

Starter unit – Grammar reference

Modals and semi-modals

We use modal and semi-modal verb in combination with other verbs to express necessity, obligation, ability, permission, etc.

Obligation	
Present	have to, need to, must
Past	had to, needed to
No obligation	
Present	don't / doesn't have to, don't / doesn't need to
Past	didn't have to, didn't need to
Ability and permission	
Present	can, is / am / are allowed to
Past	could, was / were allowed to
Future	will be able to, will be allowed to
Prohibition	
Present	musn't
Advice	should, ought to
<p>True modal verbs include <i>can</i>, <i>could</i>, <i>must</i> and <i>should</i>. These verbs:</p> <ul style="list-style-type: none"> • do not have infinitive forms. can (NOT to can) • are followed by an infinitive without to. We must go. (NOT We must to go.) • always have the same form. We do not add -s in the third person singular. He should do more exercise. (NOT He shoulds do more exercise.) <p>Other verbs have a similar function to modal verbs, but do not follow all the rules above. We call these semi-modals. These include <i>need to</i>, <i>have to</i>, <i>had to</i>, <i>ought to</i>, <i>be allowed to</i> and <i>be able to</i>.</p>	

Past simple and present perfect

Past simple		
I / You / He / She / It / We / They	went	
	didn't	go
Did	I / you / he / she / it / we / they	go?
Present perfect		
I / You / We / They	have	been
He / She / It	has	
I / You / We / They	haven't	
He / She / It	hasn't	
Have	I / you / we / they	been?
Has	He / she / it	
Uses <p>We use the past simple for finished actions or situations which happened at specific time in the past. We often use time expressions which specify when the action or situation happened.</p> <p>I went to London three years ago.</p> <p>We use the present perfect for actions or situations which:</p> <ul style="list-style-type: none"> • are unfinished. I've studied English since 2013. (I started studying English in the past and I still study English now.) • happened in the past, but it isn't clear or important when. Daniel has been to London. (We don't know when Daniel went to London.) 		

Past simple and present perfect

Uses <p>We use the present simple to talk about:</p> <ul style="list-style-type: none"> • repeated actions, habits and routines. I played tennis. Sally gets up at 7.30. • situations and facts that are generally true. I enjoy trail biking. <p>We use the present continuous to talk about:</p> <ul style="list-style-type: none"> • actions in progress right now or around now. We're watching a DVD at the moment. I'm reading a great book.

There are some verbs which are not usually used in the continuous form. These include: believe, belong, hate, know, like, love, prefer, understand and want.

I **want** to go home.

Unit 1 – Grammar reference

Past simple, past continuous and used to

We use modal and semi-modal verb in combination with other verbs to express necessity, obligation, ability, permission, etc.

Past simple		
I / You / He / She / It / We / They	Arrived / didn't arrive.	
Did	I / you / he / she / it / we / they	arrive?
Past continuous		
I / He / She / It	was / wasn't	talking.
You / We / They	were / weren't	
Was	I / he / she / it	talking?
Were	you / we / they	
used to		
I / You / He / She / It / We / They	used to / didn't use to	go
Did	I / you / he / she / it / we / they	use to go?

Use

We use the **past simple** to talk about a completed action in the past.

I **ate** cereal for breakfast this morning.

We use the **past continuous** to talk about an action that was in progress at a particular time in the past.

At half past seven, I **was having** breakfast.

We use the **past simple** and the **past continuous** together when one action interrupts another. We usually use *while* with the past continuous and *when* with the past simple.

While we **were walking** to school, it **started** to snow.

I **was walking** to school **when** it **started** to snow.

However, often use *just when* with the past continuous to emphasize the fact that two things happened at exactly the same time.

Just when I **was paying** for my friend's birthday present, he came into the shop!

Used to + **infinitive** refers to habits (repeated actions) or states in the past which are no

longer true now.

I **used to have** blond hair. I **didn't use to eat** fish.

Present perfect simple and present perfect continuous

Present perfect simple

I / You / We / They	have / haven't	left.
He / She / It	has / hasn't	
Have	I / you / we / they	left?
Has	he / she / it	

Present perfect continuous

I / You / We / They	have / haven't	been	working.
He / She / It	has / hasn't		
Have	I / you / we / they	been	working?
Has	he / she / it		

Use

We use the **present perfect** to talk about actions which started in the past, but which have present results.

