Adverbs - describing verbs

Use:
Adverbs can be used to describe verbs. They describe HOW you do something.
Examples: She walks quickly; He sings nicely.

Form:
1) You can make many adverbs by adding -ly to an adjective.
   Slow -> slowly; loud -> loudly
   If an adjective ends in ‘y’, change it to an ‘i’.
   Heavy -> heavily; funny -> funnily
   Add ‘ally’ to adjectives ending in ‘ic’.
   Physical -> physically; energetic -> energetically
2) Some adverbs are irregular, and do not end in ly. These include:
   Good -> well She dances well.
   Hard -> hard He works hard.
   Fast -> fast He runs fast.
   Late -> late He arrives late.
3a) Usually, the adverb goes after the verb it describes.
   She talks quietly NOT She quietly talks.
   He runs fast. NOT He fast runs.
3b) If the verb has a direct object WITHOUT A PREPOSITION the adverb should go after the object.
   You sang that song nicely. NOT You sang nicely that song.
   He did the job well. NOT He did well the job.
3c) If the verb is followed by a preposition and an object, you can put the adverb in different places.
   He quickly walked to the shop.
   He walked quickly to the shop.
   He walked to the shop quickly.
4) Adverbs are NOT used to describe the following verbs. These verbs use adjectives.
   Be I am quiet. NOT I am quietly.
   Seem  It seems strange. NOT  It seems strangely.
   Look  That looks nice. NOT  That looks nicely.
   Smell  That smells good. NOT  That smells well.
   Sound  That sounds great. NOT  That sounds greatly.
   Feel  That feels funny. NOT  That feels funny.
5) Some words end in ‘ly’ but they are not adverbs. Friendly is an example. Friendly is an adjective. We can say ‘She is friendly’ but not ‘She talks friendly’. There is no adverb for friendly, but we can say ‘She talks in a friendly way’. Elderly and lonely are also adjectives, not adverbs. Kindly and early are adjectives and adverbs.

1. Which sentence is NOT correct?
   - We worked hardly.
   - They ran quickly.
   - The boys slept heavily.
2. Which verb can go in the space?
   That girl ______ very strangely.
   - looks
   - walks
   - seems
3. Which sentence is correct?
   - My uncle tells stories well.
   - My uncle tells well stories.
   - My uncle well tells stories.
4. Which word can go in the space?
   Mr Townsend always works ______.
   - carefully
   - fastly
   - lately
Both, either and neither

http://www.examenglish.com/grammar/b1_both_either_neither.htm

Use:
1) Both
   Both means two of two things.
   I have two cats. I like both of them.
2) Neither
   Neither means not one or the other of two things.
   Neither of my cats is grey.
   Remember to use a singular verb after neither.
   Neither of the dogs are dangerous. => Neither of the dogs is dangerous.
3) Either
   Either means one or the other.
   There are two books. Please have one. You can have either one.

Form:
1) You can use both, neither and either directly before a noun.
   Both supermarkets are good.
   Neither supermarket sells electrical goods.
   We can go to either supermarket. I don't mind.
2) Both, neither and either are often used with 'of'. But you must always use a determiner (the, my, these, those, his etc) before the noun.
   Both of the children like chocolate cake. => Both of the children like chocolate cake.
   However, you don't have to use of with both.
   Both of the children like chocolate cake.
   Both children like chocolate cake.
3) You can use both, neither and either + of + object pronoun (you, them, us).
   Both of them wore white dresses.
   Neither of us was late.
   Have either of you got a pen?
4) You can use both... and...; neither...nor...; and either... or...

Examples:
Both James and Diana work here.
Neither James nor Diana works here.
You can ask either James or Diana.

1. Complete this sentence.
   Do ____ of you have any money I can borrow?
   • both
   • either
   • neither

2. Which sentence is correct?
   • Neither Alice or Mark live here.
   • Neither of they live here.
   • Neither of them lives here.

