

ESSENTIAL GRAMMAR GUIDE FOR YOUR TEFL CLASSES



*Your invaluable classroom guide for
teaching English grammar to a TEFL class.
Check your understanding of grammar and look at
ways in which the topics can be presented.*

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WHO THIS BOOK IS FOR

The Ultimate Grammar Guide is for both new and experienced teachers of English as a Foreign/Second Language.

It is ideal for new teachers who are being bombarded with different grammar terms on top of getting used to their new role and are thinking 'what the hell does that mean!?!'.

The Ultimate Grammar Guide allows new teachers to read about a topic quickly and to gain confidence before teaching it to their class.

This book is also useful for experienced teachers who want to check their understanding of grammar and look at ways in which the topics can be presented.

HOW THE BOOK IS ORGANISED

The book is organised into different units that are colour coded. The contents page tells you what each unit focuses on. We have tried to cover as much as possible but, as the English language world is vast, we have omitted more difficult grammar topics.

The focus of the book is grammar. However the last unit looks at different types of English words to help you understand what makes up a sentence.

HOW TO USE THE BOOK

We hope you will find this book easy to use. We suggest you turn to the topic you need, read through the information, and gain confidence to teach it to your class.

Many of the units show the form and function alongside example sentences that have the relevant words highlighted. You can use this layout to help your class visually understand the topic.



SENTENCE STRUCTURE

All structures in English use a **verb** (the action) and a **subject** (the person or thing that does the action).

SUBJECT	VERB
John	snores
The dog	barked
They	slept

We can add **adjectives** and **adverbs** to give more information about the subject or **verb**.

SUBJECT	VERB	ADJECTIVE
Her house	is	big

SUBJECT	VERB	ADJECTIVE
John	snores	loudly

With some verbs we can add an object.

SUBJECT	VERB	OBJECT
The cat	chased	the dog
I	drove	my friend's car

When we have two simple sentences, we can join them together using a **linking word**.

SENTENCE +	LINKING WORD	+ SENTENCE
John snores loudly	but	Sue doesn't mind.
The cat chased the dog	and	she caught him.
Sarah left Bruce	because	she met another man.

THE TENSE SYSTEM

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.

To understand the tense system you focus on the verb - it is the verb that changes according to the tense you use.

There are twelve different tenses.

Past tenses	Present tenses	Future tenses
Past simple	Present simple	Future simple
Past continuous	Present continuous	Future continuous
Past perfect	Present perfect	Future perfect
Past perfect continuous	Present perfect continuous	Future perfect continuous

FOR EACH TENSE WE TEACH:

- **Form** (how we make it)
- **Function** (how we use it).

It is a good idea to use a real life example sentence as this will help students to understand the meaning.

Controlled (restricted) practice is often used to check understanding of the form and freer practice (production) is often used to check the understanding of the function.

USEFUL GRAMMAR TERMS

REGULAR AND IRREGULAR VERBS

Most verbs follow a standard pattern when they make different tenses. These are called regular verbs. For example, for past simple, we add **ed** (walk - walked). Irregular verbs are verbs which don't follow the patterns.

TRANSITIVE AND INTRANSITIVE VERBS

In very simple sentences, we only have a subject and a verb. These verbs can stand alone without needing an object. These verbs are intransitive verbs. For example, John's **dancing**.

Transitive verbs have to have an object.

Example, *John likes* ☒ *John likes Mary* ☒

INFINITIVE AND PAST PARTICIPLE

The most basic form of a verb is the infinitive. This is how we present the verb before we start to add bits to make different tenses. We have the bare/base infinitive (without 'to', for example **walk**) and the full infinitive (with 'to', for example **to walk**).

We use the past participle to make some tenses. For regular verbs this is just the verb **+ed**, for example, **walked**.

Irregular verbs have different past participles.
See our irregular verb list at the back of this book.

AUXILIARY VERBS

When we make some tenses, we use two verbs - an **auxiliary verb** and the main verb. The core meaning comes from the **main verb**. The auxiliary verb is there to help us show the tenses. It can also be called the 'helping' verb.

I've **walked** a long way.
She's **having** dinner.

PAST SIMPLE

FORM

To form the past simple we **+ed** to the base infinitive of regular verbs.

SUBJECT	VERB	OBJECT
I	walked	to school yesterday.
My mother	played	tennis when she was young.

IRREGULAR VERBS

go - went
have - had
eat - ate
fly - flew
read - read

Be verb
was
were

To form the negative we use **didn't (did not) + base infinitive**.
Example, *I **didn't** walk to school yesterday.*

To form a question we also use **did + base infinitive** and then invert the subject and the auxiliary verb.

Example, ***Did** your mother **play** tennis when she was young?*

FUNCTION

- The past simple is used to talk about something that happened once in the past, there is no connection with the present or future.
Example, *I **broke** my leg when I was 4 years old.*
- The past simple is used when we specify when something happened in the past.
Example, *I **played** football **when** I was at school.*

PAST CONTINUOUS

FORM

To form the past continuous we use two verbs:
an auxiliary verb, **was/were** + main verb, **base infinitive +ing**

SUBJECT	VERB	OBJECT
I	was studying	when she called.
We	were eating	dinner at 6pm yesterday.

To form the negative we add **not** after the **auxiliary verb**.
Example, *I **wasn't** studying when she called.*

was not =
wasn't
were not =
weren't

To form the question we also use the auxiliary verb **was/were** + **base infinitive +ing** and then invert the subject and the auxiliary verb.

Example, ***Were** you **eating** dinner at 6pm yesterday?*

FUNCTION

- The past continuous is used to talk about a longer action in the past that was interrupted.
Example, *I **was having** a shower when the doorbell rang.*
- The past continuous is used to talk about two past actions that were happening at the same time.
Example, *She **was running** in the park whilst he was making dinner.*

PAST PERFECT

FORM

To form the past perfect we use two verbs:
an auxiliary verb **had** + main verb, **past participle**.

SUBJECT	VERB	OBJECT
Sarah	had gone	home.
Somebody	had broken	into the flat.

To form the negative we add **not** after the auxiliary verb.
Example, *They **hadn't** cleaned the house for weeks.*

had not =
hadn't

To form the question we also use the auxiliary verb **had** + **past participle**, and then invert the subject and the auxiliary verb.
Example, ***Had** Sarah **gone** home?*

FUNCTION

- The past perfect is used to talk about finished actions that happened before a certain time in the past.
Example, *I **had finished** lunch when they arrived.*

Further explanation: 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 (it is the past of the past).

PAST PERFECT CONTINUOUS

FORM

To form the past perfect continuous we use three verbs:
auxiliary verbs **had** + **been** + main verb, **base infinitive +ing**.

SUBJECT	VERB	OBJECT
The children	had been playing	football for hours.
She	had been crying	when I saw her.

To form the negative we add **not** after the auxiliary verb.
Example, *I **hadn't been** waiting long when the bus arrived.*

had not =
hadn't

To form the question we also use the auxiliary verbs **had been** + **base infinitive +ing**, and then invert the subject and the auxiliary verb **had**
Example, ***Had** you **been** waiting long when the bus arrived?*

FUNCTION

- The past perfect continuous is used to talk about something that had been happening for a period of time before something else happened.
Example, *He **hadn't been** feeling well for some time.*

Further explanation: Like the past perfect the past perfect continuous talks about the past of the past. The difference is 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.

PRESENT SIMPLE

FORM

To form the present simple we use **base infinitive** (ie 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**.

SUBJECT	VERB	OBJECT
I	play	tennis every day.
She	plays	tennis every day.

To form the negative we add **don't/doesn't** after the subject

Example, We **don't** have any homework. He **doesn't** study English anymore.

do not =
don't
does not =
doesn't

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

Example, **Do** they work in an office?
Does he have a warm coat?

FUNCTION

- The present simple is used to talk about permanent situations and things that are true.
Example, The sun **shines** on a summer's day.
- The present simple is used to talk about habits and routines.
Example, I **brush** my teeth twice every day.