We use the **present perfect simple** when we want to focus on the present result of a **finished** action.

He's **broken** his arm.

We use the **present perfect continuous** when we want to focus on the present result of an action which is **unfinished** and still in progress.

It's **been raining** for hours.

Present perfect with already, still and yet

Use

We use *already*, *still* and *yet* with the present perfect.

We use *already* in affirmative sentences to emphasize that something has happened sooner than expected.

She's only sixteen, but she's **already** won a gold medal.

We can use *still* and *yet* in negative sentences to indicate that something hasn't changed.

He **still** hasn't arrived. = He hasn't arrived **yet**.

We can also use *yet* in questions to ask if something has happened.

Have you tidied your room **yet**?

Present perfect with just, ever and never

Use

We use *just* and an affirmative present perfect form to say 'a short time ago'..

I'm not hungry, thanks. I've **just** eaten a sandwich.

We use *ever* in questions about experiences.

Have you **ever** been to the USA?

We can also use *ever* in affirmative sentences, often after *only* or a superlative adjective

He's the **most optimistic** person I've **ever** met.

We use *never* and an affirmative present perfect form to talk about experiences which we haven't had.

I've **never** seen an elephant in the wild.

Unit 2 – Grammar reference

Past simple and past perfect simple

Past simple

I / You / He / She / It / We / They	had / hadn't	eaten
Did	I / you / he / she / it / we / they	eaten?

We use the past perfect simple with *had* and the past participle. The form is the same for all persons.

Use

We use the past perfect simple to show the relationship between two past actions. It shows that one action (in the past perfect) happened before other (in the past simple).

When **I arrived** at the station, the train **had left**.
He **bought** the car because he **'d seen** an advert for it.

enough, (a) few, (a) little, lots of, plenty of, too much, too many

With plural countable nouns	With uncountable nouns
We have / haven't got enough glasses.	There is / isn't enough water.
There were few cars on the road.	There was little traffic on the road.
I've got a few sweets.	There's a little ice cream.
I met lots of / plenty of nice people.	We've lots of / plenty of time to relax.
I've got too many things to do.	I've got too much work.

Use

Sufficient and insufficient quantities

We can use *enough* in affirmative sentences to talk about a sufficient quantity..

There are **enough** chairs for everyone.
There's **enough** time.

We can also use *enough* in negative sentences to talk about an insufficient quantity.

There aren't **enough** chairs for everyone.
There isn't **enough** time.

Small quantities

We use *few* and *little* to talk about small quantities in a negative way. We use *few* with plural countable nouns and *little* with uncountable nouns.

Few people shopped there so they made **little** money.

However, when we use the indefinite article, a, before *few* and *little*, the meaning changes. We use *a few* and *a little* to talk about small amounts in a positive way.

We saw **a few** good bands at the festival.
There was **a little** sunshine at lunchtime.

Large quantities

We use *lots of* and *plenty of* to talk about large quantities.
They are a little less formal than *a lot of*.

We usually use *plenty of* to refer to positive things.

Don't worry! We've got **plenty of** time.

Lots of is neutral. It can refer to good or bad things.

I got **lots of** great presents for my birthday.
There are **lots of** accidents on this road.

We can use *a lot of* in negative sentences to emphasize a small amount, but we don't usually use *lots of* or *plenty of* in this way.

I don't eat **a lot of** meat.

Large quantities

We use *too much* and *too many* to talk about large quantities in a negative way – to say that they are too big. We use *too much* with uncountable nouns and *too many* with plural countable nouns.

There's **too much** salt in this soup. It tastes horrible.
I think there are **too many** advertisements on TV.

Attitudinal adverbs

We use attitudinal adverbs (e.g. certainly, maybe, obviously, simply) to express our

attitude towards people, things and actions.

I'd **certainly** recommend this hotel. (= I'm sure that I'd recommend this hotel.)

You can **simply** ask for a refund. (= I think it's simple to ask for a refund.)

Intensifiers

Intensifiers are adverbs which make adjectives stronger.

Some adjectives, like *big*, can have stronger or weaker meanings. We use intensifiers like *very*, *really* and *extremely* to make them stronger.

It's **very** big.

