present Simple, we use the base infinitive (i.e. the verb does not change) for subjects I/we/you/they.
- To form the present simple with subjects he/she/it we use base infinitive + s/-es.

SUBJECT	MAIN VERB	OBJECT
I	play/watch	tennis.
She	plays/watches	tennis.

- To form the negative, we add the auxiliary verb 'do' + 'not' after subjects I/we/you/they.
- To form the negative, we add the auxiliary verb 'does' + 'not' after subjects he/she/it.
- 'Do not' is contracted to 'don't' in connected speech.
- 'Does not' is contracted to 'doesn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT
I	do	not	play	tennis.
she	does	not	play	tennis.

- To form the question, we use the auxiliary verb do/does, and then invert the subject and the auxiliary verb.

SUBJECT	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT
When	do	you	play	tennis.
	Does	she	play	tennis?

Function

- The functions of Present Simple are ordered in terms of frequency and order of acquisition.
- It would be appropriate to teach Present Simple tense for Present habits or routines and states to beginner and elementary learners, for future scheduled events at Intermediate level and past events at advanced level.

TIME REFERENCE	EXAMPLE
Present Habits or Routines	I go to work every day.
Present and Timeless States	She comes from a tennis-playing family.
Repeated Events in the Present	Noah always beats Curran.
Future Scheduled Events	The concert finishes at 8pm.
Instantaneous Events in the Present	She puts her head down and smashes the ball over the net (sports commentary).
Adverbial Clauses of Time and Conditional Clauses	I'll never get married again, unless I find true love.
Past Events	Police discover crack in Australia.

Present Continuous

Form

- To form the Present Continuous, we use the auxiliary verb 'to be' modified to the subject and the present participle.

SUBJECT	AUXILIARY VERB 'TO BE'	PRESENT PARTICIPLE	OBJECT
I	am	playing	tennis.
You/We/They	are	playing	tennis.
He/She/It	is	playing	tennis.

- To form the negative, we add 'not' after the auxiliary verb.
- 'I am' is contracted to 'I'm' in connected speech.
- 'You are' 'we are' and 'they are' are contracted to 'you're' 'we're' and 'they're'.
- 'He is' 'she is' and 'it is' are contracted to 'he's' 'she's' and 'it's'.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT
I	do	not	play	tennis.
She	is	not	playing	tennis.

Function

- The functions of Present Continuous are ordered in terms of frequency and order of acquisition.

TIME REFERENCE	EXAMPLE
Events in Progress at the Time of Speaking	I'm listening to the radio at the moment.
Temporary Situations in the Present	I'm working in McDonalds for a few weeks while I finish university.
Temporary Situations in the Present	Prices are rising.
Repeated Actions in the Present	He's always picking his feet.
Describe the Background to an Event	The sun is shining. The birds are singing. I'm in love and life is wonderful.
Present Arrangement for a Future Event	I'm flying to Ireland next week.

Present Perfect

Form

- To form the Present Perfect, we use the auxiliary verb 'to have' modified to the subject and the past participle.

SUBJECT	AUXILIARY VERB 'TO HAVE'	PRESENT PARTICIPLE	OBJECT
I/You/We/They	have	been	to Turkey.
He/She/It	has	been	to Turkey.

- To form the negative, we add 'not' after the auxiliary verb.
- 'Have not' is contracted to 'haven't' in connected speech.
- 'Has not' is contracted to 'hasn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT
I	have	not	been	to Turkey.
She	has	not	been	to Turkey.

- To form the question, we use the auxiliary verb 'to have' and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT
Where	have	you	been?	
	Have	you	been	to Turkey?

Function

- The functions of Present Perfect are below in terms of frequency and order of acquisition.

TIME REFERENCE	EXPLANATION	EXAMPLE
Perfect of Result	A present state is viewed as being the result of a past situation.	I've eaten too much (and now I feel sick).
Experiential Perfect	A situation has occurred at least once during the past leading up to the present.	I've been to Turkey.
Perfect of Persistent Situation	A situation that started in the past and persists until the present.	I've known him for years.
Perfect of Recent Past.	A recent past action	I've just passed my test!

Present Perfect Continuous

Form

- To form the Present Perfect Continuous, we use the auxiliary verb 'to have' modified to the subject, 'been' and the present participle.

SUBJECT	AUXILIARY VERB/TO HAVE	BEEN	PRESENT PARTICIPLE	OBJECT
I/You/We/They	have	been	watching	television.
He/She/It	has	been	watching	television.

- To form the negative, we add 'not' after the auxiliary verb.
- 'Have not' is contracted to 'haven't' in connected speech.
- 'Has not' is contracted to 'hasn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	BEEN	PRESENT PARTICIPLE	OBJECT
I	have	not	been	watching	television.
She	has	not	been	watching	television.

- To form the question, we use the auxiliary verb 'to have' and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	BEEN	PRESENT PARTICIPLE	OBJECT
Where	have	you	been	watching	television?
	Has	she	been	watching	television?

Form

- The verb 'to be' is modified in the following ways in different tenses and with different subjects.

Example Sentences

- It has been raining for two hours.
- I've been dancing all night.
- He's been talking on the phone for 3 hours now.

Past Simple

Form

- To form the Past Simple, we add +ed to the base infinitive of regular verbs. The verb does not modify for different subjects.
- For irregular verbs, we use the past form of the verb. Learners will need to learn these past forms. The appendix at the back of this guide lists the most common irregular verbs.

REGULAR/IRREGULAR	AUXILIARY VERB	SUBJECT	MAIN VERB
Regular	I	watched	tennis.
Irregular	She	taught	English.

- To form the negative, we add the past form of the auxiliary verb 'to do' 'did + not' after all subjects with regular and irregular verbs.
- 'Did not' is contracted to 'didn't' in connected speech.

REG/IRREGULAR	SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT
Regular	I	did	not	play	tennis.
Irregular	She	did	not	teach	English.

- To form the question, we use the auxiliary verb did and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT
When	did	you	play	tennis?
	Did	she	teach	English?

Function

- The Past Simple is used to talk about something that happened once in the past with no connection with the Present or Future.

THE REFERENCE	EXAMPLE
Past Habits or Routines	I went to school by car every day.
Past States	I was really happy at school.
Repeated Events in the Past	We drove to school every day.

Past Continuous

Form

- To form the Past Continuous, we use the past form of the auxiliary verb 'to be' (was/were) modified to the subject and the present participle.

SUBJECT	AUXILIARY VERB 'TO BE'	PRESENT PARTICIPLE	OBJECT
I/He/She/It	was	playing	tennis.
You/We/They	were	playing	tennis.

& ASPECT

- To form the negative, we add 'not' after the auxiliary verb.
- 'Have not' is contracted to 'haven't' in connected speech.
- 'Has not' is contracted to 'hasn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT
I	was	not	playing	tennis.
We	were	not	playing	tennis.

- To form the question, we use the past form of the auxiliary verb 'to be' (was/were), and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT
When	were	you	playing	tennis?
	Was	she	playing	tennis?

Function

- The functions of Present Continuous are ordered in terms of frequency and order of acquisition.

TIME REFERENCE	EXAMPLE
Events in Progress at the Time of Speaking	I was listening to the radio at 9pm last night.
Temporary Situations in the Past	I was working in McDonalds for a few weeks while I finished university.
Repeated Actions in the Past	We were always arguing.
Describe the Background to an Event	The sun was shining. The birds were singing.
A Longer Action That Was Interrupted	I was having a shower when the phone rang.
Two Past Actions Happening at the Same Time	I was washing while he was drying.