PRESENT CONTINUOUS

FORM

To form the present continuous we use two verbs: an auxiliary verb, **be** + main verb, **base infinitive +ing**.

SUBJECT	VERB	OBJECT
The population	is increasing	in China.
They	are working	very hard today.

To form the negative we add **not** after the auxiliary verb.

Example, I **am not** living in London right now.

I am (not) =
I'm (not)
He is (not) =
He's (not)
We are (not) =
We're (not)

To form the question, we also use the auxiliary verb **be** + **base infinitive +ing**, and then invert the subject and the auxiliary verb.

Example, **Are** you reading the newspaper now?

FUNCTION

- The present continuous is used to talk about an action that is happening at the time of speaking.
Example, Right now you **are** studying grammar!
- The present continuous is used to talk about temporary and changing situations
Example, I **'m** living in Brazil at the moment.

PRESENT PERFECT

FORM

To form the present perfect we use two verbs:
an auxiliary verb, have/has + main verb, **past participle**.

SUBJECT	VERB	OBJECT
We	<u>have</u> done	our homework.
Philip	<u>has</u> forgotten	your name.

To form the negative we add **not** after the auxiliary verb
Example, She **hasn't** **had** lunch yet.

have not =
haven't
has not =
hasn't

To form the question we also use
the auxiliary verb have/has + **past participle**, and invert the auxiliary
verb and the subject.
Example, Have the police **arrested**
the suspects?

FUNCTION

- The present perfect is used to talk about an action that happened/started in the past has a connection with the present (including life experiences).
Example, There's **been** an accident.
- The present perfect is used to talk about an action that has just finished.
Example, I've **just** **had** lunch.

PRESENT PERFECT CONTINUOUS

FORM

To form the present perfect we use three verbs:
an auxiliary verb, have/has + be verb + main verb, **base infinitive +ing**.

SUBJECT	VERB	OBJECT
The temperature	<u>has been</u> increasing	during the tournament.
They	<u>have been</u> working	very hard today.

To form the negative we add **not** after the auxiliary verb have/has
Example, My mother **hasn't been** **travelling** for many years.

have not =
haven't
has not =
hasn't

To form the question we also use
the auxiliary verb have/has + been
+ **infinitive +ing**, and invert the
auxiliary verb have/has and subject.
Example, Have you **been** **working**
here for long?

FUNCTION

- The present perfect continuous, like the present perfect, is used to talk about an action that started in the past and continues to the present. The difference is the present perfect continuous focuses on the duration of the action.
Example, It **has been** **raining** for two hours.

FUTURE SIMPLE

FORM

To form the future simple we use two verbs:
an auxiliary verb, **will** + main verb, **base infinitive**.

SUBJECT	VERB	OBJECT
The house	will be	available next month.
I	will phone	her now.

To form the negative we add **not** after the auxiliary verb.
Example, We **won't give** you any more money.

will not =
won't

To form the question we also use the
auxiliary verb **will** + **base infinitive**,
and invert the auxiliary verb and the
subject
Example, **Will she go** to the party
tonight?

FUNCTION

- The future simple is used to talk about a decision made at the time of speaking.
Example, **I'll have** an orange juice please.
- The future simple is used to talk give or ask for information or facts about the future.
Example, **All her friends will come** to the wedding.
- The future simple is used to make predictions about the future and the present.
Example, **I think Brazil will win** the World Cup.

FUTURE CONTINUOUS

FORM

To form the future continuous we use three verbs:
auxiliary verbs, **will** + **be** + main verb, **base infinitive +ing**.

SUBJECT	VERB	OBJECT
I	will be flying	to Thailand next week.
She	will be leaving	work in two hours.

To form the negative we add **not** after the auxiliary verb **will**.
Example, They **won't be playing** football after half term.

will not =
won't

To form the question we also use the
auxiliary verbs **will** + **be** + main verb,
base infinitive +ing, and invert the
auxiliary verb **will** and the subject.
Example, **Will he be going** to the
dance next Saturday?

FUNCTION

- The future continuous is used to say that an action **will be in progress** at a specific time in the future.
Example, **She'll be working** every day until June.
- The future continuous is used to make polite enquiries about a person's plans.
Example, **Will you be coming** to dinner tomorrow night?

FUTURE PERFECT

FORM

To form the future perfect we use three verbs:
auxiliary verbs, will + have + main verb, past participle.

SUBJECT	VERB	OBJECT
Jack	<u>will have</u> <u>graduated</u>	college next year.
He	<u>will have</u> <u>left</u>	by the time you get there.

To form the negative we add not after the auxiliary verb, will.
Example, The film won't have finished by 10pm.

will not =
won't

To form the question we also use the auxiliary verbs will + have + past participle, and invert the auxiliary verb and the subject.
Example, Will he have completed his course by the summer?

FUNCTION

- The future perfect is used to talk about an action that will be completed by a time in the future.
Example, *Everybody will have gone home (action completed) by 11pm (time in the future).*
- The future perfect is used to predict the present.
Example, *Don't bother going to see him, he'll have left by now.*

FUTURE PERFECT CONTINUOUS

FORM

To form the future perfect continuous we use four verbs:
auxiliary verbs, will + have + been + main verb, base infinitive +ing

SUBJECT	VERB	OBJECT
They	<u>will have been</u> <u>waiting</u>	for more than 2 hours.
We	<u>will have been</u> <u>running</u>	by the time he gets home.

To form the negative we add not after the auxiliary verb, will.
Example, She won't have been shopping in time.

will not =
won't

To form the question we also use the auxiliary verbs will + have + been + base infinitive +ing, and invert the auxiliary verb, will, and the subject.
Example, Will they have been sleeping for long enough when we get there?

FUNCTION

- The future perfect continuous is used to talk about an action that will continue up until a particular event or time in the future. With the future Perfect continuous, the duration stops at or before a reference point in the future.
Example, *James will have been teaching (action) at the university for more than a year by the time he leaves for Asia (particular event in the future).*

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 present perfect is used to talk about an action that started in the past, but does have a connection with the present, as follows:

- The action started in the past but is not finished.
Example, *I **have** worked here for 5 years.*
- The action happened (and was completed) in the past but affects the present (now).
Example, ***Have** you **had** your hair cut?*
- The action has recently finished and we are still within the period of time in which it was completed.
Example, *She's **done** her homework!*

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.

Example, *I've been to America. (=present perfect)*
I went to America in 1988. (=past simple)

SIMPLE TENSES AND CONTINUOUS TENSES

SIMILARITIES

Present simple and present continuous

We use these to talk about an action in the present - now.

Past simple and past continuous

We use these to talk about an action in the past - yesterday.

Future simple and future continuous

We use these to talk about an action in the future - tomorrow.

DIFFERENCES

The simple and continuous tenses show us how we view the situation in terms of frequency, duration and completion. The following table gives an overview:

(These are only an indication; you need to learn each tense individually to understand them properly).

SIMPLE TENSES	CONTINUOUS TENSES
<ul style="list-style-type: none"> • Describe a permanent action • Describe actions that are finished • Use state verbs in simple sentences 	<ul style="list-style-type: none"> • Describe a temporary action • Describe an action which lasts for a period of time • Indicate an action is in progress

PERFECT SIMPLE AND PERFECT CONTINUOUS

SIMILARITIES

Perfect simple and perfect continuous tenses are used to talk about two actions.

Present perfect and present perfect continuous connect the past to the present.

Past perfect and past perfect continuous connect the past to the past.

Future perfect and future perfect continuous connect an action in the future with a further action in the future.

DIFFERENCES

The following table highlights the differences between perfect simple tenses and perfect continuous tenses.

SIMPLE TENSES	CONTINUOUS TENSES
<ul style="list-style-type: none"> Use state verbs Describes an action that lasts only a moment Describes actions that are finished 	<ul style="list-style-type: none"> Describe an action which lasts for a period of time Describe an action which is repeated Describe an action which is not finished

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.