He's **extremely** funny.

Others adjectives, like *enormous*, are already strong, but we can emphasize them using intensifiers like *really*, *absolutely*, *totally* and *completely*.

It's **absolutely** enormous.

I'm **totally** exhausted.

We use *really* with both kinds of adjective.

I was **really** scared.

I was **really** terrified.

Unit 3 – Grammar reference

The passive – past, present and future

Present simple passive

subject	+	am / is / are	+	past participle
Energy		is (isn't)		saved.

Past simple passive

subject	+	was / were	+	past participle
Energy		was (wasn't)		saved.

Future passive

subject	+	will be	+	past participle
Energy		will (won't) be		saved.
subject	+	am / is / are going to be	+	past participle
Energy		is (isn't) going to be		saved.

Use

We use the passive when it isn't clear or important who does something.

According to archaeologists, the wheel was invented in around 3,500 BC. (we don't know who invented it.)

Electricity is generated using wind turbines. (It isn't important who generates it.)

However, sometimes we do include the agent (the thing or person who does something) when we use the passive. To indicate the agent, we use *by*.

Solar-powered ovens will be used **by** people in developing countries. (agent =

people in developing countries)
Hormones are released **by** the brain. (agent = the brain)

Reflexive pronouns, emphatic pronouns, *each other* and *one another*

Reflexive / emphatic pronouns			
Singular		Plural	
I	myself	we	ourselves
you	yourself	you	yourselves
he	himself	they	themselves
she	herself		
it	itself		

Use

We often use a **reflexive pronoun** as the object of a verb when the subject and the object is the same thing or person.

The body **repairs itself**. (subject = the body; object = the body)

English uses reflexive pronouns less often than Romance languages. In many cases, we don't use a reflexive pronoun in English, even when the action is something that you do to yourself.

clean your teeth (NOT clean yourself your teeth)
get dressed (NOT get yourself dressed)

Emphatic pronouns have the same form as reflexive pronouns. We use them to empathise that this person or thing did the action and no one / nothing else. In this case, it isn't the object of the verb, but usually comes *after* the object.

He designed this app **himself**. (subject = he; object = this app)

We also use *by* + reflexive pronoun to mean 'alone, without company' or 'without help'.

I went on holiday **by myself**. (= without company)
We made this pizza **by ourselves**. (= without help)

We **use each other** and **one another** to talk about reciprocal actions. A does something to B, and B does the same thing to A.

Pablo and Maite **talk each other / one another**. =
Pablo talks to Maite and Maite talks to Pablo.

Each other and one another have the same meaning.

have something done

subject	+	have	+	object	+	past participle
She		has		her hair		cut.

Use

We use the **causative** structure when we ask another person to do something for us.

He **had** our house **painted**. (= We asked someone to paint our house. We didn't paint it ourselves.)

We also use it to talk about something unfortunate that happens to us due another person's actions.

I've **had** my car **stolen**. (= Someone stole my car.)

We can use this structure in different tenses by changing the form of the verb *have*.

It is said that...

Use

We use *It is* + certain passive verbs (e.g. *accept, believe, know, (well), say, think*) to say what people think, know or believe. With this structure, we can express ideas in a neutral way. We do not need to say who thinks, knows or believes these things or if we agree with them.

It is said that the Earth's climate is changing rapidly.

It is well known that solar panels are very expensive.

Unit 4 – Grammar reference

The first and second conditional

First conditional

If / Unless + present simple,

will / won't + infinitive

If you do yoga,

you'll **feel** more relaxed.

will / won't + infinitive

if / unless + present simple

You'll **feel** more relaxed

if you **do** yoga.

Second conditional

If / Unless + past simple,

would / wouldn't + infinitive

Unless I **was** very hungry,

I **wouldn't** eat blue food.

would / wouldn't + infinitive

if / unless + past simple

I **wouldn't** eat blue food

unless I **was** very hungry.

Uses

we form conditional sentences with a conditional clause (beginning with *if* or *unless*) and a result clause.

The order of the two clauses isn't important – the meaning of the sentence is the same. We usually separate the clauses with a comma when the conditional clause comes first:

If you wore yellow, you'd feel more cheerful.

However, we don't usually use a comma when the result clause comes first:

You'd feel more cheerful if you wore yellow.