Past Perfect

Form

- To form the Past Perfect, we use the past form of the auxiliary verb 'to have' (had) and the past participle.

SUBJECT	AUXILIARY VERB 'TO HAVE'	PRESENT PARTICIPLE	OBJECT
I/You/We/They	had	been	to Turkey.
He/She/It	had	been	to Turkey.

- To form the negative, we add 'not' after the auxiliary verb.
- 'Had not' is contracted to 'hadn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT
I	had	not	been	to Turkey.
She	had	not	been	to Turkey.

- To form the question, we use the past form of the auxiliary verb 'to have' (had) and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT
Where	had	you	been?	
	Had	you	been	to Turkey?

Function

- The Past Perfect is used when we want to describe finished actions that happened before a certain time in the past.
- Sometimes we talk about something that happened in the past, then, if we want to talk about things that happened before this time we use the past perfect.

Example Sentences

- I'd been to Turkey a few times before I went to Istanbul this year.
- He was a lawyer. He'd studied really hard at university so he could be successful.

& ASPECT

Past Perfect Continuous

Form

- To form the Past Perfect Continuous, we use the past form of the auxiliary verb 'to have' (had), 'been' and the present participle.

SUBJECT	AUXILIARY VERB 'TO HAVE'	BEEN	PRESENT PARTICIPLE	OBJECT
I/You/We/They	had	been	watching	television.
He/She/It	had	been	watching	television.

- To form the negative, we add 'not' after the auxiliary verb.
- 'Had not' is contracted to 'hadn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	BEEN	PRESENT PARTICIPLE	OBJECT
I	had	not	been	watching	television.
She	had	not	been	watching	television.

- To form the question, we use the past form of the auxiliary verb 'to have' (had), and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	BEEN	PRESENT PARTICIPLE	OBJECT
Where	had	you	been	watching	television?
	Had	she	been	watching	television?

Function

- The Past Perfect Continuous, like the Past Perfect, is used to describe actions that happened before another time in the past.
- The difference is that we use the past perfect continuous to emphasize that the action had been happening for a period of time, or that the action was temporary.

Example Sentences

- Before Spring, it had been raining for two hours.
- They had been dating for five years before they got married.
- He was tired because he'd been dancing all night.

Present Perfect and Past Simple

Similarities

- The Present Perfect and Past Simple are both used to talk about past events.

Differences

- The Past Simple is used to talk about a completed action in the past. There is no connection with the present.
 - The action started in the past but is not finished.
 - The action happened in the past but affects the present.
- The Present Perfect is used to talk about an action that started in the past, but does have a connection with the present.
 - The action started in the past but is not finished.
 - The action happened in the past but affects the present.

PAST SIMPLE	PRESENT PERFECT
I lived in Manchester for 8 years (but now I live in Harrogate).	I've lived in Harrogate for 12 years (and I still live here).
I ran all the way home yesterday.	I've run all the way home (and now I'm tired).

Things to Remember

- We can use the Present Perfect to talk about life experiences.
- However, if we say when an event happened, then we use the Past Simple.

PAST SIMPLE	PRESENT PERFECT
I went to Turkey in 2010.	I've been to Turkey (in my life).

& ASPECT

Auxiliary Verbs in the Tenses

- There is a pattern to the way that auxiliary verbs and main verbs are structured for each of the tenses.
- Use this pattern to help students remember the form for the different tenses.

Simple Tenses

- The auxiliary verb 'to do' is used with question forms and negatives.
- The auxiliary verb 'to do' just needs to be changed to the past or present.

Example Sentences

- I don't drive.
- I didn't see the film last night.
- Did you watch the film last night?

Continuous Tenses

- The form for the present and past continuous tenses is be + present participle.
- The auxiliary verb 'to be' is changed to the past or present.

Example Sentences

- I'm sitting in the café.
- He was dancing last night.

Perfect Tenses

- The form for the present and past perfect tenses is have + past participle.
- The auxiliary verb 'have' is changed to the past or present.

Example Sentences

- I have been sitting in the café.
- He has been dancing since 12 o'clock.

Perfect Continuous Tenses

- The form for the present and past perfect continuous tenses is have + been + present participle.
- The auxiliary verb 'have' is changed to the past or present.

Example Sentences

- I've been working all day.
- He'd been dancing all night.

Voice – Active or Passive

Active and Passive Voice

- English has two voices – active and passive.
- In an active sentence, the subject of the sentence is at the start of the sentence, followed by the verb then the object.
- In a passive sentence, the sentence starts with the object, followed by the verb form in the passive voice then possibly followed by the subject.

Example Sentences

Active voice	Passive voice
An unknown assassin shot JF Kennedy.	JF Kennedy was shot by an unknown assassin.

Form

- The passive voice is formed using the verb 'to be' in the appropriate tense followed by the past participle i.e. subject + verb to be + past participle.
- The subject can appear at the end of the sentence after the preposition 'by'.

TIME	SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
Present	Coffee is grown.	Coffee is being grown.	Coffee has been grown.	—
Past	Coffee was grown.	Coffee was being grown.	Coffee had been grown.	—
Future	Coffee will be grown.	Coffee will be being grown.	Coffee will have been grown.	—

FUNCTION	EXPLANATION	EXAMPLE
The Object is More Important than the Subject	JF Kennedy is the object of the sentence but is more important than the unknown assailant.	JF Kennedy was shot by an unknown assassin.
The Subject is Unknown	The subject, thief, is unknown.	My laptop was stolen last night.
Formal Register	The passive voice is preferred in formal register as it is more detached.	You are advised to buy home insurance.

Present Simple Passive

Form

- To form the Present Simple Passive, we use the auxiliary verb 'to be' modified to the object and the past participle.
- The subject can appear at the end of the sentence after the preposition 'by'. However, it is not necessary to include the subject in the sentence.

OBJECT	AUXILIARY VERB	PAST PARTICIPLE	BY	SUBJECT
Coffee	is	grown	by	farmers.
Smoking	is	prohibited.		

- To form the negative, we add 'not' after the auxiliary verb.
- 'Is not' is contracted to 'isn't' in connected speech.
- 'Are not' is contracted to 'aren't' in connected speech.

OBJECT	AUXILIARY VERB	NOT	PAST PARTICIPLE	BY	SUBJECT
Coffee	is	not	grown	by	clowns.
Smoking	is	not	prohibited.		

VOICE - ACTIVE OR PASSIVE

- To form the question, we use the auxiliary to be, and then invert the object and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	OBJECT	MAIN VERB	BY	SUBJECT
Where	is	coffee	grown?		
	Is	coffee	grown	by	farmers?

Past Simple Passive

Form

- To form the Past Simple Passive, we use the auxiliary verb 'to be' modified to the object and the past participle.
- The subject can appear at the end of the sentence after the preposition 'by'. However, it is not necessary to include the subject in the sentence.

OBJECT	AUXILIARY VERB	PAST PARTICIPLE	BY	SUBJECT
JF Kennedy	was	shot	by	an unknown assassin.
Three cars	were	stolen.		

- To form the negative, we add 'not' after the auxiliary verb.
- 'Was not' is contracted to 'wasn't' in connected speech.
- 'Were not' is contracted to 'weren't' in connected speech.

OBJECT	AUXILIARY VERB	NOT	PAST PARTICIPLE	BY	SUBJECT
JF Kennedy	was	not	shot	by	a friend.
Three cars	were	not	stolen.		

- To form the question, we use the auxiliary to be, and then invert the object and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	OBJECT	MAIN VERB	BY	SUBJECT
Where	was	JF Kennedy	shot?		
	Were	three cars	stolen	by	thieves?