CONTINUOUS TENSES

The form for the present and past continuous tenses is **be** + **base infinitive +ing** - just change the 'be' verb to the past or present.

Example, *I **am** **doing** the cooking tonight.*

*She **was** **planning** her wedding last night.*

PERFECT TENSES

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

Example, *I **have** **done** the cooking.*

*She **had** **eaten** all the chocolate cake.*

PERFECT CONTINUOUS TENSES

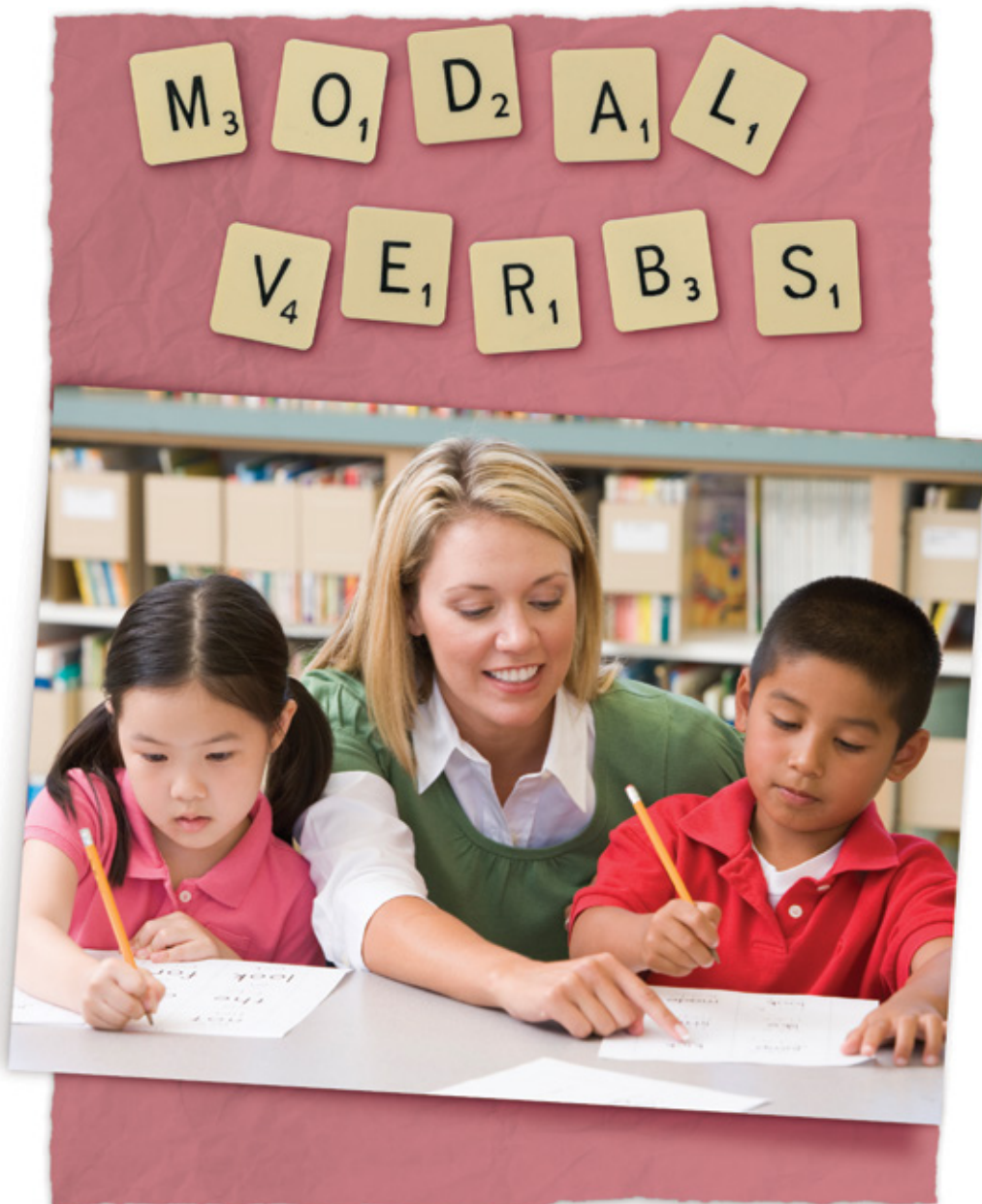
The form for the present and past perfect continuous tenses is **have** + **been** + **base infinitive +ing** - just change the auxiliary verb to the past or present.

Example, *She **has been** **smiling** all morning!*

*They **had been** **looking** forward to it all day.*

FUTURE TENSES

For future tenses you follow the same form as above but you add an extra auxiliary verb **will**.



MODAL VERBS

Modal verbs are a special group of auxiliary verbs. Different modal verbs have different functions.

(Many students make common mistakes with modal verbs so it is important to highlight the following.)

Modal verbs are different from most other verbs because:

1. After modals, we use infinitives without to.
Example, Susan can speak English. (~~NOT to-can-speak~~)
2. Modal verbs have no -s on the third person singular.
Example, John can speak Korean. (~~NOT John-cans~~)
3. We make modal questions and negatives without do.
Example, Can you help? (~~NOT Do-you-can-help-me?~~)
4. Modal verbs have no infinitives or participles (~~to-can-, maying-, musted~~).
They never change!

Like tenses, for each modal we teach:

- **Form** (how we make it)
- **Function** (how we use it).

It is a good idea to use a real life example sentence as this will help students to understand the meaning.

Controlled (restricted) practice is often used to check understanding of the form and freer practice (production) is often used to check understanding of the function.

ABILITY

WHAT MODAL VERBS DO WE USE?

Modal verbs for ability are can, could and be able 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**.

SUBJECT	MODAL VERB	VERB	OBJECT
She	<u>can</u>	speak	English.
They	<u>could</u>	run	very fast.

FUNCTION

- The modal verbs can, could and be able to are used to say that somebody has the ability to do something.
- It is technically correct to say that somebody is able to do something, but can is more commonly used.
- Sometimes could is used as the past of can.
- Could is used to say that somebody has the general ability to do something.

POSSIBILITY

WHAT MODAL VERBS DO WE USE?

Modal verbs for possibility are might, may, could and must.

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**.

SUBJECT	MODAL VERB	VERB	OBJECT
I	<u>might</u>	eat	dinner at 7pm.
They	<u>must</u>	be	tired.

FUNCTION

- The modal verbs might, may, could and must are used to say that something is possible.
- May and might show possibility in the present or future. May is formal and often found in writing. Might is less formal and is more common in conversation.
- The modal verb could shows that something is possible in the present or future. It also shows options or possibility.
- Must shows certainty, or the belief of certainty, from the speaker.

OBLIGATION

WHAT MODAL VERBS DO WE USE?

Modal verbs for obligation are must and have 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**.

SUBJECT	MODAL VERB	VERB	OBJECT
Passengers	<u>must</u>	show	their passports.
She	<u>has to</u>	work	tomorrow.

FUNCTION

- The modal verb must is used to show necessity. There is no option. It is formal and normally only used in rules and for writing.
- The modal verb have to is not an actual modal verb, but it is used like a modal verb.
- Have to is less formal than must and is common in conversation.

EXCEPTION!

Because have to is not a modal verb you must conjugate the verb depending on the subject. For example,
I have to
She has to.

ADVICE

WHAT MODAL VERBS DO WE USE?

Modal verbs for obligation are should and would.

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**.

SUBJECT	MODAL VERB	VERB	OBJECT
You	<u>should</u>	eat	healthy food.
I	<u>would</u>	buy	the red shoes.

FUNCTION

- The modal verb should is used to give advice or suggestions in the present.
- It is common to use should to give negative advice. In this case, add not.
Example, *You should not smoke.*
- The modal verb would is used to give advice. In this situation, the speaker is giving hypothetical advice as if he/she were the listener.
Example, *I would choose the red shoes.*

OFFERS, REQUESTS AND PERMISSION

WHAT MODAL VERBS DO WE USE?

