

# Language reference

These reference pages give you more details about the grammar focused on in the course book units. Refer to these pages when you do your workbook exercises. They are a good way to revise and make sure you understand how to use all the key language from the course.

The notes show how to form sentences using grammatical structures and how these forms change. They also give details of exceptions and tricky areas.

The notes also give clear examples of how language is used in complete sentences and exchanges. You can use and adapt these examples to develop your own sentences and conversations.



## Units 1 & 2

### Prepositions

Prepositions are used with nouns or pronouns to connect them to the main verb in the sentence or clause.

We use *on* to specify days and dates.

**Examples** The test is on Wednesday.  
The new restaurant opens on 2<sup>nd</sup> May.

We use *in* to specify periods of time, like months, years, seasons, etc.

**Examples** The holidays start in July.  
Was your brother born in 2015?

We use *from* to say when an activity or event started, and to say when an activity or event ended.

**Examples** She worked there from 2018 to 2020.  
My cousin worked in the USA from March to September of last year.

### Present simple

We use the present simple to talk about facts and routines.

We add *-s* or *-es* to the verb with *he*, *she* or *it*.

#### Positive

Subject	Verb	
I, You, We, They	like	comedy shows.
	go	to the park every week.
He, She	likes	Chinese food.
	goes	to the park every week.

## Negative

We use *don't* (*do not*) in negative sentences with *I, you, we* and *they*, and *doesn't* (*does not*) with *he, she* and *it*.

Subject	Negative	Verb	
I, You, We, They	don't (do not)	like	comedy shows.
		go	to the park every week.
He, She	doesn't (does not)	like	Chinese food.
		go	to the park every week.

## Questions

We use *Do* in questions with *I, you, we* and *they*, and *Does* with *she, he* and *it*.

Question	Pronoun	Verb	
Do	I, you, we, they	like	comedy shows?
		go	to the park every week?
Does	he, she	like	Chinese food?
		go	to the park every week?

## Suggestions

We use various phrases to make suggestions. *How about* is followed by a verb + *-ing*.

Phrase	Verb	
My idea/suggestion is to	have	a dinner party tomorrow.
Why don't we	go	to a restaurant?
We could	see	a play.
How about	organizing	a picnic?

## Present continuous

We use the present continuous to talk about future plans and arrangements.

### Positive

Subject	Verb	
I	am	going on holiday with some friends.
You, We, They	are	
He, She	is	

### Negative

Subject	Verb	Negative	
I	'm (am)	not	going on holiday with some friends.
You, We, They	aren't (are not)		
He, She	isn't (is not)		

### Question

Question word	Subject	
Am	I	on time?
Are	you, we, they	
Is	he, she	

## Spelling rules when adding *-ing* to a verb

There are rules about spelling when we add *-ing* to the end of verbs. The same rules apply when we add *-ing* to nouns to make them into a gerund.

For many verbs, we simply add *-ing* at the end of the verb.

**Examples** read – reading work – working

For most verbs ending in *-e*, we delete the *-e* and add *-ing*.

**Examples** make – making live – living

For verbs ending in a vowel (*a, e, i, o, u*) followed by a consonant, we double the consonant.

**Examples** swim – swimming get – getting

But if the verb has two or more syllables and the stress is not on the final syllable, then we do NOT double the final consonant.

**Examples** happen – happening remember – remembering

# Units 3 & 4

## Comparative adjectives

We use the comparative form of an adjective to compare things.

Syllables	Adjective		Comparative
one	long	-er	longer
two	modern	more	more modern
two with -y	heavy	-y → -ier	heavier
irregular	good		better
	bad		worse

We use *than* when we compare two or more things.

**Example** Houses are generally more expensive than apartments.

## little, less; few, fewer

*Little* means *not much*. We use it with uncountable nouns. The comparative form is *less*. *Few* has the same meaning and we use it with countable nouns. The comparative form is *fewer*.

little	uncountable	There's a little money in my wallet.
less	uncountable/ comparative	There is less milk in the bottle than in the carton.
few	countable	Few people write letters anymore.
fewer	countable/ comparative	Fewer people speak a second language in England compared with Holland.

## Superlative adjectives

We use the superlative form to talk about extremes of degree, for example, the biggest and the smallest. We use *-est* with adjectives of one syllable or *most* with adjectives of two syllables or more.

Syllables	Adjective		Superlative
one	slow	-est	slowest
two	afraid	most	most afraid
three	interesting	most	most interesting
two, ending with -y	steady	-y → -iest	steadiest
irregular	good		best
	bad		worst

# Units 5 & 6

## Quantifiers

We use quantifiers with a noun to talk about the approximate number of something.

<div>100%</div> <div>↓</div> <div>0%</div>	All	engineers are good at maths.
	Nearly all	European children study English at school.
	Most	basketball players are tall.
	A lot of	teachers also have part-time jobs.
	Some	office workers work from home a few days a week.
	A few	professional footballers have university degrees.
	Not many	editors are very rich.
	No	job is perfect.

## Past simple

We use the past simple to talk about completed actions in the past.

### Regular and irregular verbs

We add *-ed* to verbs ending in a consonant, and *-d* to regular verbs ending in an *-e*. Irregular verbs follow different patterns.

Subject	Past simple (regular)		Time phrase
He	started	work	a week ago.
They	moved	to Brazil	last year.