Modality

Modal Verbs

- Modal verbs are auxiliary verbs that function as an indicator of the speaker's judgement about the likelihood or desirability of the situation.

Form

- Modal verbs are inserted before the main verb – subject + modal verb + base infinitive.
- Modal verbs do not modify to the subject, neither does the main verb of the sentence.
- Modal verbs cannot be preceded with another auxiliary verb.
- There is no past form.

SUBJECT	MODAL VERB	MAIN VERB	OBJECT
He	must	go	to the doctor.
We	can	play	tennis.

- To form the negative, we add 'not' after the modal verb.
- Modal verbs often contract with 'not' in connected speech e.g. 'mustn't' 'can't'.

SUBJECT	MODAL VERB	NOT	MAIN VERB	OBJECT
He	must	not	go	to the doctor.
We	can	not	play	tennis.

- The question is formed by inverting the modal verb and the subject.

TEACHING TIP

When teaching Present Simple Passive choose contexts in which the passive voice would naturally be used by native speakers

i.e. talking about processes or describing actions in which the object of the sentence is more important or the subject is unknown.

To practise passive form, ask learners to change active sentences into passive sentences and vice versa.

WH-QUESTION	MODAL VERB	SUBJECT	MAIN VERB	OBJECT
Why	must	I	go	to the doctor?
	Can	we	play	tennis?

Function

- All modal verbs are used to talk about probability/possibility.
- Modal verbs have other meanings, classed as human wishes, abilities and obligations.

	Can/ Can't/	Could/ Couldn't	May/ May Not	Might/ Mightn't	Shall/ Not	Should/ Shouldn't	Must/ Mustn't	Will/ Wont	Would/ Wouldn't
Possibility	yes	yes	yes	yes		yes	yes		
Ability	yes	yes							
Permission	yes	yes	yes		yes	yes			
Prohibition	yes	yes	yes			yes	yes		
Obligation						yes	yes		
Advice		yes				yes			yes
Futurity								yes	
Hypothesise									yes

Possibility

- Modal verbs of possibility are used to speculate about events and situations in the present. Which Modal Verbs do we use?

MODAL VERB	MEANING	EXAMPLE	EXPLANATION
Must	very certain	He must be rich.	The speaker assumes the person is rich on evidence, possibly because he drives an expensive car or wears designer clothes.
Should	fairly certain	That should be the postman.	The postman generally calls at this time so the evidence indicates it is likely the postman, rather than anyone else, is at the door.
Might/May/ Could	50% possibility	I might watch a film tonight.	There is a possibility of something happening but no plans have been made.
Can't	not likely	He can't be home.	The lights are off and his car is not in the driveway so it is very likely he is out, not at home.

TEACHING TIP

When teaching Past Simple Passive, it is often useful to use newspaper, magazine articles and formal letters as the passive voice is commonly used in written texts in formal register.

To practise passive form, ask learners to change active sentences into passive sentences and vice versa.

MODALITY

Form

- A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.
- The form is subject + modal verb + base infinitive.

Function

MODAL VERB	MEANING	EXPLANATION
Must	very certain	The speaker is very certain about the situation.
Should	fairly certain	The speaker is fairly certain.
Might/May/Could	50% possibility	<ul style="list-style-type: none"> • Might, may and could have the same meaning, showing possibility or likelihood. • Might is more common in conversation while may is more formal.
Can't	not likely	<ul style="list-style-type: none"> • The speaker is very certain the situation is not likely. • Please note that 'can't' is the negative form of 'must' in this function.

Teaching Tip

- A good way of presenting Modals verbs of possibility is by using pictures of interesting situations and asking learners to speculate about what they can see. For example 'They might be married' 'She can't be happy'.

Speculating about the Past

- Modal verbs of possibility can also be used to speculate about past events and situations.

Which Modal Verbs do we use?

MODAL VERB	MEANING	EXAMPLE	EXPLANATION
Must	very certain	He must have been rich.	The speaker assumes the person was rich in the past based on past evidence..
Should	fairly certain	It should have been clearer.	The speaker comments on something that was difficult that they feel ought to have been clearer.
Might/May/ Could	50% possibility	I might have seen her	There is a possibility of something having happened but the speaker can't be certain.
Can't	not likely	He can't have been home.	The lights were off and his car was not in the driveway so it is very likely he was out, not at home.

Form

- To use Modals of possibility to speculate about the past, we use the modal verb + have + past participle.

SUBJECT	MODAL VERB	HAVE	PAST PARTICIPLE	OBJECT
It	must	have	been	love.
It	should	have	been	me.

Function

MODAL VERB	HAVE	BEEN	MEANING	EXPLANATION
Must	have	been	very certain	The speaker is very certain about the situation.
Should	have	been	fairly certain	The speaker is fairly certain.
Might/May/ Could	have	been	50% possibility	<ul style="list-style-type: none"> • Might, may and could have the same meaning, showing possibility or likelihood. • Might is more common in conversation while may is more formal.
Can't	have	been	not likely	The speaker is very certain the situation is not likely.

Ability

- Modal verbs of ability are used to express that the subject has or had the ability to do something. Which Modal Verbs do we use?

MODAL	MEANING	EXAMPLE
Can	ability in the present	I can swim.
Could	ability in the past	I could climb trees when I was a child.

Form

- A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.
- The form is subject + modal verb + base infinitive.
- Lack of ability is expressed using the following negative forms:

MODAL VERB	NOT	MEANING	EXAMPLE
Can	not	lack of ability in the present	I can't swim.
Could	not	lack of ability in the past	I couldn't climb trees when I was a child.

Function

VERB TYPE	QUESTION PURPOSE	EXAMPLES
Can	ability in the present	To state that someone is able to do something.
Can't	lack of ability in the present	To state that someone is not able to do something.
Could	ability in the past	To state that someone was able to do something in the past.
Couldn't	lack of ability in the past	To state that someone was not able to do something in the past.

TEACHING TIP

- A good way of presenting Modals verbs of ability is to focus on actions, hobbies and interests that some students are able to do while others are not able to do e.g. 'I can swim but he can't.'
- A good way of presenting Modal verbs of ability in the past is to ask learners to think about things they were able to do in the past but are not able to do now e.g. 'I could climb trees when I was a child.'

Offers, Requests and Permission

- Modal verbs of offers, requests and permission are used for the functions of offering, requesting and giving permission in the present.

Which Modal Verbs do we use?

MODAL VERB	MEANING	EXAMPLE
Can	offering, requesting and giving permission	You can smoke here.
May	offering, requesting and giving permission	May I sit down?
Should	requesting	Could you open the window?
Shall	offering	Shall I call a taxi?

form

- A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.
- The form is subject + modal verb + base infinitive.
- Denying permission is expressed by adding 'not' after the modal verb.

MODAL VERB	NOT	MEANING	EXAMPLE
Can	not	denying permission	You can't smoke here.
He/She/It	had	denying permission	You may not sit down.

Function

MODAL VERB	MEANING	EXPLANATION
Can	offering, requesting and giving permission	<ul style="list-style-type: none"> • 'Can' is now used more commonly than 'may' to offer, request and give permission. • 'Can' is used in statements, negatives and questions.
Should	offering, requesting and giving permission	'May' is less commonly used than 'can' and is often thought to be archaic and overly formal.
Could	requesting	<ul style="list-style-type: none"> • 'Could' is most commonly used in questions. • It is considered more formal and more polite than 'can'.
Shall	offering	'Shall' is used in statements or questions.