Modal verbs for offers, requests and permission are can, could and may.

FORM

A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.

The form is modal verb + **subject** + **base infinitive**.

SUBJECT	MODAL VERB	VERB	OBJECT
May	!	borrow	a pen?
Can	!	have	a drink?

FUNCTION

- The modal verb may is a polite way to ask for permission.
- Could is also used to ask for permission. It is less formal than using may.
- Can is the least formal of the modal verbs to ask permission.
- Can and could are modal verbs used to make requests. Could is more polite than can.

SPECULATING ABOUT THE PAST

WHAT MODAL VERBS DO WE USE?

We can use most modal verbs to speculate about the past. For example, should, could, might and must.

FORM

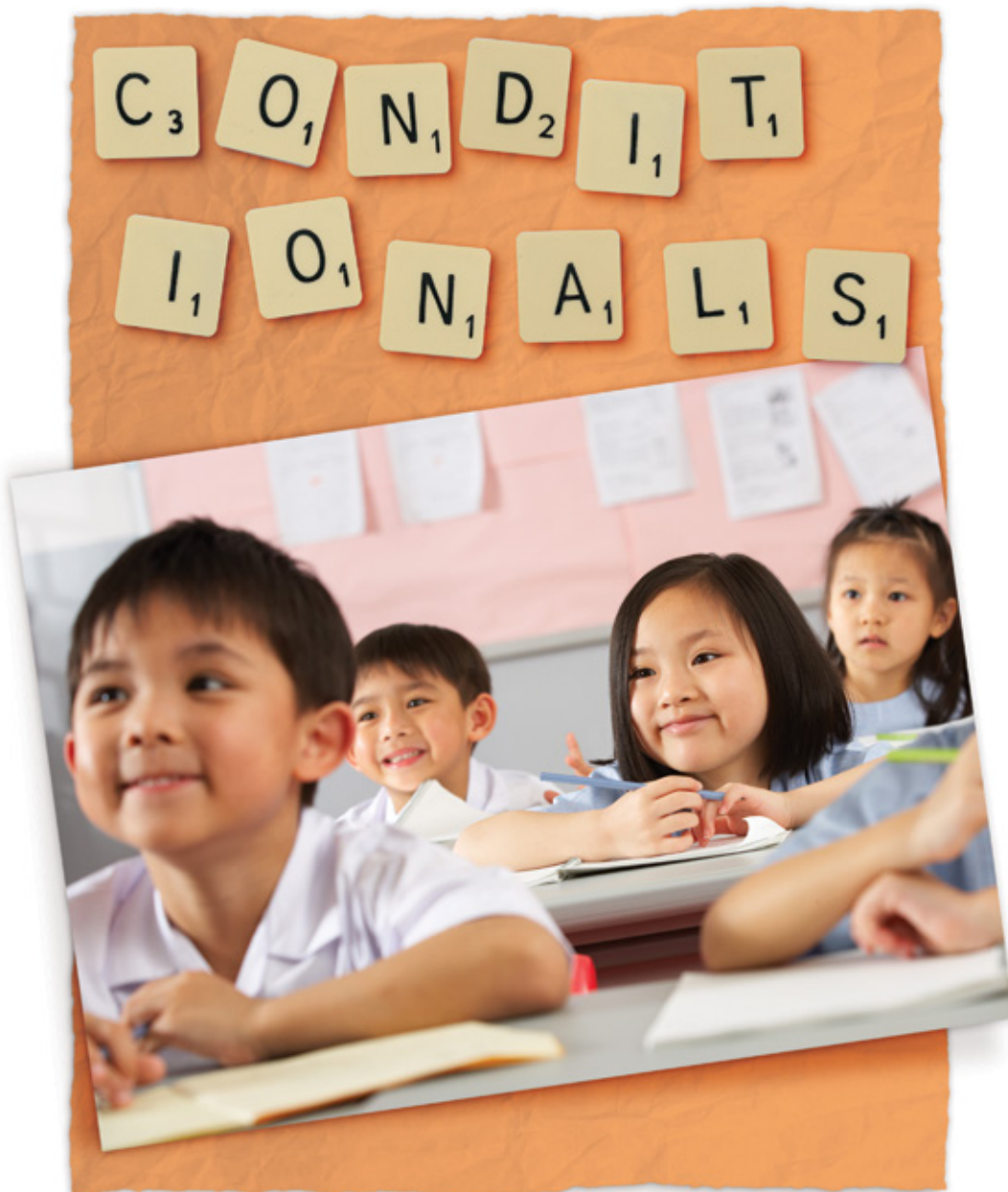
A modal verb is an auxiliary verb so it cannot be used on its own. It needs a main verb.

The form is **subject** + modal verb + **have** + **past participle** + **have**

SUBJECT	MODAL VERB	VERB	OBJECT
You	<u>should have</u>	done	your homework.
They	<u>must have</u>	locked	the door.

FUNCTION

- The modal verb should is used for advice in the past. It implies something that should have been done in the past but was not.
- The modal verb must is used to show certainty, or the belief of certainty, in the past. It implies you believe an action happened in the past - usually based on current evidence.
- The modal verb might is used to show possibility in the past.
- The modal verb could is also used to show possibility in the past. It also shows options.



CONDITIONALS

Conditionals are an important part of the English language. They are very common in conversation because they express many different ideas.

All conditional sentences have two clauses:

main clause + if clause.

One action will happen (the action in the main clause) if the other action happens (the action in the if clause).

The possibility of the action happening depends on the type of conditional you are using.

There are four different types of conditionals, as follows:

Zero conditional	Real
First conditional	High possibility
Second conditional	Low possibility
Third conditional	Impossible past

If you use the first conditional, an action is considered to be a high possibility, if it is the second conditional it is considered to be a low possibility, and so on.

Sometimes the description of an action or event is subjective, and this can affect what conditional sentence is used. So, one person may see the action as a high possibility and so use the first conditional whereas another person may see it as a low possibility and use the second conditional.

ZERO CONDITIONAL

FORM

The form for the zero conditional is if + present simple + present simple
Example, *If you heat ice, it melts.*

FUNCTION

- The zero conditional is used to talk about things that are always true.
Example, *If you are in a restaurant, you must not smoke.*
- The zero conditional is used to talk about scientific facts.
Example, *If you heat water to 100 degrees, it boils.*
- The zero conditional is used to talk about cause and effect.
Example, *If you push the button the volume increases.*

FIRST CONDITIONAL

FORM

The form for the first conditional is, if + present simple + future simple.
Example, *If it rains, I will wear a jacket.*

FUNCTION

- The first conditional is used to talk about actions in the future that depend on other events. One action will happen only if the other action happens.
Example, *If I find a job I will buy a car.*

SECOND CONDITIONAL

FORM

The form for the second conditional is, **if + past simple + modal + base infinitive**.