3. Which sentence is NOT correct?
   • Both of the boys like hamburgers.
   • Both boys like hamburgers.
   • Both of boys like hamburgers.

4. Which word goes in the space?
   Neither my uncle ____ my aunt could come to the party.
   • and
   • or
   • nor
Intensifiers - so, such, too, enough

http://www.examenglish.com/grammar/b1_intensifiers.htm

Too
Use:
Too means there is a lot of something. It shows a negative opinion.
It’s too hot = It is very hot and I don’t like it.
Form:
You can use too before an adjective.
It’s too cold. My trousers are too small.
You can also use it before an adverb,
You walk too fast. James speaks too quietly.
Before a noun, use too much (uncountable nouns) or many (countable nouns).
I ate too much food.
I ate too many sandwiches.
You can also use too much after a verb.
I ate too much.
Paul drinks too much.
Enough
Use:
Enough means you have what you need.
We have enough food for everyone = everyone has some food.
We don’t have enough chairs for everyone = some people don’t have chairs.
Form:
Write enough before a noun.
We have enough chairs.
But write it after an adjective or verb.
Are you warm enough? He’s qualified enough. She isn’t tall enough to be a model.

You don’t work hard enough. Are you sleeping enough?
Sentences with enough are sometimes followed by to + verb infinitive.
I’m not tall enough to reach the book.
I haven’t got enough money to buy that coat.

So
Use:
So means very.
It’s so hot!

Form:
So is generally used before an adjective or an adverb.
He’s so funny! He plays the piano so well!
However, in modern English, it is increasingly being used before nouns and verbs.
That dress is so last year! (= That dress is last year’s fashion)
I’m so going to shout at him when I see him! (so = really)
So can be used with a that clause, to show a result of the first clause.
I was so hot that I couldn’t sleep.
**Such**

**Use:**
*Such* also means very. *Such* is used before an **adjective and noun**.
*They are such nice children.*

**Form:**
*A / an, if necessary, go after* such, not before.

That’s a such pretty dress. => That’s **such a** pretty dress!

Like *So, Such* can be used with a **that** clause, to show a **result** of the first clause.
*I was such a nice day that we decided to go to the park.*

**Common mistakes**
1) Some students use too with a positive meaning. But use *so* or *very* here
   *It’s too hot! I love the summer!* => *It’s so hot! I love the summer!*
2) Some students write enough in the wrong place.
   *Do we have sugar enough?* => *Do we have enough sugar?*
3) Some students use *so / such…that* incorrectly.
   *It was so hot that the sun was shining.*
   This sentence is not correct because ‘the sun was shining’ is not a direct result of ‘It was so hot’. The hot day did not cause the sun to shine.

1. **Which sentence uses too incorrectly?**
   - Change your clothes! Those clothes are too dirty.
   - Gemma is too beautiful. She’s the prettiest girl I know.
   - Don’t drive too fast. You’ll have an accident.

2. **Which sentence is correct?**
   - Paul is enough tall to reach the top of the cupboard.
   - Do we have tea enough?
   - Robert doesn’t get enough sleep.

3. **Which word goes in the space?**
   You’ve cooked far too ___ food.
   - enough
   - much
   - many

4. **Which word goes in the space?**
   The film is ___ funny! I watched it three times!
   - so
   - much
   - too

5. **Which sentence is NOT correct?**
   - Please don’t put too much sugar in my coffee.
   - Clara eats too many.
   - John drinks much too much!
Comparatives
http://www.examenglish.com/grammar/a2_comparative_adjectives.htm

Use:
Use the comparative form to talk about how two things are different.
I am taller than you.
This book is thicker than that one.

Form:
1) If an adjective has one syllable, add er to the end. If it ends in e already, just add r.
tall => taller  nice => nicer
thick => thicker  late => later
2) If an adjective ends in one vowel and one consonant, write the consonant again, then write er. But never write a w twice.
big => bigger  new => newer (NOT newwer) thin => thinner  slow => slower (NOT slowwer) slim => slimmer
My brother is thinner than me.
3) If an adjective has two syllables and ends in y, change the y to i and add er.
funny => funnier  silly => sillier
Which of these books is funnier?
5) Some adjectives have irregular superlative forms. These are listed below.
good => better
bad => worse
far => further
Add than after a comparative adjective to compare one thing with another. However, this is not always necessary.
My house is smaller than yours.  My house is smaller than yours.