Teaching Tip

- An effective way to present these Modal Verbs is by using role-plays, encouraging learners to offer, request and give permission.

Prohibition

- Modal verbs of prohibition are used for the function of denying permission. Which Modal Verbs do we use?

MODAL VERB	NOT	MEANING	EXAMPLE
Must	not	strong prohibition	You mustn't smoke. You are very ill.
Should	not	strong advice	You shouldn't smoke. It's not healthy.
May	not	denying permission	You may not smoke in here.
Can	not	denying permission	You can't smoke here.
Could	not	denied permission in the past	I couldn't smoke in the cinema.

Form

- A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.
- The form is subject + modal verb + base infinitive.

Function

MODAL VERB	NOT	MEANING	EXPLANATION
Must	not	strong prohibition	Expresses strong prohibition
Should	not	strong advice	Expresses strong advice, generally giving the speaker's opinion.
May	not	denying permission	<ul style="list-style-type: none"> • Not allowing permission • 'May' is less commonly used than 'can'
Can	not	denying permission	<ul style="list-style-type: none"> • Not allowing permission • More commonly used than 'may'
Could	not	denied permission in the past	<ul style="list-style-type: none"> • Used to express past prohibition

Teaching Tip

- An effective way to present these Modal Verbs is by discussing rules, laws and customs in the learners' home countries.

Obligation

- Modal verbs of obligation are used for the function of talking about necessity and obligation. Which Modal Verbs do we use?

MODAL	MEANING	EXAMPLE
Must	Necessity (often internal)	I must go to the doctor. I'm not feeling well.
Could	Necessity (often external)	I have to go to the doctor. My mother told me to.

Form

- A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.
- The form is subject + modal verb + base infinitive.
- 'Have to' is known as a semi-modal verb. It is used as a modal verb but follows the same pattern as a regular verb in the Present Simple tense.

MODAL/SEMI-MODAL	MODAL	SEMI-MODAL
Affirmative	He must go to the doctor.	He has to go to the doctor.
Question	Must he go to the doctor?	Does he have to go to the doctor?

- The negative forms of these verbs as they have different meanings.

	MEANING	EXAMPLE
Mustn't	strong prohibition	He mustn't smoke.
Don't Have To	lack of necessity	He doesn't have to go to the party if he doesn't feel well.

Function

MODAL VERB	MEANING	EXPLANATION
Must	necessity (often internal)	Expresses strong necessity, often giving the speaker's opinion.
Have to	necessity (often external)	Expresses strong necessity, often talking about external rules rather than personal opinions.

Teaching Tip

- An effective way to present these Modal Verbs is by discussing rules, laws and customs in the learners' home countries.

Advice

- Modal verbs of advice are used to give advice or suggestions.

Which Modal Verbs do we use?

MODAL VERB	MEANING	EXPLANATION
Could	offering a suggestion	You could eat more vegetables.
Should	offering advice	You should go to bed earlier.
Would	offering advice	If I were you, I would go to the doctor.

Form

- A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.
- The form is subject + modal verb + base infinitive.
- 'Would' for advice is used in a 2nd conditional hypothetical structure.
- Please note that in the fixed phrase 'If I were you' 'were' rather than 'was' is used.

CONDITION CLAUSE				RESULT CLAUSE			
If	Subject	Verb in past	Object	Subject	Would	Base Infinitive	Complement
If	I	were	you	I	would	go	to the doctor.

Negatives are formed with 'should' and 'would' by adding 'not' after the Modal Verb

MODAL VERB	NOT	EXAMPLE
Should	not	You shouldn't go to bed late.
Would	not	If I were you, I wouldn't go to bed late.

Function

MODAL VERB	MEANING	EXPLANATION
Could	offering a suggestion	A suggestion rather than advice
Should	offering advice	Offering advice
Would	offering advice	Offering advice using a 2nd conditional structure. By using this structure, the speaker imagines themselves in the listener's situation ('If I were you'), then offers advice saying what they would do in that situation.

FUTURITY

Overview of Futurity

- In English, unlike other languages, there is no specific tense form to express futurity.
- Futurity can be expressed in the forms below.

FUTURE FORM	FUNCTION	EXAMPLE
Present Simple	scheduled events	The plane leaves at 6pm.
Present Continuous	arrangements or appointments	I'm meeting friends tonight
'Going To'	future plans	I'm going to visit my parents tonight.
Future Continuous	predicted continuous future actions	I'll be getting up early tomorrow.
Future Perfect	predicted completed future action	I'll have finished my assignment by next week.
Future Perfect Continuous	predicted completed future actions in progress	I'll have been living in Manchester for 9 years by Christmas.

- The choice of future form is determined by the speaker's perception of how the future event is to come about.



FUTURE FORM	FUNCTION	EXAMPLE	EXPLANATION
Will	Prediction	It will rain tomorrow.	This is a prediction based on evidence.
'Going To'	Planned event	It's going to rain.	This is a certain event based on clouds forming in the sky right now.

Teaching Tips

- When presenting future forms to lower level students, it is a good idea to focus on one form only per lesson. For example, focus one lesson on how to use the Present Continuous for arrangements. With higher level students, you can revise the differences between different forms, focusing on the speaker's perception of the future event.
- Avoid misleading students by presenting 'will' as a future tense. Though it is known as 'Future Simple' futurity is naturally expressed in many different ways by native speakers.

SUBJECT	MAIN VERB	OBJECT	TIME ADVERBIAL
I	leave	Manchester	at 6am.
The plane	leaves	Manchester	at 9am.

- To form the negative, we add the auxiliary verb 'do' + 'not' after subjects I/we/you/they.
- To form the negative, we add the auxiliary verb 'does' + 'not' after subjects he/she/it.
- 'Do not' is contracted to 'don't' in connected speech.
- 'Does not' is contracted to 'doesn't' in connected speech.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT	TIME ADVERBIAL
I	do	not	leave	Manchester	at 5am.
The	plane	not	leave	Manchester	at 10am.

- To form the question, we use the auxiliary verb do/does, and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT	TIME ADVERBIAL
When	do	you	leave	Manchester?	
	Does	the plane	leave	Manchester	at 10am?

Function

- Present Simple is used to talk about future scheduled events.
- It is often called the 'timetable' future as it is used to express very certain future events, times that events start or finish.

TIME REFERENCE	EXAMPLE
Future Scheduled Events	The concert finishes at 8pm.

Teaching Tip

- A good way to present Present Simple for future scheduled events is in the context of travel, discussing when trains or planes depart.

Present continuous

Form

- To form the Present Continuous, we use the auxiliary verb 'to be' modified to the subject and the present participle.

SUBJECT	AUXILIARY VERB 'TO BE'	PRESENT PARTICIPLE	OBJECT	TIME ADVERBIAL
I	am	playing	tennis	in the evening.
You/We/They	are	playing	tennis	in the evening.
He/She/It	is	playing	tennis	in the evening.

- To form the negative, we add 'not' after the auxiliary verb.
- 'I am' is contracted to 'I'm' in connected speech.
- 'You are' 'we are' and 'they are' are contracted to 'you're' 'we're' and 'they're'.
- 'He is' 'she is' and 'it is' are contracted to 'he's' 'she's' and 'it's'.

SUBJECT	AUXILIARY VERB	NOT	MAIN VERB	OBJECT	TIME ADVERBIAL
I	am	not	playing	tennis	this evening.
She	is	not	playing	tennis	this evening.

- To form the question, we use the auxiliary verb 'to be' and then invert the subject and the auxiliary verb.