Subject	Past simple (irregular)		Time phrase
I	was	in Sweden	last month.
They	were	very busy.	
She	had	an exam	yesterday.
We	got	a strange email	this morning.
He	left	home	in 2014.

## Negatives

We form negatives with *did not* and the verb, unless the main verb is *be*.

Subject	<i>didn't (did not)</i>	Verb	
I	didn't	enjoy	the play.
You	didn't	go	to your lecture.
He	didn't	finish	his assignment.

Subject	<i>wasn't (was not)</i>	
I	wasn't	busy yesterday.
You	weren't	at home.

## Questions

We form *did* questions with *did* and the main verb. We often form the answer with *did*, but we rarely repeat the verb from the question.

We form *be* questions in the past with *was* or *were*. We often form the answer with *was* or *were*, but again, we rarely repeat the verb from the question.

<i>Did</i>	Subject	Verb		Answer
Did	you	enjoy	the play?	Yes, I did. No, I didn't.
	they	do	a good job?	Yes, they did. No, they didn't.
	he	finish	his assignment?	Yes, he did. No, he didn't.

<i>Was/Were</i>	Subject		Answer
Was	she	at school yesterday?	Yes, she was. No, she wasn't.
Were	you	angry with her?	Yes, I was. No, I wasn't.

## Using time markers

We often use time phrases like *the following year*; *two months later* with the past simple.

**Example** I completed my degree in 1999. The following year I did a Masters in Chemistry.

## Time clauses

We also use time clauses with *when*, *before* and *after* and the past simple to say when something happened.

**Examples** I got a job working for an export company after I left school.

I took tennis lessons when I was at school.

When sentences start with *when*, *before* or *after*, we put a comma after the first clause.

**Examples** When I was a small boy, I wanted to be a footballer.

Before work, I went for a run.

After my parents retired, they moved to a smaller house.

# Units 7 & 8

## Modals: *can*, *must*, *need to*, *should*

Modals are verbs that are sometimes called 'helping verbs' as they are used to express ideas rather than actions. We use modals to talk about things like probability, possibility, necessity, etc. Modals do not change form according to the tense or person.

We use *can* to talk about permission, possibility and ability.

**Examples** Yes, you can go out at the weekend. (permission)  
Eating five servings of fruit and vegetables a day can improve your health. (possibility)  
Jasmine can run 10 K easily. (ability)

We use *must* and *need to* to talk about things that are essential or extremely important. *Must* is stronger when giving advice.

**Examples** We must all look after our physical and mental health.  
You must drink enough water every day.  
You need to exercise more.

We use *should* when we want to say that something is a good idea, to make suggestions or to give advice.

**Examples** I should eat less sugar.  
We should try to plan a study schedule.

Subject	Modal	Verb	
I, You, He, She, It, We, They	can	run	100 metres in 11 seconds.
	must	train	every day.
	need(s) to	ask	your coach.
	should	buy	some new sports shoes.

## *be going to*

We use *be going to* + verb to talk about future plans and intentions.

Subject	<i>be going to</i>	Verb	
I	am going to	phone	my brother.
You	are going to	pack	your suitcase.
He, She	is going to	go	to town.
We, They	are going to	look	for a place to stay.

# Units 9 & 10

## Present simple and present continuous

We use the present simple to describe permanent situations, habits and routines.

We use the present continuous to talk about actions and situations that are temporary. We often use temporary time phrases such as *currently*, *this week* and *today*.

Subject	Present simple	
I	live	in Hamburg.
He, She	eats	in the café every lunchtime.
We, They	read	five books a week.

Subject	Present continuous	
I	am living	here for a few weeks over the summer.
He, She	is eating	lunch in the canteen at the moment.
We, They	are reading	an interesting book by Stephen Hawking.



# Units 11 & 12

## ***too* and *(not) enough* with adjectives**

We use *too* + an adjective to say something is more than sufficient.

We use an adjective + *enough* to say something is sufficient.

We use *not* + an adjective + *enough* to say something is not sufficient.

Subject	Verb	<i>too</i>	Adjective
My laptop	is	too	slow.

Subject	Verb	Adjective	<i>enough</i>
This bag	is	big	enough.
The road	isn't	wide	enough.

## ***too* and *(not) enough* with nouns**

We use *too* to say that something is more than sufficient or more than needed. When we use *too* with a noun, we also use either *many* (with countable nouns) or *much* (with uncountable nouns).

**Examples** There are too many people on this train!  
You gave me too much cake! I can't eat it all.

We use *(not) enough* with nouns to say there is not sufficient of something. We use the same form before both countable and uncountable nouns.

**Examples** Have you got enough money for the bus fare?  
There aren't enough seats for all of us.

## **Past simple with question words**

We use a *Wh-* question word with *did* or *was/were* to ask questions about the past.

Question word	<i>did</i>	Subject	Verb	
Where	did	you	go	yesterday?
What	did	they	say	to their teacher?
Why	did	he	leave	early?
Who	did	you	see	in the office?

Question word	<i>was/were</i>	
When	was	the lecture?
Who	was	in the café?
Why	were	you late?

We use *How* questions to talk about degree or amount.

<i>How many/long/high</i>	
How many	people came to the concert?
How long	did you study for?
How high	was the tree?