1. What is the comparative form of great?
   • greater
   • greater
   • more great

2. Which comparative adjective is NOT spelled correctly?
   • thin => thiner
   • happy => happier
   • big => bigger

3. Which sentence is NOT correct?
   • Kerry is smarter than her sister.
   • This book is boringer than that one.
   • Melanie is prettier than June.

4. Dangerous
   Which is________________ a tiger or a lion? Correct!

5. Bad
   Daniel is________________ at sport than his brother.

6. Early
   I need to get up________________tomorrow than I did today.
Superlatives
http://www.examenglish.com/grammar/A2_superlative.htm

Use:
Use the superlative form to describe something that is greater than any other thing.
The Amazon is the longest river in the world.
Helen is the most intelligent student in the class.

Form:
1) Write the before all superlatives.
2) If an adjective is short and has one syllable, add -est to the end. If it ends in e already, just add -st.
   tall => the tallest
   thick => the thickest
   late => the latest
3) If an adjective ends in one vowel and one consonant, write the consonant again, then write -est. But never write a w twice.
   big => the biggest
   new => the newest
   thin => the thinnest
   slow => the slowest
   (NOT newwest)
   (NOT slowwest)
   slim => the slimmest
4) If an adjective has two syllables and ends in y, change the y to i and add -est.
   funny => the funniest
   silly => the silliest
5) For other adjectives with two or more syllables, DON’T add est. Write most before the adjective.
   interesting => the most interesting
   surprising => the most surprising
   It’s the most interesting book I’ve ever read.
6) Some adjectives have irregular superlative forms. These are listed below.
   good => the best
   bad => the worst
   far => the furthest
7) a) In is often (but not always) used after a superlative adjective to describe where this statement is true.
   London is the biggest city in England.
   Everest is the highest mountain in the world.
   My brother is the tallest person in my family.
Question Tags

Use question tags in two situations.
1) You are not sure if something is true, so you want to check. In this case, your voice should rise when you say the question tag.

You’re not going now, are you?

2) You know something is true. You want to include/involve another person in the conversation. In this case, your voice should fall when you say the tag. It does not sound like a question.

He doesn’t live here now, does he?

Form:
Question tags are either:
1) positive statements with short, negative questions at the end. These tags check something that you believe is true.
It’s Monday today, isn’t it?
2) Negative statements with short, positive questions at the end. These tags check something that you believe is false.
It’s not raining, is it?

Make question tags this way:
1) If there is an auxiliary verb or a modal verb, write it in the opposite form (positive or negative) at the end of the sentence. Then write the subject pronoun of the sentence.
Ian’s nice, isn’t he?
Laura hasn’t arrived yet, has he?
I can’t do anything to help, can I?
We won’t be late, will we?

Caution:
CAUTION: Use aren’t with I’m in questions tags.
I’m a bit careless, aren’t I? \(\text{NOT} \quad I’m \quad \text{a \ bit \ careless, \ am \ not \ I?}\)
2) In present and past simple sentences, use do, does or did in the question tag.
Brian and Cathy don’t eat meat, do they?
You dad lives abroad, doesn’t he?
Your friends enjoyed themselves, didn’t they?
3) Use a positive question tag after never.
Miles never goes out, does he?
Prepositions of place

http://www.examenglish.com/grammar/b1_prepositions_of_place.htm

Prepositions and prepositional phrases of place

Use:
Use prepositions of place to describe where something is.
In is also used in these situations:
Countries, cities, villages We live in France / in Paris / in Madrid.
the world It’s the highest building in the world.
mountains and valleys They have a cottage in the mountains / in a valley.
buildings She works in a bank.
water Don’t swim in the sea / the river / the lake.
the middle / centre He lives in the middle of Paris / in the city centre.
books / films / newspaper Which film was that actor in? I read about it in the newspaper.