Unless + affirmative verb means the same as *If* + negative verb.

**Unless you work out, you won't have any energy. =
If you don't work out, you won't have any energy.**

We use the first conditional to talk about possible future situations.

If we lose our next match, we won't win the cup.
(It's possible that we'll lose the match.)

We use the second conditional to talk about imaginary or hypothetical situations.

If you were an Olympic swimmer, what would you eat.
(You aren't an Olympic swimmer so this is an imaginary situation.)

The third conditional

<i>If / Unless</i> + past perfect	<i>would / wouldn't</i> + <i>have</i> + past participle
If he'd worn trainers	he'd have run faster.
<i>would / wouldn't</i> + <i>have</i> + past participle	<i>if / unless</i> + past perfect
He'd have run faster	if he'd worn trainers.

Uses

We use the third conditional to talk about a situation that was possible in the past but didn't happen.

If I'd trained harder, I would have done the race.

(It was possible for me to train harder, but I didn't, so I didn't win the race.)

I would have bought that phone unless you'd recommended this one.

(It was possible for me to buy that phone, but I bought this one because you recommended it.)

The zero conditional

<i>If / Unless / When / Until</i> + present simple,	present simple
If you mix blue and yellow,	you get green.
present simple	<i>if / unless</i> + present simple
You get green	if you mix blue and yellow.

Use

We use the **causative** structure when we ask another person to do something for us.

Most plants died unless you water them regularly.

The computer don't shut down until you close all the programs.

When light hits a solar panel, it is converted into electricity.

If only and *I wish*

Regrets about the present (<i>If only / I wish</i> + past simple)	
If only	he had an umbrella.
I wish	
Regrets about the past (<i>If only / I wish</i> + past perfect)	
If only	I hadn't left my umbrella at home this morning.
I wish	
Uses	
<p>We use <i>If only ...</i> or <i>I wish ...</i> to talk about things we aren't happy about and, ideally, would like to change.</p> <p>We use <i>If only / I wish</i> + past simple to talk about present situations that we would like to be different. <i>If only / I wish</i> I was good at football. (= I'm not happy because I'm not good at football.)</p> <p>We use <i>If only / I wish</i> + past perfect to talk about past situations that we regret. <i>If only / I wish</i> we'd started training earlier. (= I'm not happy because we started training too late.)</p>	

Unit 5 – Grammar reference

Question forms

Subject questions	Who edits the site?
Object questions	Which blogs do you read ?
Question tags	He hasn't emailed, has he ?
Question with prepositions	Who are you writing to ?
Use	
<p>In subject questions, the question word (what, who, etc.) refers to the subject of the verb.</p> <p>"Who commented on your post?" "Sara". (Who asks about Sara, the subject of the verbs <i>comment</i>.)</p> <p>We form subject questions with a question word and a main verb. We use the verb in the same way as in an affirmative sentence. We don't use the auxiliary <i>do / did</i> in present and past simple subject questions.</p> <p>Who hosts the site? (NOT Who does host the site?)</p> <p>In object questions, the question word (what, who, etc.) refers to the person or thing that receives the action, or the object of the verb.</p> <p>"What did you upload?" "I uploaded a video". (What asks about the video, the object of the verb <i>upload</i>.)</p> <p>Object questions in the present and past simple use the auxiliary <i>do / did</i> and a main verb in the bare infinitive.</p>	

Who did you email?

We use **question tags** at the end of sentences to check that something is true or to ask for agreement.

You commented on my blog, **didn't you?**

We form a question tags with the auxiliary or modal verb plus the subject pronoun from the main part of the sentence. If the verb is affirmative in the sentence, it is negative in the question tag, and vice versa.

You **use** a PC, **don't** you?

We **can't** access our emails, **can** we?

When the sentence contains an affirmative verb in the present simple or past simple, we use the corresponding negative form of *do* in the question tag.

He **transferred** the files, **didn't** he?

Some verbs are used with specific prepositions (*look at, talk to, comment on, etc.*) When we use these verbs in an object question, we usually put the preposition at the end.

What are you looking **at?**

Verbs with *-ing* and *to*

Uses

When one verb follows another, there are two forms that the second verb can take. Some verbs are always followed by an *-ing* form:

I enjoyed **reading** your post.