WH-QUESTION	AUXILIARY VERB	SUBJECT	MAIN VERB	OBJECT	TIME ADVERBIAL
When	are	you	playing	tennis?	
	Is	she	playing	tennis	this evening?

Function

- The Present Continuous is used to talk about future arrangements or appointments.
- It is often called the 'diary' future as it is used to express arrangements and appointments the speaker feels are highly likely to occur in the near future.

TIME REFERENCE	EXAMPLE
Present Arrangement for a Future Event	I'm flying to Ireland next week.

Teaching Tip

- A good way to present Present Continuous for future arrangements or appointments is in the context of discussing arrangements and appointments in the near future.

'Going To'

Form

- To form the 'going to' structure, we use the auxiliary verb 'to be' modified to the subject plus 'going to' plus the base infinitive.

SUBJECT	AUXILIARY VERB 'TO BE'	GOING TO	BASE INFINITIVE	OBJECT	TIME ADVERBIAL
I	am	going to	play	tennis	tonight.
You/we/they	are	going to	play	tennis	tonight.
He/she/it	is	going to	play	tennis	tonight.

- To form the negative, we add 'not' after the auxiliary verb.
- 'I am' is contracted to 'I'm' in connected speech.
- 'You are' 'we are' and 'they are' are contracted to 'you're' 'we're' and 'they're'.
- 'He is' 'she is' and 'it is' are contracted to 'he's' 'she's' and 'it's'.

SUBJECT	AUXILIARY VERB	NOT	GOING TO	BASE INFINITIVE	OBJECT	TIME ADVERBIAL
I	am	not	going to	play	tennis	this evening.
She	is	not	going to	play	tennis	this evening.

- To form the question, we use the auxiliary verb 'to be' and then invert the subject and the auxiliary verb.

WH-QUESTION	AUXILIARY VERB	SUBJECT	GOING TO	BASE INFINITIVE	OBJECT	TIME ADVERBIAL
When	are	you	going to	play	tennis?	
	Is	she	going to	play	tennis	this evening?

Function

- 'Going to' is used to talk about planned events in the future. These plans could be in the near or distant future. The speaker feels that they are likely to occur.

TIME REFERENCE	EXAMPLE
Future plans	I'm going to visit America next year.

Teaching Tip

- A good way to present 'going to' for future plans is in the context of discussing the students' plans for the distant future.

Future Simple (will)

Form

- To form the Future Simple, we use the Modal Verb 'will' plus the base infinitive. Like all Modal Verbs, 'will' does not modify to different subjects.
- 'I will' is contracted to 'I'll' in connected speech. A similar patterns occurs with all subjects.

SUBJECT	WILL	BASE INFINITIVE	COMPLEMENT
I	will	be	rich one day.
It	will	rain	tomorrow.

- To form the negative, we add 'not' after the auxiliary verb.
- 'Will not' is contracted to 'won't' in connected speech.

SUBJECT	WILL	NOT	BASE INFINITIVE	COMPLEMENT
I	will	not	be	rich one day.
I	will	not	be rich	tomorrow.

- To form the question, we invert 'will' with the subject.

WH-QUESTION	WILL	SUBJECT	BASE INFINITIVE	COMPLEMENT
When	will	you	be	rich?
	Will	it	rain	tomorrow?

Function

- 'Will' is used to talk about future predictions which may or may not happen.

TIME REFERENCE	EXAMPLE
Future plans	I'll visit America one day (though I have no plans at the moment).

Teaching Tips

- A good way to present 'will' for future predictions is in the context of discussing what the world will be like in 50 years e.g. 'We will have robots to help us in the house'. Students can then make predictions about their life.
- To contract 'going to' and 'will', you could ask learners to describe their own future, expressing planned events using 'going to' and predictions using 'will' e.g. 'I'm going to study at university.' (I've already applied) 'Maybe I'll join a club at university.' (future prediction).

Future Continuous

Form

- To form the Future Continuous, we use the Modal Verb 'will' plus the base infinitive of the verb 'to be' plus the present participle. Like all Modal Verbs, 'will' does not modify to different subjects.

SUBJECT	WILL	BE	PRESENT PARTICIPLE	OBJECT
I	will	be	studying	English.
He	will	be	relaxing	on the beach.

- To form the negative, we add 'not' after 'will'.
- Will not is contracted to 'won't' in connected speech.

SUBJECT	WILL	NOT	BE	PRESENT PARTICIPLE	OBJECT
I	will	not	be	studying	English.
He	will	not	be	relaxing	on the beach.

- To form the question, we invert 'will' with the subject.

WH-QUESTION	WILL	SUBJECT	BE	PRESENT PARTICIPLE	OBJECT
When	will	you	be	studying	English?
	Will	he	be	relaxing	on the beach?

Function

- The Future Continuous is used to describe predicted future continuous actions happening at a certain time in the future.
- It is often used with a time adverbial.

TIME REFERENCE	EXAMPLE
Future Predicted Continuous Actions	I'll be relaxing on the sofa after work.

Teaching Tip

- A good way to present Future Continuous is to discuss specific times in the future and what students predict they will be doing at these times. For example, 'at 9pm tonight I'll be watching the Manchester United v Liverpool match.'

Future Perfect

Form

- To form the Future Perfect, we use the Modal Verb 'will' plus the base infinitive of the verb 'to have' plus the past participle. Like all Modal Verbs, 'will' does not modify to different subjects.

SUBJECT	WILL	HAVE	PAST PARTICIPLE	OBJECT
I	will	have	studied	English.
He	will	have	watched	the film.



- To form the negative, we add 'not' after 'will'.
- Will not is contracted to 'won't' in connected speech.

SUBJECT	WILL	NOT	HAVE	PRESENT PARTICIPLE	OBJECT
I	will	not	have	studied	English.
He	will	not	have	watched	the film.

- To form the question, we invert 'will' with the subject.

WH-QUESTION	WILL	SUBJECT	HAVE	PAST PARTICIPLE	OBJECT
When	will	you	have	studied	English?
	Will	he	have	watched	the film?

Function

- The Future Perfect is used when we want to describe predicted finished actions happening before another action in the future.
- The speaker does not think or is not sure whether the action will continue after the 2nd point in the future.

EXAMPLE SENTENCES

I'll have been living in Manchester for 9 years by Christmas.

Future Perfect Continuous

Form

- To form the Future Perfect Continuous, we use the Modal Verb 'will' plus the base infinitive of the verb 'to have' plus been plus the present participle.

SUBJECT	WILL	HAVE	BEEN	PRESENT PARTICIPLE	OBJECT
I	will	have	been	studying	English.
He	will	have	been	watching	the film.

- To form the negative, we add 'not' after 'will'.
- Will not is contracted to 'won't' in connected speech.

SUBJECT	WILL	NOT	HAVE	BEEN	PRESENT PARTICIPLE	OBJECT
I	will	not	have	been	studying	English.
he	will	not	have	been	watching	the film.

- To form the question, we invert 'will' with the subject.

WH-QUESTION	WILL	SUBJECT	HAVE	BEEN	PRESENT PARTICIPLE	OBJECT
How long	will	you	have	been	studying	English?
	will	you	have	been	watching	the film?

Function

- The Future Perfect Continuous is used when we want to describe predicted actions in progress happening at another point in the future.
- The speaker imagines the action continuing after the 2nd point in the future.

EXAMPLE SENTENCES

I'll have been studying English for 5 years by Christmas.