On is also used in these situations:
walls, ceilings, doors, floor: She hung the picture on the ceiling / the wall / the door.
surfaces There’s a dirty mark on the page / table
the front / side / back There’s a label in on the box / bottle
left / right The school is on the left.
Floors Jim’s office is on the second floor.
lists / menus What’s on the menu? Did you buy everything on the list?
roads I live on Jackson street. The nearest gas station is on the motorway. The post box is on the way to work.
natural lines and borders He lives on the coast. London is on the River Thames.

At is also used in these situations:
the top / bottom (of a page) Sign your name at the top / bottom.
Directions: Turn left at the traffic lights / roundabout / end of the street.
Position (next to something) Wait at the traffic lights / corner / tree.
the front / the back I wrote my name at the front / back of the book.
the beginning / the end What happened at the beginning / end of the film?
events I met him at a party / conference / football match
buildings I’ll meet you at the airport / the station / home

Common mistakes:
1. Some students miss out part of the prepositional phrases.
I live next a small shop. => I live next to a small shop.
I parked the car in front the building. => I parked the car in front of the building.
2. Some students add a second preposition where it is not necessary.
Your bag is behind of the door. => Your bag is behind the door.
Prepositions of Time

Use prepositions of time before days, months, years and other time words.

**AT:**

Use before:
- Times: *We’re leaving at 3 o’clock*
- Lunchtime / bedtime: *He’s arriving at lunchtime.*
- Night: *I can’t sleep at night.*
- The weekend: *See you at the weekend!*
- Festivals: *We went away at Easter.*

**IN:**

- The morning / afternoon / evening: *See you in the morning!*
- Months: *My birthday’s in June.*
- Seasons: *We always go on holiday in summer.*
- Years: *He was born in 1996.*

**ON:**

- Dates: *We arrived here on 4th August.*
- Days of the week: *Let’s go to the zoo on Saturday.*
- Single day events: *We always eat out on Christmas Day.*
- Use **ON** before a day + morning/ afternoon/ evening/ night. *See you on Tuesday night!*

Don’t use a preposition before: today, tonight, tomorrow, and yesterday.
Adverbs - Connecting words
http://www.examenglish.com/grammar/b1_connectors.htm

Use:
Connectives join two clauses, and show the relationship between them.
The relationship can show:
- a contrast Although, but, even though, however, despite, in spite of
- a cause because, because of, as a result of, due to
- an effect so, consequently, as a result, thus, therefore
These words cannot be used interchangeably. They may be located in different places with in the sentence, and they may use a different grammar.

Form:
a) Connectives showing Contrast
Compare these sentences with the same meaning:
i It is sunny but temperatures are low.
Never start a sentence with But. You can use but after a comma(,). In short sentences, no punctuation is needed.
ii Although it is sunny, temperatures are low. / Even though it is sunny, temperatures are low.
Note how Although and Even though are located in a different part of the sentence from But. Although and Even though go before the known clause, whereas but goes before the unknown clause. The two clauses are separated with a comma. The order of clauses can be reversed.
Temperatures are low, even though / although it’s sunny.
iii It is sunny. However, temperatures are low.
Note how however starts a sentence and is followed by a comma. It may also be seen after a semi-colon (;). Consequently, it is usually seen in longer sentences.
iv Despite the sun, temperatures are low.
In spite of the sun, temperatures are low.
Note the position of Despite and In spite of before the known clause. The order of clauses can be reversed:
Temperatures are low despite / in spite of the sun.
Also note that these words are followed by a noun, not a verb clause. You can also use the –ing form of the verb in these sentences.
Despite / In spite of it being sunny, temperatures are low.
b) Connectives showing a Cause
Compare these sentences with the same meaning.
i I arrived late because the traffic was bad.
Because the traffic was bad, I arrived late.
Note you can ONLY start a sentence with Because if there are two clauses in the sentence.
Because we were late. INCORRECT
Because we were late, we missed the start of the show. CORRECT
Starting a sentence with Because is more formal than using it in the middle of a sentence, and is most commonly used in writing, not speaking.
ii I arrived late because of the bad traffic. OR Because of the bad traffic, I arrived late.
I arrived late due to the bad traffic. OR Due to the bad traffic, I arrived late.
I arrived late as a result of the bad traffic. OR As a result of the bad traffic, I arrived late.
Note how these expressions are followed by a noun, not a verb clause.