Example, *If I had more money, I **would buy** a car.*

FUNCTION

- The second conditional is used to talk about unreal situations in the present (they may be possible in the future but in the present they are unreal).
Example, *If I was at work, I **would buy** you lunch today.*
- The second conditional is used to talk about imaginary events or very low possibility events.
Example, *If I won the lottery, I **would buy** a big house.*

THIRD CONDITIONAL

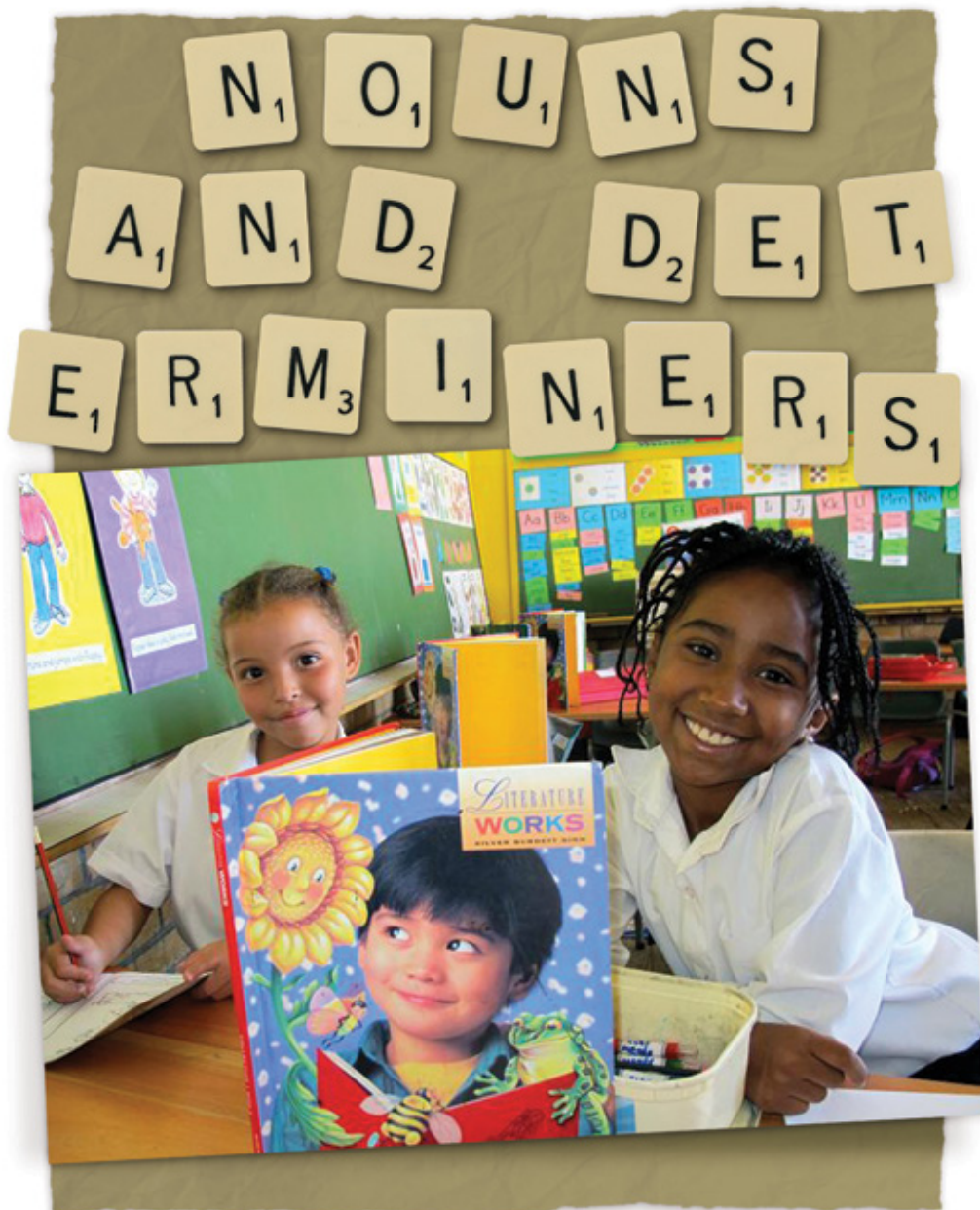
FORM

The form for the third conditional is, **if + past perfect + modal + present perfect**.

Example, *If I had known about the part I **would have gone**.*

FUNCTION

- The third conditional is used to talk about imaginary situations in the past, including actions that did not happen.
Example, *If I had gone to University, I **would have studied law**.*
- The third conditional is used to give advice in the past. These types of sentences don't usually contain the 'if' clause.
Example, *You **should not have gone** with him.*
- The third conditional is used to describe what you would have done differently (in the past).
Example, *If I had thought about it, I **would not have bought** those shoes.*



ARTICLES

There are two types of articles in English: definite and indefinite articles.

Definite article = THE

Indefinite article = A/AN

Use AN before nouns that start with a vowel sound (a, e, i, o and u)

Use A before nouns that start with a consonant (any other letter)

The *definite article* is used before *specific nouns*.

The *indefinite article* is used before *non-specific nouns*.

As there are so many different rules with English articles, it is impossible to learn/teach them all at once.

Here are some of the most common rules.

THE DEFINITE ARTICLE (THE)

- We use THE with specific nouns (*the English teacher is Australian*)
- We use THE with plural countable nouns (*the books are on the shelf*)
- We use THE with uncountable nouns (*the water is on the table*)
- We use THE when there is only one (*the sky is blue*)
- We use THE with public places (*the bank, the supermarket*)

THE INDEFINITE ARTICLE (A/AN)

- We use A/AN with singular countable nouns (*a dog is barking*)
- We use A/AN with unknown nouns (*a man is on the phone for you*)
- We use A/AN with general statements (*a doctor must study for many years*)

PRONOUNS AND POSSESSIVE ADJECTIVES

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, and an object pronoun replaces a noun that is in the object position in a sentence.

Christian **subject** → loves **verb** → Samantha. **object** He **subject** → loves **verb** → her. **object**

POSSESSIVE ADJECTIVES

Possessive adjectives show possession in English. Possessive adjectives go before the noun.

Example, *This is my car.*

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE
I	Me	My (+noun)
You	You	Your (+noun)
He	Him	His (+noun)
She	Her	Her (+noun)
We	Us	Our (+noun)
They	Them	Their (+noun)
It	It	Its (+noun)

DEMONSTRATIVES

PRONOUNS

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, ***This** pizza is very good.*

THAT

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

Example, ***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, ***These** shoes are heavy.*

THOSE

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

Example, ***Those** monkeys are big.*

This	Singular	Close
That	Singular	Far away
These	Plural	Close
Those	Plural	Far away

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.

Example, *There is an apple on the table.*

There are some apples on the table.

Other forms of "be" also can be used with *there is/there are*.

Example, *There will be a party at Bill's house on Saturday.*

There were four witnesses at the crime scene.

There have been two robberies in the last five months.

	SINGULAR	PLURAL
Positive	There is an apple.	There are books.
Negative	There isn't an apple.	There aren't books.
Question	Is there an apple?	Are there books?

For questions invert the
be verb and there

There is = Is there?
There are = Are there?

Contractions

Is not = isn't

Are not =
aren't

QUANTIFIERS

PRONOUNS

A quantifier is a word or phrase that is used before a noun to indicate the amount or quantity:

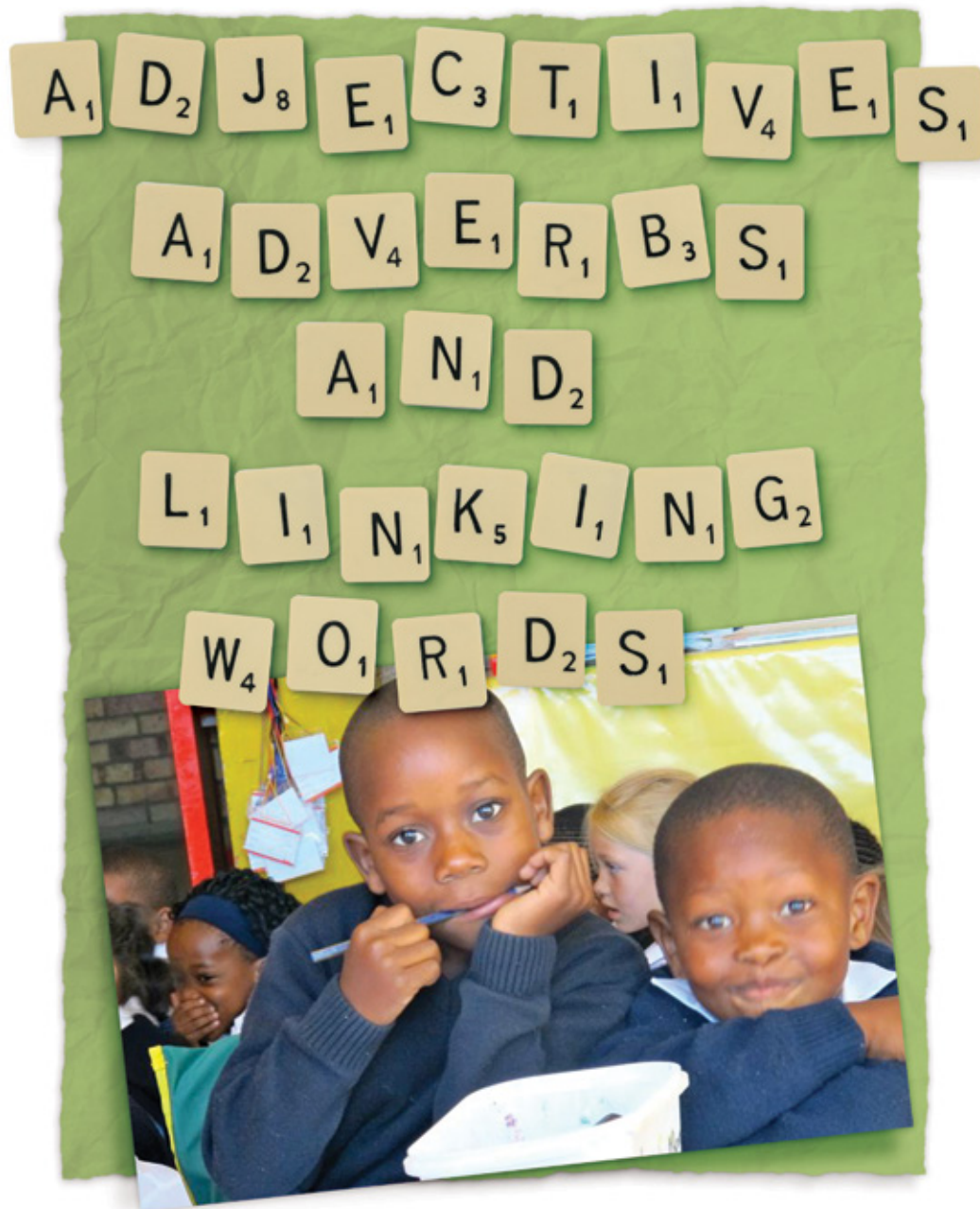
'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers.

Quantifiers can be used with both countable and uncountable nouns.

UNCOUNTABLE NOUNS	COUNTABLE NOUNS	BOTH
Much	Many	All
A little/little	A few/few	Enough
A bit of	A number of	More/most
A great deal of	Several	Less/least
A large amount of	A large number of	No/none
A large quantity of	A great number of	Not any
	A majority of	Some
		A lot of
		Lots of
		Plenty of

Examples:

- There are some books on the desk.
- He's got only a few dollars.
- How much money have you got?
- There is a large quantity of fish in this river.
- He's got more friends than his sister.



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.

In other words, they describe the *manner*, *place*, or *time* of an action.

REGULAR ADVERBS

Regular adverbs are formed by adding **-ly** to an adjective.

Example, *slow* (adjective) **slowly** (adverb)

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.

Example, *He did the work **efficiently**.*

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.

Example, *I met him **here**.*

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.

Example, *I will show you the house **tomorrow**.*

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** eat chicken at home.*

COMPARATIVES AND SUPERLATIVES

FUNCTION

COMPARATIVES	SUPERLATIVES
Comparatives are used to compare two things or two people. Example, Alan is taller than John.	Superlatives are used to compare more than two things or two people. Example, Alan is the tallest .

FORM

- One syllable adjectives ending in a silent 'e':
Comparative - add 'r'
Superlative - add 'st'.
Example, *nice* - *nicer* - *nicest*
- One syllable adjectives ending in one vowel and one consonant:
Comparative - double the consonant and add 'er'
Superlative - double the consonant and add 'est'.
Example, *big* - *bigger* - *biggest*
- One syllable adjectives ending in more than one consonant or more than a vowel:
Comparative - add 'er'
Superlative - add 'est'.
Example, *high* - *higher* - *highest*
cheap - *cheaper* - *cheapest*
- Two syllable adjectives ending in 'y':
Comparative - change 'y' to 'i' and add 'er'
Superlative - change 'y' to 'i' and add 'est'.
Example, *happy* - *happier* - *happiest*
- Two or more syllable adjectives without 'y' at the end:
Comparative - more + the adjective + than
Superlative - the most + the adjective
Example, *exciting* - *more exciting than* - *the most exciting*

To form comparatives and superlatives you need to know the number of syllables in the adjective.

LINKING WORDS

Linking words are used to join two or more sentences or clauses. (Note: a clause is a group of words which contain a subject and a verb.)

Linking words can be used to add ideas together, contrast them or show a reason for something.

The most common linking word is **and**.

Example, *My mum is going to the party and she is bringing the wine.*

Below are some more examples.

ADDING IDEAS AND INFORMATION

And, also, besides/besides this/that, as well as this/that, in addition to

SHOWING REASON

As, since, because, because of, so

SHOWING RESULTS

Consequently, as a consequence

CONTRASTING IDEAS

Despite, in spite of, while, whereas, but, however, although

PREPOSITIONS

Prepositions link nouns, pronouns and phrases to other words in a sentence.

A preposition locates the noun. In the following example sentences the preposition locates the noun **book** in space or in time:

- The **book** is on the table
- The **book** is beneath the table
- The **book** is leaning against the table
- The **book** is beside the table
- She held the **book** over the table
- She read the **book** during class

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

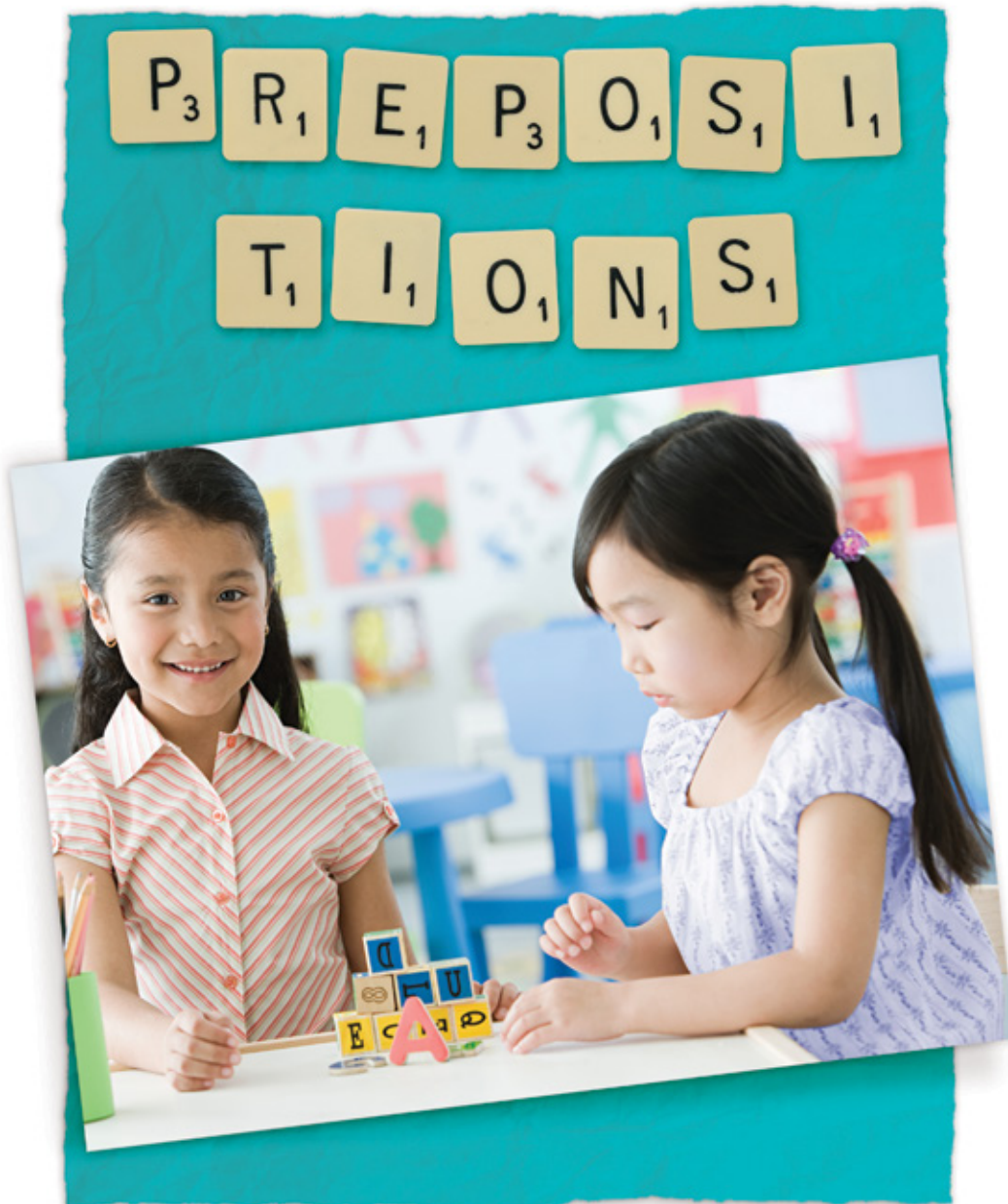
Example, In the weedy, overgrown **garden**.