Others are always followed by an infinitive form:

I've decided **to start** a blog.

However, some verbs can be followed by *-ing* form or an infinitive and have a different meaning depending on which form is used. Here are some common examples:

forget / remember

I'll never **forget** meeting you.

(not) have a memory of

Remember to email me.

(not) forget something you have to do

go on

He went on talking for hours.

continue

He started a blog and **went on to launch** a website.

change to a new activity

regret

I **regret** buying this tablet.

be sorry about something you did in the past

I **regret to say** that I can't repair your laptop.

be sorry to say that something is true

stop	
I've stopped using Facebook.	not do something any more
She stopped to chat to me.	interrupt an action and do something is true
try	
I'll try sending an email from my other account.	do an experiment to see if something works
I'm trying to get up earlier.	make an effort

Modals of education and possibility

subject	+ modal verb	+ main verb	
It	can't	have	a virus.
(= 'I'm certain it isn't true)			
We	could / may / might	arrive	late.
(= It's possible)			
You	must	be	angry.
(= I'm certain it isn't true)			
Use			
We use the modal verbs <i>can't</i> , <i>could</i> , <i>may</i> , <i>might</i> and <i>must</i> to express different degrees of certainty.			

If only and I wish

Main clause	+ infinitive of purpose
I switched on my tablet (action)	to check my email. (= reason)
Use	
Infinitive of purpose explain the reason for an action.	
"Why did you call Sam?" "To cheer him up."	

Unit 6 – Grammar reference

Reported speech

When we report someone has said, we can give their exact words in direct speech: <p style="text-align: center;">"The book is really chilling", said Ben.</p> Alternatively, we can use reported (indirect) speech: <p style="text-align: center;">Ben said the blog was really chilling.</p> When we change a statement into reported speech, we change the tense of the verb so that we put it one step further into the past.

Direct speech	Reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect simple
present perfect simple	past perfect simple
can	could
will	would
am / is / are going to	was / were going to

We also change words that refer to times, places and people so that they reflect the point of view of the person who is reporting the statement.

“We'll arrive tomorrow,” they confirmed. →
They confirmed that they would arrive the following day.

Direct speech	Reported speech
Times	
yesterday	the previous day
tomorrow	the following day
next week	the following week
Places	
here	there
this, these	that, those
People	
I, me, mine, myself	he / she, him / her, his / /
we, us, our, ours, ourselves	they, them, their, theirs, themselves

Reported questions, requests and commands

When we report a **question**, we change the word order so that it reflects the structure of an affirmative sentence. We don't use the auxiliary *do / did* in reported questions. We also change tenses and references to times, places and people in the same way as in statements.

“Which comedians **do you like?**” he asked her. →
He asked her which comedians **she liked.**

“Who **wrote** the sketch?” he asked. →
He asked who **had written** the sketch.

When we report **yes / no questions** we use *if* or *whether*.

“Did you enjoy the act?” He asked me? →
He asked me **if** I'd enjoyed the act.

When we report **commands** and **requests**, we use the infinitive with *to*.

“Please stand under the spotlight” →
 He asked me **to stand** under the spotlight.
 “Don't worry”, she told me →
 She told me **not to worry**.

Reported suggestions and offers

We use different structures with different reporting verbs.
 With the reporting verb *suggest*, we use *suggest* + (that) + subject + infinitive.

He **suggested (that) I use a microphone**.

With the reporting verb *offer*, we use *offer* + to + infinitive.

She **offered to help me with my act**.

Prepositions

Location	Movement	Distance	Origin
below	away from	away	of
On top of	towards	near	from
at	across		

Use

Prepositions express different relationships between words in a sentence, for example, relationships of:

Location (place): **The cat was on top of the bookcase.**

Movement: **She started walking towards me.**

Distance: **There's a big town about 10 km away.**

Origin: **Our teacher is from Scotland.**

Adverb phrases

Adverb phrases are phrases with two or more words, often a preposition and a noun, that work together as an adverb.

Time	Place	Manner
after a while	at home	in secret
as soon as	in bed	in silence
every night		in a hurry
		on food
		very much

Use

We use some adverbs and adverb phrases with two or more words, often a preposition and a noun, that work together as an adverb.

He goes out **every night**. She studies **at home**.

They met **in secret**.