c) Connectives showing Effect
Compare these sentences with the same meaning.
i We were late so we missed the beginning of the show.
Never start a sentence with So. So can follow a comma (,). In short sentences, no punctuation is needed.

ii We were late and thus we missed the beginning of the show.
We were late and consequently we missed the beginning of the show.
We were late and as a result we missed the beginning of the show.
We were late and therefore we missed the beginning of the show.
Consequently, As a result, Therefore and Thus are more formal than So. They are common in formal sentences. They often start a sentence, but they can be joined to the previous sentence with and.

Common Mistakes:
1. Some students begin sentences with But and So.
Joe went to university. But he didn’t like it. → Joe went to university, but he didn’t like it.
2. Some students write a sentence with because and only one clause.
I went to the shop. Because I needed some bread. → I went to the shop because I needed some bread.
3. Some students do not use nouns when they needed to.
I went indoors due to it was cold outside. → I went indoors due to the cold weather outside.
Embedded questions

http://www.examenglish.com/grammar/b1_questions.htm

Use:
Whenever you use an introductory phrase before a question, you must change the word order in the question.
Introductions include:
Can you tell me...? Do you know...? I don’t know... I’m not sure... I wonder... I can’t remember...
What’s the time? => Can you tell me what the time is?
Where did he go? => I don’t know where he went.

Form:
1) If the question has an auxiliary verb, swap the positions of the auxiliary verb and the subject. You can also do this in sentences with the verb to be.
Example: When can you get here?
Can is the auxiliary verb and you is the subject. Swap their positions when you add an introduction.
Do you know when you can get here?
Other examples:
Where has he gone? => I don’t know where he has gone.
What are they doing? => I don’t know what they’re doing.
What time is it? => Have you any idea what time it is?
You cannot contract the verb if it is the last word in the sentence.
Do you know what time it’s? => Do you know what time it is?
2) If the question is in the present or past simple, remove do / does / did from the question. Change the verb ending so that the verb is in the correct tense.
Example:
Where did he go? => Did you see where he went?
What time do you get up? => Can you tell me what time you get up?
Where does she work? => I wonder where she works.
3) If a question does not have a question word (Where, What, Why etc.) use if or whether before the question.
Example:
Does he live here? => Do you know if he lives here?
Are they coming to the party? => Do you know whether they are coming to the party?
Future Continuous

http://www.examenglish.com/grammar/b1_future_continuous.htm

Use:

a) Use the future continuous to talk about an event that will already be in progress at a specified time in the future.

This time next week, I’ll be driving to my parents’ house.

Phrases often seen with this use of the future continuous include:

By ..., this time next week..., in ___ years’ time..., when + present simple; by the time + present simple.

When you arrive, I’ll be driving home.

By the time I get home, you’ll probably be having a bath.

b) The future continuous can be used instead of the present continuous for future plans.

Will you be going to Jane’s party?

Yes, but I’ll be getting there a bit late, because I’m going to a meeting after work.

c) We can also use the future continuous to make a guess about something that is in progress at the moment.

Don’t phone Richard now, he’ll be having dinner.

Oh no, I forgot about the dinner! It’ll be burning, I know it!

These sentences are not about the future but we can use the future continuous to talk about what we assume is happening at the moment.