We also use prepositions with verbs, nouns, adjectives and adverbs. When teaching a verb, noun, adjective or adverb you should also teach what preposition follows (if any).

Example, **Listen** to something

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. They tell us when things happen. Here are some examples.

IN	
Year	<i>I got married in 2013.</i>
Month	<i>My sister was born in November.</i>
Season	<i>Flowers blossom in spring.</i>
Part of the day	<i>I eat lunch in the afternoon.</i>
ON	
Day	<i>I start work on Monday.</i>
Date	<i>We have a party on 11th December</i>
AT	
Time	<i>The movie starts at 8pm.</i>

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

Example, *We will go swimming **after** dinner.*

*She got engaged **on** Saturday.*

*They always go on holiday **in** winter.*

PREPOSITIONS OF PLACE

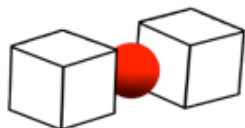
Prepositions can be words that show place. They tell us where things are. Here are some examples.

IN
In a room / in a shop / in a box In a garden / in a park / in a town In countries (in France, in Brazil) In cities (in London, in Rome) In the water / in the sea In bed / in hospital / in prison In a newspaper / in a magazine / in a book In a car (but on a bus, train and plane)
ON
On a table / on the floor / on the wall On a bus / on a train / on a plane On the ground floor / on the first floor On a horse / on a bicycle / on a motorbike
AT
At the door / at the traffic lights / at the bus stop At the bottom / at the top At home / at school / at university At the station / at the airport / at the dentist / at the hairdressers At the conference / at a party / at a football match

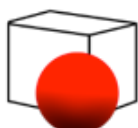
PREPOSITIONS OF MOVEMENT



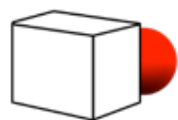
Above



Between



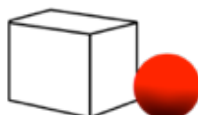
Next to



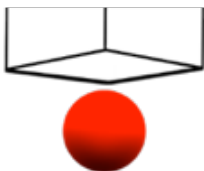
Behind



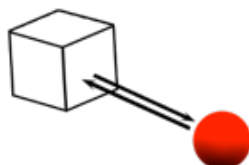
Inside



In front of

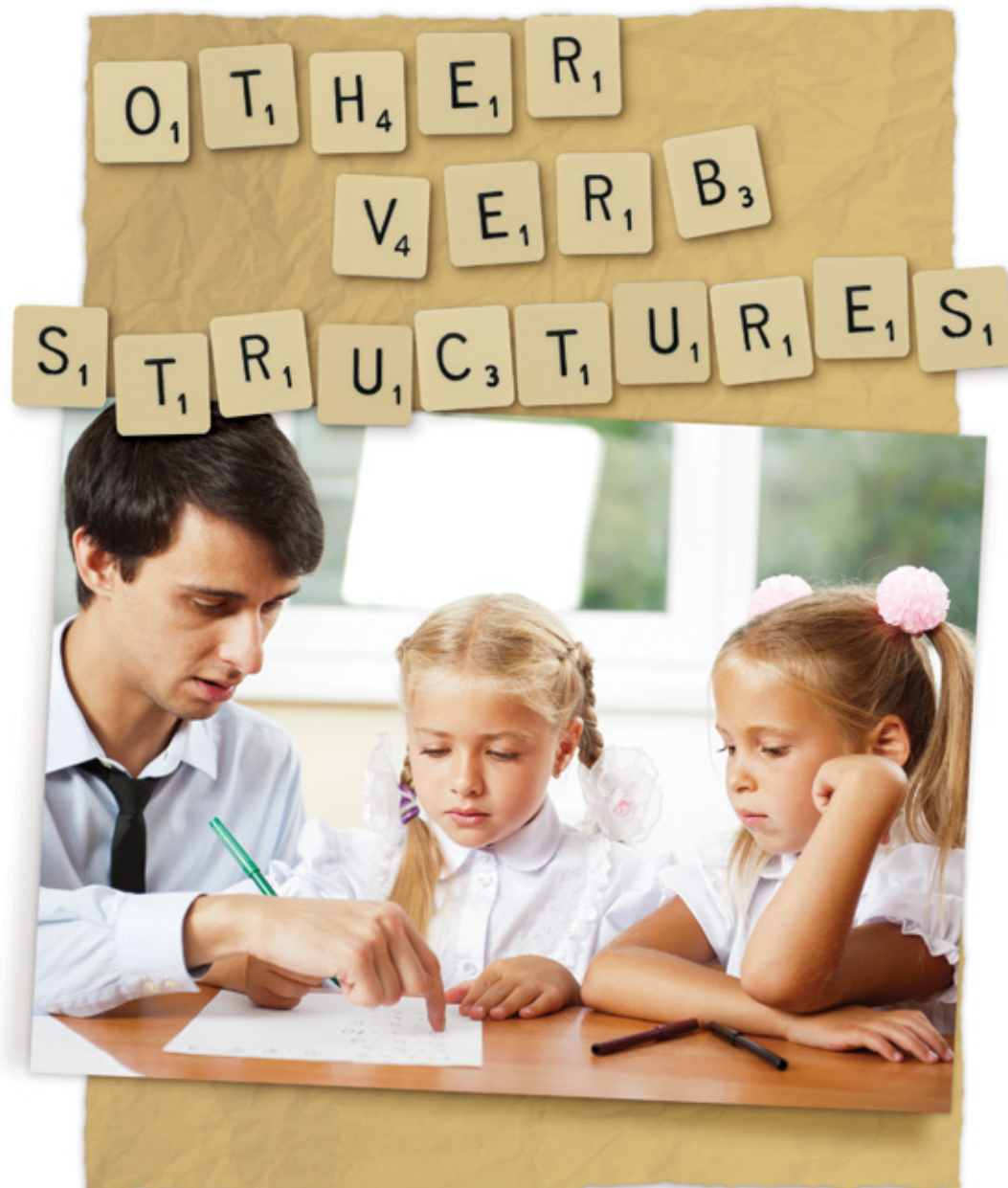


Under



Opposite

Example, *The ball is on the table.*
The bag is under the table.
The teacher is behind the table.



PASSIVE

English sentences can be in either active or passive voice. The difference between active and passive is the placement of the subject and the object.

In active sentences the subject goes first. In passive sentences the object goes first.