HYPOTHETICAL MEANING & CONDITIONALS

Expressing Hypothetical Meaning

- Hypothetical meaning is meaning expressed through conditional sentences, described as 'real' or 'unreal' conditionals.
- Conditional sentences are formed from two clauses.
- The main clause expresses the condition while the dependent clause describes the result.
- The conjunction 'if' is often, though not exclusively used to link both clauses.
- The modal verb 'will' is used in real conditionals, while 'would' is used in unreal conditional.

CONDITION CLAUSE				RESULT CLAUSE			
If	Subject	Verb	Object	Subject	Would	Base Infinitive	Complement
If	it	rains	tomorrow	I	will	take	an umbrella.
If	I	were	you	I	would	go	to the doctor.
If	I	had studied	medicine	I	would	have become	a doctor.

- In real conditionals, the verb form refers to real time, indicating that the events or states expressed are theoretically possible.
- In unreal conditionals, the verb forms do not refer to real time as the events or states described are unlikely or impossible. A process of back-shifting in the verb form occurs.
- The conditional forms are summarised below:

CONDITIONAL FORM	TIME REFERENCE	REAL/UNREAL	EXAMPLE
Zero	all	Real	If it rains, you get wet.
First	future	Real	If it rains tomorrow, I'll take an umbrella.
Second	present	Unreal	If I won the lottery, I would travel around the world.
Third	past	Unreal	If I had married him, I would have been happy.
Mixed (2 and 3)	past/present	Unreal	If I had studied medicine, I would be a doctor.

While real conditionals express probability or possibility, unreal conditionals related to present time are used to express the following functions:

- Hypothesising about unlikely or impossible situations e.g. 'If I won the lottery, I would travel around the world.'
- Criticism e.g. 'People would like Jack if he smiled more.'
- Giving advice e.g. 'If I were you, I would go to the doctor.'
- In older English, the subjunctive mood was used to express hypothetical meaning. The subjunctive mood can still be seen in the use of 'were' instead of 'was' when giving advice using a Second Conditional form. In modern English, it has become acceptable to also say 'If I was you' and course books and grammars will teach both forms.
- The Third and Mixed Conditional forms are also used to express past regret e.g. 'If I had got married, I would've been happy.'

"Zero Conditional"

Form

- To form the Zero Conditional, we use the following structure: • If + subject + Present Simple, subject + Present Simple

CONDITION CLAUSE				RESULT CLAUSE	
If	subject	present simple	object	subject	present simple
If	you	heat	water,	it	boils.
If	you	push	the button,	the volume	increases.

- To form the negative, we use the auxiliary verb 'to do' + not before the verb in either or both clauses.

IF	SUBJECT	DO	NOT	PRESENT SIMPLE	OBJECT	SUBJECT	DO	NOT	PRESENT SIMPLE
If	you	do	not	heat	water,	it	does	not	boil.

- A Present Simple question can be formed from the Result Clause, followed by the Condition Clause.

DO	OBJECT	PRESENT SIMPLE	IF	SUBJECT	PRESENT CLAUSE	OBJECT
Does	water	boil	if	you	heat	it?

Function

- The Zero Conditional is used to talk about things that are always true.
- It is a Real Conditional, relating to all times.

CONDITIONAL FORM	TIME REFERENCE	REAL/UNREAL	EXAMPLE
Zero	all	real	if it rains, you get wet.

Teaching Tip

- A good way to present Zero Conditional is to discuss scientific facts to demonstrate that the structure is used to describe things that are always true.

First Conditional

Form

- To form the first conditional, we use the following structure:
- If *subject* present simple, subject *will* base infinitive

CONDITION CLAUSE				RESULT CLAUSE			
If	Subject	present simple	Object	Subject	Will	Base Infinitive	object
If	it	rains	tomorrow	I	will	take	the car.

To form the negative, we use the auxiliary verb 'to do'+ not with the Condition Clause and 'will' + not in the Result Clause.

IF	SUBJECT	DO	NOT	PRESENT SIMPLE	OBJECT	SUBJECT	WILL	NOT	BASE INFINITIVE	OBJECT
If	it	does	not	rain	tomorrow	I	will	not	take	the car.

- A question is formed by inverting 'will' and the subject in the Result Clause followed by the Condition Clause.

WILL	SUBJECT	BASE INFINITIVE	OBJECT	IF	SUBJECT	PRESENT SIMPLE	OBJECT
Will	you	take	the car	if	it	rains	tomorrow?

Function

- The First Conditional is used to talk about possible future results of possible future actions.
- It is a Real Conditional, relating to the future.

CONDITIONAL FORM	TIME REFERENCE	MAIN REAL/UNREAL	EXAMPLE
First	future	real	if it rains tomorrow, I'll take an umbrella

Teaching Tip

- A good way to present First Conditional is to give learners a set of different Condition Clauses and ask them to complete with Result Clauses e.g. 'If I pass my English exam, I'll be happy.'

Second Conditional

Form

- To form the Second Conditional, we use the following structure: • If + subject + Past Simple, subject + would + base infinitive

CONDITION CLAUSE				RESULT CLAUSE			
If	Subject	past simple	Object	Subject	Would	Base Infinitive	object
If	I	won	the lottery	I	would	buy	a car.

- To form the negative, we use the modal verb 'would' + not in the Result Clause.
- 'Would' + not are contracted to 'wouldn't' in connected speech.

IF	SUBJECT	PAST SIMPLE	OBJECT	SUBJECT	WOULD	NOT	BASE INFINITIVE	OBJECT
If	I	won	the lottery	I	would	not	buy	a car.

- A question is formed by inverting 'would' and the subject in the Result Clause followed by the Condition Clause.

WILL	SUBJECT	BASE INFINITIVE	OBJECT	IF	SUBJECT	PRESENT SIMPLE	OBJECT
Would	you	buy	a car	if	you	won	the lottery?

Function

- The Second Conditional is used to talk about hypothetical unreal situations in the present.
- It is an unreal conditional, relating to the present.

CONDITIONAL FORM	TIME REFERENCE	MAIN REAL/UNREAL	EXAMPLE
Second	present	unreal	If I won the lottery, I would buy a car.

Third Conditional

Form

- To form the Third Conditional, we use the following structure:
- If + subject + Had + past participle, subject + would + have + past participle

IF	SUBJECT	DO	NOT	PRESENT SIMPLE	OBJECT	SUBJECT	DO	NOT	PRESENT SIMPLE
If	you	do	not	heat	water,	it	does	not	boil.

- To form the negative, we use the modal verb 'would' + not in the Result Clause.
- 'Would' + not are contracted to 'wouldn't' in connected speech.

IF	SUBJECT	HAD	NOT	PAST PARTICIPLE	OBJECT	SUBJECT	WOULD	NOT	HAVE	PAST PARTICIPLE	OBJECT
If	I	had	not	married	him	I	would	not	have	been	happy.

- A question is form by inverting 'would' and the subject in the Result Clause followed by the Condition Clause.

WOULD	SUBJECT	HAVE	OBJECT	OBJECT	IF	SUBJECT	HAD	PAST PARTICIPLE	NOT
Would	you	have	been	happy	if	you	had	married	him?

Function

- The Third Conditional is used to talk about hypothetical unreal situations in the past.
- It is an unreal conditional, relating to the past, often used to talk about regrets.

CONDITIONAL FORM	TIME REFERENCE	MAIN REAL/UNREAL	EXAMPLE
Third	past	unreal	If I had married him, I would have been happy.

Teaching Tip

- A good way to present Third Conditional it to discuss past regrets e.g. 'If I had studied medicine, I would have become a doctor'.