Form:

a) You can make the future continuous with will or going to. Make the future continuous this way:

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>he / she / it</th>
<th>am / are / is</th>
<th>going to be</th>
<th>verb + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>will be</td>
<td>won’t be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td>I</td>
<td>you</td>
<td>be</td>
<td>verb + ing?</td>
<td></td>
</tr>
<tr>
<td>Won’t</td>
<td>you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am</td>
<td>he / she</td>
<td></td>
<td>going to be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is</td>
<td>it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>we</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Remember that some verbs are not used in continuous tenses. These include verbs connected with possession: possess, own, belong, likes and dislikes: like, love, hate and other abstract verbs: seem, be, cost, want.
First Conditional

Use:
The first conditional structure is used to talk about something which will or may happen in the future as a result of something else.

Example: If it rains tomorrow, I’ll stay at home.

Form:
Make the first conditional in this way.

<table>
<thead>
<tr>
<th>If/When</th>
<th>I you he she...</th>
<th>present simple</th>
<th>, I you he she...</th>
<th>will / won’t might / might not</th>
<th>verb (infinitive form)</th>
</tr>
</thead>
</table>

Examples:
- If I see Tom, I will tell him the news.
- When you visit, we might go to the park.
- Or

<table>
<thead>
<tr>
<th>I you he she...</th>
<th>will / won’t might / might not</th>
<th>verb (infinitive form)</th>
<th>if/when</th>
<th>I you he she...</th>
<th>present simple</th>
</tr>
</thead>
</table>

Examples:
- She’ll be late if she doesn’t hurry up.
- You might not pass your exams if you watch television all the time.

Common Mistakes:
1) Don’t use will or might directly after will or might.
   If I will arrive first, I’ll make lunch. => If I arrive first, I’ll make lunch.
2) Always use an infinitive verb after will and might.
   I might to go out tonight, if I’m not too tired. => I might go out tonight if I’m not too tired.

Second Conditional

Use:
The second conditional structure is used to talk about imaginary situations and the consequences.

Example: If I had a car, I could visit my friend.
   (But the truth is, I do not have a car, and I cannot visit my friend).

The second conditional structure is also used to talk about imaginary abilities and the consequences.

Example: If I could fly, I wouldn’t need a car.
   (But the truth is, I cannot fly, and so I need a car.)

Form:
1) Make the second conditional in this way.

<table>
<thead>
<tr>
<th>If</th>
<th>I you he she...</th>
<th>past simple</th>
<th>, I you he she...</th>
<th>would / wouldn’t ‘d could / couldn’t</th>
<th>verb (infinitive form)</th>
</tr>
</thead>
</table>
Example: If we had more money, we would buy that house.
Or

<table>
<thead>
<tr>
<th>I you he she...</th>
<th>verb (infinitive form)</th>
<th>if I you he she...</th>
<th>past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>would / wouldn’t ‘d</td>
<td>could / couldn’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: She’d be more successful if she worked harder.

2) The verb to be can use were for all subjects. This is particularly true in the sentence: If I were you…
If I were you, I’d buy a bicycle.

However, this rule is often overlooked.
If he were more careful, he wouldn’t break everything. =>
If he was more careful, he wouldn’t break everything.

3) To talk about imaginary abilities, use could.

If I you he she... could + verb (infinitive), I you he she... would / wouldn’t ‘d
verb (infinitive form)

Example: If I could help you, I would!

4) Notice that the infinitive verb after the modal verbs is not necessary if the meaning is clear. Don’t contract modal verbs when there is no infinitive verb present.
If I could pay, I’d. => If I could pay, I would.

Common errors:
1) Many students write would after If
If I would have a lot of money, I would buy that car!
=> If I had a lot of money, I would buy that car!

2) Many students forget to use could to talk about abilities.
If I played the drums, I’d join a band.
=> If I could play the drums, I’d join a band.