(Active) *Jeff stole the money.*

(Passive) *The money was stolen (by Jeff).*

FORM

To form the passive we add the BE verb (in the active tense form) + past participle.

Here are some examples.

Tense	ACTIVE	PASSIVE
Present simple	<i>Rita writes a letter.</i>	<i>A letter is written by Rita.</i>
Past simple	<i>Rita wrote a letter.</i>	<i>A letter was written by Rita.</i>
Past continuous	<i>Rita was writing a letter.</i>	<i>A letter was being written by Rita.</i>
Future	<i>Rita will write a letter</i>	<i>A letter will be written by Rita.</i>

FUNCTION

- The “doer” of the action is not known.
Example, *My bike was stolen.*
(It is not known who stole the bike.)
- The “doer” of the action is obvious or is not important.
Example, *Spanish is spoken in Mexico.*
(The subject, people, is obvious.)
- The object is the most important part of the sentence.
Example, *The diamond was stolen by two thieves.*

WH QUESTIONS

WH questions ask for more information. They are different from short yes/no questions.

FUNCTION

There are six different WH question words:

What	Asks about a thing	<i>What is that?</i>
When	Asks about a time	<i>When is the game?</i>
Who	Asks about a person	<i>Who do you live with?</i>
Where	Asks about a place	<i>Where do you live?</i>
Why	Asks about a reason	<i>Why are you crying?</i>
How	Asks about feelings and directions	<i>How are you?</i> <i>How do you make it?</i>

FUNCTION

WH question word + **auxiliary verb** + subject + **verb**

Here are some examples:

- When do you go shopping?* (= present simple question)
- What have you been doing?* (= present perfect continuous question)
- Who did you have dinner with?* (= past simple question)
- Where are you living now?* (= present continuous question)
- When will you have your shower?* (= future simple question)

GERUNDS AND INFINITIVES

Gerunds and infinitives are two different verb forms. They are verbs that act like nouns and can be either the subject or the object of the sentence.

Look at this sentence:

Soccer is fun.

The subject of this sentence is soccer, which is a noun.

However, if the subject is changed to a verb, it needs to be a gerund or an infinitive.

Playing soccer is fun.

To play soccer is fun.

The verb **play** acts like a noun in these sentences, so it must be a gerund or an infinitive.

A subject is usually at the beginning of the sentence. It is the thing doing the action.

It is better to use a gerund rather than an infinitive as the subject of the sentence.

An infinitive is very formal and does not sound good in conversation.

Deciding between a gerund and an infinitive for an object is much more difficult.

You must learn which verbs are followed by gerunds, which by infinitives, and which can use both.

Examples of verbs followed by gerunds are:

Admit, delay, enjoy, give up, imagine, postpone, report, suggest, and understand.

Examples of verbs followed by infinitives are:

Agree, choose, expect, forget, learn, manage, need, prepare, try, and want.

Some verbs
can be
followed by
both

WORDS



NOUNS

Nouns are people, places, and things.

People Harry Potter, Tom Jones, teacher, mother

Places Toronto, Spain, school, park

Things television, chair, dog

We often use an article with a noun.

Example, A **television** is very expensive.

PLURAL NOUNS

To make countable nouns plural, add **s**.

Example, *chair* - *chairs*, *school* - *schools*, *dog* - *dogs*

Some nouns have irregular plurals.

Example, *child* - *children*, *person* - *people*,
(wo)man - *(wo)men*

COUNTABLE AND UNCOUNTABLE NOUNS

Countable nouns have a plural form - you can count them.

Example, *I've got three eggs, six sausages and lots of beans.*

Uncountable nouns have no plural form - you can't count them.

Example, *I've got a large glass of water and some bread.*

Here are some more examples of countable and uncountable nouns.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
Television - car - chair - dog - book - photograph - shoe - glass	Money - water - milk - furniture - paper - butter - meat - hair

VERBS

ACTION VERBS

Verbs are action words. They are things that we do.

Example, *run, dance, sleep, play, work, walk*

STATE VERBS

We also have state verbs. These are not actions but thoughts, feelings and senses

Example, *love, know, smell, taste*

Some verbs can be an action or a state verb, depending on the context.

Example, *She has coffee* (= state verb)

She is having coffee (= action verb)

Verbs change according to the tense being used.

REGULAR AND IRREGULAR VERBS

Most verbs follow a standard pattern when they make different tenses.

They are regular verbs.

Irregular verbs don't follow the patterns.

Here are some examples.

REGULAR VERBS	IRREGULAR VERBS
Walk - walked	Write - wrote - written
Want - wanted	Speak - spoke - spoken
Talk - talked	Read - read - read
Laugh - laughed	Drink - drank - drunk

ADJECTIVES

Adjectives are important words in English.
They are used to describe nouns.

Example, *She is a **happy** woman.*

*That is a **beautiful** house.*

Adjectives go before or after the noun.

BEFORE	AFTER
<i>He is a tall boy.</i> <i>The black cat is old.</i>	<i>The man is happy.</i> <i>She is young.</i>

When the adjective goes after the noun, you must use the verb **to be**.

Example, *The boys **are** tired.*

*Mike **is** hungry.*

ADJECTIVE ORDER

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

1. Number - One
2. Opinion - beautiful
3. Size - long
4. Age - new
5. Shape - round
6. Colour - red
7. Origin - Chinese
8. Material - silk
9. Purpose - evening
10. Noun - dress.

PHRASAL VERBS

FUNCTION

Phrasal verbs are mainly used in spoken English and informal texts.

The particle can change the meaning of the verb completely.

Examples:

- **Look up** - consult a reference book
- **Look for** - seek
- **Look forward** - anticipate with pleasure

There are no rules that explain the meaning of phrasal verbs; you should therefore teach them as phrases and not individual words.

FORM

- Phrasal verbs consist of a verb and a particle (preposition, adverb).
- In some cases the particle is placed either after the verb or after the object.
Example, ***Write down** the word.*
***Write** the word **down**.*
- If the object is a pronoun, the particle has to be placed after the pronoun (object).
Example, ***Write it down.***
*Your photo album: **put it down**.*
*Your jacket: **take it off**.*

IDIOMS

FUNCTION

An idiom (also called an idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers.

This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say. They have, however, hidden meaning.

Example, "**Kick the bucket**" = to die
"**Spill the beans**" = to tell a secret

It is a good idea to learn the idiom as a whole - you do not need to worry about the individual meaning of the words, just the meaning of the phrase as a whole.

English has thousands of idioms. Students love to learn them!

Idioms are usually taught by topic.

Here are some examples.

COUNTABLE NOUNS	FOOD IDIOMS	COLOUR IDIOMS
<ul style="list-style-type: none"> Talk the hind legs off a donkey Pigs might fly Ants in your pants Dropping like flies To kill two birds with one stone 	<ul style="list-style-type: none"> The apple of my / his / her eye To have your cake and eat it Bring home the bacon Cool as a cucumber 	<ul style="list-style-type: none"> Green with envy Born with a silver spoon in his / her mouth The grass is always greener on the other side

APPENDIX: IRREGULAR VERB LIST

- Verb
- Past Form
- Past Participle

Begin	Began	Begun
Bring	Brought	Brought
Buy	Bought	Bought
Can	Could	Could
Catch	Caught	Caught
Come	Came	Come
Cost	Cost	Cost
Do	Did	Done
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Find	Found	Found
Get	Got	Got
Give	Gave	Given
Go	Went	Gone
Have	Had	Had

Know	Knew	Known
Make	Made	Made
Read	Read	Read
Run	Ran	Run
See	Saw	Seen
Sing	Sang	Sung
Sit	Sat	Sat
Sleep	Slept	Slept
Speak	Spoke	Spoken
Swim	Swam	Swum
Take	Took	Taken
Think	Thought	Thought
Wake up	Woke up	Woken up
Wear	Wore	Worn
Write	Wrote	Written

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