Mixed Conditional Form

- The Mixed Conditional is a variation of the Third Conditional used to express present results of hypothetical past actions.
- The Condition Clause follows the structure of Third Conditional while the Result Clause follows the structure of Second Conditional.
- If + subject + had + Past Participle, subject + would + base infinitive.

CONDITION CLAUSE (PAST)					RESULT CLAUSE (PRESENT)			
IF	SUBJECT	HAD	PAST PARTICIPLE	OBJECT	SUBJECT	WOULD	BASE INFINITIVE	OBJECT
If	I	had	married	him	I	would	be	happy.

- To form the negative, we use 'had' + not in the Condition Clause and the modal verb 'would' + not in the Result Clause. 'Would' + not are contracted to 'wouldn't' in connected speech.

IF	SUBJECT	HAD	NOT	PAST PARTICIPLE	OBJECT	SUBJECT	WOULD	NOT	BASE INFINITIVE	OBJECT
If	I	had	not	married	him	I	would	not	be	happy.

- A question is form by inverting 'would' and the subject in the Result Clause followed by the Condition Clause.

WOULD	SUBJECT	BASE INFINITIVE	OBJECT	IF	SUBJECT	HAD	PAST PARTICIPLE	OBJECT
Would	you	be	happy	if	you	had	married	him?

Function

- The Mixed Conditional is used to talk about hypothetical unreal situations in the past with present results.
- It is an unreal conditional, relating to the past, often used to talk about regrets.

CONDITIONAL FORM	TIME REFERENCE	MAIN REAL/UNREAL	EXAMPLE
Mixed (2&3)	past/present	unreal	If I had studied medicine, I would be a doctor.

DETERMINERS

- Determiners are a class of words used with nouns and have the function of defining the reference of the noun in some way.
- Determiners are:
 - ✓ articles
 - ✓ pronouns and Possessives
 - ✓ demonstratives
 - ✓ there is/there are
 - ✓ quantifiers

Articles

- Articles are 'the' 'a/an' and no article.
- There are clear rules to article use in English.

MODAL VERB	MEANING	EXPLANATION
The	only one	The sun is out.
	mentioned before	I met a girl. The girl told me her name.
	it is clear which one we mean	The speaker is fairly certain.
	physical environment	The town/the mountains/the river Thames.
	superlatives	The biggest mountain.
A/An	one of many	I met a girl.
	any one member of a group	Can I see a doctor?
No articles	proper names	Manchester/Catherine/Queen Street.
	plurals	Books are expensive.
	uncountable nouns	The coffee smells great.

Teaching Tips

- Articles can be tricky to teach and practise as many languages do not have articles or may have different rules determining when to use articles. A good way of raising student awareness of articles is to give learners a simple text and ask them to decide why the articles are used. This activity could then be followed by a gapped text activity in which learners complete the gaps with the correct article.

Example Text

My uncle is a baker. He has a small bakery in a village near _ Cambridge. He sells _ cakes and _ bread. The children in the village love the cakes sold in the shop. _ Students buy _ sandwiches and eat them by the river. I love the bakery.

Pronouns and Possessives Pronouns

- Pronouns are used in place of a noun.
- There are subject and object pronouns.
- A subject pronoun replaces a noun that is in the subject position in a sentence.
- An object pronoun replaces a noun that is in the object position in a sentence.

Possessives

- Possessive adjectives show possession in English.
- Possessive adjectives go before the noun.
- Possessive pronouns can replace the noun.

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs

- Possession can also be shown by adding 's to a name, place or object.

Example Sentences

- This is Simon's computer.
- This is his computer.

TEACHING TIP

A good way of revising the difference between subject and object pronouns is to use simple sentences to demonstrate subjects and object.
For example, 'Sam gave Susan the ball.' 'He gave her the ball.'

A simple way of presenting possessives to low level learners is by asking learners to take a few possessions out of their bag and using these items to demonstrate possession e.g. 'This is Maria's pen. It's her pen.'

Demonstratives

- There are four demonstratives pronouns: this, that, these and those.
- We use them to give more information about a noun based on its position in relation to us.

This

- We use this to talk about one thing that is very close, or that we are touching or holding.

Example Sentence

This pizza is very good.

That

- We use that to talk about one thing that is far away.

Example Sentence

That mountain is very high.

These

- We use these to talk about plural things that are very close or that we are touching or holding.

Example Sentence

These socks are dirty.

Those

- We use those to talk about plural things that are far away.

Example Sentence

Those trees are beautiful.

There is/There Are

- 'There is' and 'there are' are common phrases in English.
- We use them to indicate that something 'exists' or is in a certain location.
- We use 'there is' with singular nouns.
- We use 'there are' with plural nouns.
- The main subject follows the verb when there is/there are is used.

TIME REFERENCE	EXAMPLE
There is a cup on the table.	There are cups on the table.

- 'There is' and 'there are' can be used in different tenses with the verb 'to be' modifying to the tense structure.

Example Sentence

That mountain is very high.

- In negative statements, the word 'not' follows the verb 'to be'.

THERE	VERB 'TO BE'	NOT	QUANTIFIER	OBJECT
There	is	not	any	rain.
There	are	not	any	apples.

VERB 'TO BE'	THERE	QUANTIFIER	OBJECT
Is	there	any	rain?
Are	there	any	apples?

Teaching tip

- This grammar point is generally first taught to beginner or elementary students. A good way of presenting this grammar point is by using pictures, giving learners practice in asking and answering questions about what they can see in the pictures e.g. 'Are there any people?' 'No, there aren't'

Quantifiers

- A quantifier is a word or phrase that is used before a noun to indicate the amount or quantity.
- Quantifiers can be used with both countable and uncountable nouns.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS	BOTH
<ul style="list-style-type: none"> • many • a few/few • a number of • several • a large number of 	<ul style="list-style-type: none"> • much • a little/little • a bit of • a great deal of • a large quantity of 	<ul style="list-style-type: none"> • all • enough • more/most • less/least • no/none • not any • some • a lot of • lots of • plenty of

EXAMPLE SENTENCES		
Countable nouns	Uncountable nouns	Both
I have a few friends.	Add a bit of salt.	I'll buy some eggs and some coffee.

Some/Any

- Some is mainly used in affirmative statements.
- Any is mainly used with negative statements and questions.

FUNCTION	EXAMPLE
Limited but vague numbers or quantities	We've planted some roses.
With uncountable and plural nouns	I don't have any eggs.

Teaching Tip

- A good way of presenting this language point is in the context of a picnic. Ask learners to say what they are going to bring to the picnic then use quantifiers to describe the food e.g. 'We have a little coffee, a lot of crisps, a few apples, etc.'

ADJECTIVES, ADVERBS & LINKERS

Comparatives and Superlatives

- Comparative adjectives are used to compare two things or people.
- Superlative adjectives are used to compare more than two things or people.

ADJECTIVE	COMPARATIVE ADJECTIVE	SUPERLATIVE ADJECTIVE
Richard	Richard and Rachel	Richard, Rachel, Catherine
Richard is tall.	Richard is taller than Rachel.	Richard is the tallest.

Form

- There are 5 different patterns used to form comparative and superlative adjectives.

ADJECTIVE	COMPARATIVE ADJECTIVE add 'r'	SUPERLATIVE ADJECTIVE add 'st'
nice	Richard and Rachel	Richard and Rachel
One Syllable Adjective Ending in Vowel + Consonant + Vowel	Comparative Adjective - double the consonant and add 'er'	Superlative Adjective - double the consonant and add 'est'
big	bigger	the biggest
One Syllable Adjective Ending in a Consonant	Comparative Adjective add 'er'	Superlative Adjective add 'est'
high	higher	highest
Two Syllable Adjectives Ending 'y'	Comparative Adjective - change 'y' to 'i' and add 'er'	Superlative Adjective - change 'y' to 'i' and add 'est'
happy	happier	happiest
Two and More Syllable Adjectives	Comparative Adjective - use 'more' before adj	Superlative Adjective - use 'the most' before the adj
intelligent	more intelligent	the most intelligent

There are also a few irregular exceptions e.g. good/better/the best and bad/worse/the worst.