Third Conditional
http://www.examenglish.com/grammar/B1_3rd_conditional.htm

Use:
Use the third conditional to talk about past events. Use it to describe what could have happened (event ‘b’) as a result of something else (event ‘a’). However, neither event a nor event b happened. Therefore the third conditional describes hypothetical, imaginary situations.
If I had been at home yesterday, I’d have got your phone call.
(But, I was not at home, and I didn’t receive your call.)
The third conditional is often used to criticise:
If you had worked harder, you wouldn’t have failed the test.
(But you didn’t work hard and you failed the test).

Or it can be used to express regret:
If I hadn’t spent all my money, I could’ve bought a computer.
(But I spend all my money and I couldn’t buy a computer).

Or it can be used to express relief:
If we’d taken that route, we’d have been stuck in the traffic jam for hours!
(But we didn’t take that route, and we didn’t get stuck)
Form:
a) Make the third conditional structure this way:

<table>
<thead>
<tr>
<th>If</th>
<th>EVENT A</th>
<th>,</th>
<th>would have</th>
<th>EVENT B</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>past perfect</td>
<td></td>
<td>past participle</td>
<td>would’ve</td>
<td></td>
<td>past participle</td>
</tr>
<tr>
<td>(had + past participle)</td>
<td></td>
<td>(hadn’t + past participle)</td>
<td>‘d have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(hadn’t + past participle)</td>
<td></td>
<td></td>
<td>wouldn’t have</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you’d told me that Anna had put on weight, I wouldn’t have congratulated her on becoming pregnant.

Or:

<table>
<thead>
<tr>
<th>I / you / he / she / we / it / they</th>
<th>EVENT B</th>
<th>past participle</th>
<th>if</th>
<th>EVENT A</th>
<th>past perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>would have</td>
<td></td>
<td>past participle</td>
<td>past perfect</td>
<td></td>
<td>(had + past participle)</td>
</tr>
<tr>
<td>would’ve</td>
<td></td>
<td>‘d have</td>
<td>(hadn’t + past participle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wouldn’t have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jim wouldn’t have made those mistakes if you had trained him properly.

b) You can also use may have / may not have, might have / might not have or could have / couldn’t have to describe less certain possibilities rather than certain consequences.

You might have had an accident if you’d driven home in the snow last night.

c) Sometimes the if clause is implied but not spoken.

‘I’d have helped.’

means ‘I’d have helped if you’d asked me.’

‘I wouldn’t have said that.’

means ‘I wouldn’t have said that if I’d been there.’

Common Mistakes
Some students write would after if. Would does not go in the If clause, it goes in the other clause.

If I would have seen Sally, I’d have told her the news. → If I had seen Sally, I’d have told her the news.
Using Modals for Recommendations

http://www.examenglish.com/grammar/b1_modals_recommendations.htm

Use:
The following modals can be used to give recommendations.

**must** Must can be used to give a strong recommendation.  
*You must see the Empire State Building while you are in New York.*

**have to** You can also use **have to** for recommendations, but **must** is more common. **Have to** is generally used to talk about rules and things beyond your control.  
*You have to see the Empire State Building while you are in New York.*

**should** **Should** and **ought to** are used to give a suggestion.  
*You should try haggis while you are in Scotland.*

**could** **Could** is used to give an option.  
*You could stay in a hotel, or you could stay at a guest house.*

**don’t have to** **Don’t have to** is used to say that something isn’t necessary.  
*You don’t have to get a taxi; the metro is really fast and efficient.*

**shouldn’t** **Should** is used to warn someone gently against doing something.  
*You shouldn’t walk home alone after dark.*

**mustn’t** **Mustn’t** is used to warn someone strongly against doing something.  
*You mustn’t go to that part of the city – it’s dangerous.*

Form:
**Must, should** and **could** are modals. Modals follow the following rules.