Adverbs

- An adverb is a word that modifies verbs, adjectives and other adverbs.
- Most adverbs tell you how, in what way, when, where and to what extent something is done.
- They describe time, manner and place.

Form

- Regular adverbs are formed by adding -ly to an adjective.
- Irregular adverbs will need to be learnt.

	ADJECTIVE	ADVERB
Most Adjectives - add 'ly'	slow	slowly
Adjectives Ending 'y' - replace 'y' with 'i' and 'ly'	heavy	heavily
A few adjectives with irregular adverbs	good	well

Functions

Adverbs of Manner

- Examples of adverbs of manner are nicely, beautifully, slowly, carefully and awfully. These adverbs come after the direct object or after the verb if there isn't a direct object.
- Examples - 'He drives slowly.' 'She plays tennis well.'

Adverbs of Place

- Examples of adverbs of place are here, there, behind and above. Adverbs of place are like adverbs of manner. They come after the direct object or the verb.
- Examples - 'I met him here.' 'She was here, there and everywhere.'

Adverbs of Time

- Examples of adverbs of time are recently, now, then, tomorrow and yesterday. Adverbs come at the beginning or end of a sentence.
- Examples - 'I'll play tennis tomorrow.' 'I've been to Turkey recently.'

Adverbs of Frequency

- Examples of adverbs of frequency are always, never, seldom and usually. Adverbs of frequency come before the main verb except if the main verb is 'to be'.
- Example - 'We often go to the cinema at the weekend.'

Linking Words

- Linking words are used to join two or more sentences or clauses.
- Linking words can be used to add ideas together, contrast them or show a reason for something.
- The most common linking word is 'and'.

Functions

Adding Ideas and Information

LINKING WORDS	EXAMPLES
<ul style="list-style-type: none"> • And • Also • As well as • In addition to 	<ul style="list-style-type: none"> • I like tea and coffee. • I like tea. I also like coffee. • I like tea as well as coffee. • In addition to tea, I like coffee.

Showing Reason

LINKING WORDS	EXAMPLES
<ul style="list-style-type: none"> • Because • Because of • Since 	<ul style="list-style-type: none"> • I like fruit because it's healthy. • I like fruit because of the health benefits. • I like fruit since it's healthy.

Showing Results

LINKING WORDS	EXAMPLES
<ul style="list-style-type: none"> • So • Therefore • Consequently 	<ul style="list-style-type: none"> • I like fruit so I eat it every day. • I like fruit. Therefore, I eat it every day. • I like fruit. Consequently, I eat it every day.

Contrasting Ideas

LINKING WORDS	EXAMPLES
<ul style="list-style-type: none"> • But • However • Although • Despite • In spite of • While 	<ul style="list-style-type: none"> • I like fruit but I don't eat enough. • I like fruit. However, I don't eat enough. • Although I like fruit, I don't eat enough. • Despite liking fruit, I don't eat enough. • In spite of liking fruit, I don't eat enough. • While I like fruit, I don't eat enough.

Prepositions

- Prepositions link nouns, pronouns and phrases to other words in a sentence.
- A preposition locates the noun in space or time.

Example Sentences

- The lamp is on the desk.
- The lamp is beneath the desk.
- The lamp is against the desk.
- The lamp is beside the desk.
- The lamp is over the desk.
- The lamp was on during the day.

- We also use prepositional phrases which are made up of the preposition, its object and any associated adjectives or adverbs.
- A prepositional phrase will never contain the subject of a sentence.

Example Sentences

- He always listens to the radio.
- I'm frightened of spiders.

- Here are some of the most common prepositions:

across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, and without.

Prepositions of Time

- Prepositions can be words that show time and tell us when things happen.

IN	<ul style="list-style-type: none"> • Year • Month • Season • Part of the Day 	<ul style="list-style-type: none"> • I was born in 1978. • I was born in May. • I was born in spring. • I was born in the morning.
ON	<ul style="list-style-type: none"> • Year • Month 	<ul style="list-style-type: none"> • I was born on Tuesday. • I was born on the 16th of May.
AT	<ul style="list-style-type: none"> • Time • Times of the Year • Fixed Expressions 	<ul style="list-style-type: none"> • I'll see you at 8am. • I'll see you at Christmas. • At night • At the weekend

- Before, during and after are also important prepositions of time.

Example Sentences

- I'll meet you before work.
- She was sleeping during the lecture.
- I'll see you after school.

Prepositions of Place

- Prepositions can be words that show place and tell us where things are.

IN	
<ul style="list-style-type: none"> • In a room/shop/box/park • In town/cities • In countries • In a newspaper/magazine • Fixed phrases 	<ul style="list-style-type: none"> • In Hyde Park • In Manchester • In Spain • In The Times • In bed • In hospital • In prison
ON	
<ul style="list-style-type: none"> • On a table/ floor/wall • On a bus/train/plane • On a horse/bicycle/motorbike • On the ground floor/ first floor 	<ul style="list-style-type: none"> • She's sitting on the floor. • He on the bus. • She's on the horse. • I live on the ground floor.
AT	
<ul style="list-style-type: none"> • At the traffic lights/bus stop • At the bottom/top • At home/school/university • At the dentists/hairdressers • At a party 	<ul style="list-style-type: none"> • We met at the bus stop. • I live at the bottom of the block. • She's at home. • He's at the dentists. • I was at a party last night.

Preposition of Movement	Example Sentences
Above	The plane flew above.
Below	The submarine was below the water.
Beneath	The metro is beneath the streets
In front of	I'm standing in front of the library.
Behind	She's behind the tree.
Between	The library is between the bookshop and the supermarket.
Next to	The bookshop is next to the library.
Opposite	The park is opposite the library.
Through	They drove through the tunnel.
Across	The plane flew across the sky.
Under	The boat went under the bridge.
Over	The car went over the bridge.
Along	I walked along the pier.
Past	She ran past the library.

ADJECTIVES,
ADVERBS
& LINKERS

Appendix — Irregular Verb List

• Please find a list of the most common irregular verbs below.

VERB	PAST SIMPLE	PAST PARTICIPLE	VERB	PAST SIMPLE	PAST PARTICIPLE
Be	Was/Were	Been	Have	Had	Had
Begin	Began	Begun	Know	Knew	Known
Bring	Brought	Brought	Make	Made	Made
Buy	Bought	Bought	Read	Read	Read
Can	Could	-	Run	Ran	Run
Catch	Caught	Caught	See	Saw	Seen
Come	Came	Come	Sing	Sang	Sung
Cost	Cost	Cost	Sit	Sat	Sat
Do	Did	Done	Speak	Spoke	Spoken
Drink	Drank	Drunk	Swim	Swam	Swum
Drive	Drove	Driven	Take	Took	Taken
Eat	Ate	Eaten	Teach	Taught	Taught
Find	Found	Found	Think	Thought	Thought
Get	Got	Got*	Wake	Woke	Woken
Give	Gave	Given	Wear	Wore	Worn
Go	Went	Gone	Write	Wrote	Written

• *In American English, the past participle is 'gotten'.

QUESTIONS?

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