1) Do not add ‘s’ to the third person singular.  
*He must.* NOT *He musts.*

2) To form a negative, add **not** after the verb.  
*I shouldn’t.* NOT *I don’t should.*

3) To form questions, invert the modal verb and the subject.  
*Must you?* NOT *Do you must?*

4) Modals are always followed by a verb in the **infinitive** form.  
*I should go.* NOT *I should to go.* / *I should cooming.*

**Have to** is a regular verb.

1) Use **Do / Does / Did** to form questions.  
*Do you have to go?* NOT *Have you to go?*

2) **Have to** is followed by a verb in the infinitive form.  
*I have to go.*

3) Use **don’t / doesn’t / didn’t** to form negative sentences.  
*I don’t have to go.* NOT *I haven’t to go.*

Common Mistakes:

1. Many students use **to** after modal verbs.  
*You must to visit the museum.* → *You must visit the museum.*

2. Some students write the question and negative form of **have to** incorrectly.  
*You haven’t to take the bus* → *You don’t have to take the bus.*

*Have you to go now?* → *Do you have to go now?*
Past Modals for Deduction

http://www.examenglish.com/grammar/b1_past_modals.htm

**Use and Form:**
The following modals can be used to guess what happened in the past.

**must have + past participle verb**
Use this when you make a guess about the past, and you are almost certain that your guess is correct.

'The chickens have escaped! How did they get out?'
'They must have got out under the gate. There is no other way out.'

**may have + past participle verb**

**might have + past participle verb**

**could have + past participle verb**
Use this when you make a guess about the past, but you are only suggesting one possibility. You are not certain you are correct.

'The chickens have escaped! How did they get out?'
'They may have got out under the gate, or they might have escaped through this hole in the fence.'

**may not have + past participle verb**

**might not have + past participle verb**
Use this when you make a guess about what didn’t happen in the past, but you are only suggesting one possibility. You are not certain you are correct.

'Where’s John? Why isn’t he at the meeting?’

‘He may not have got the message.’ / ‘He might not have received the message.’

**can’t have + past participle verb**

**couldn’t have + past participle verb**
Use this when you make a guess about what didn’t happen in the past, and you are almost certain that your guess is correct.

‘The chickens have escaped! How did they get out?’
‘They can’t have got out under the gate. I fixed that yesterday.’

**Common Mistakes:**
1. Many students do not take the opportunity to use these structures when they can.
   Maybe I left my book at home. → I may have left my book at home.
   I think Robin went to the restaurant without us. → Robin must have gone to the restaurant without us.
2. Note that could have has the same meaning as might have and may have.
   Why is Tom late?
   **He may / might / could have** got stuck in traffic.
   However, in the negative form the meaning is not the same.
   **He may / might not have** got your message. (NOT could not)
   = Maybe he didn’t get your message.
   **Couldn’t have** has the same meaning as can’t have.

   Why is Tom late?
   I’m not sure! He can’t / couldn’t have forgotten about the party!
   = I’m sure he didn’t forget.
Present Modals for Deduction
Modals for Deduction

**Use and Form:**
The following modals can be used to **make guesses about a present situation.**

**must + infinitive**
Use this when you make a guess and you are **almost certain** that your guess is correct.

‘Where’s John?’
‘He’s not here. He must be in the bathroom.’

**may + infinitive**
**might + infinitive**
**could + infinitive**
Use this when you make a guess but you are only suggesting **one possibility.** You are **not certain** you are correct.

‘Where’s John?’
‘He’s not here. He **may be** in the bathroom, or he **might be** in the kitchen, or he **could be** outside.’

**may not + infinitive**
**might not + infinitive**
Use this when you make a guess about what is **not** true, but you are only suggesting **one possibility.** You are **not certain** you are correct.

‘Where’s John?’
‘He’s not here. He **may not be** at work today.’

**can’t + infinitive**

Use this when you make a guess about what is **not** true, and you are **almost certain** that your guess is correct.

‘Where’s John? Is he in the kitchen?’
‘No, he **can’t be.** I was in there a minute ago.’

**Common Mistakes:**
1. Many students do not take the opportunity to use these structures when they can.

Maybe your bag is in the classroom.    =>    **Your bag **might be in the classroom.**
May, Might and Adverbs of Probability

May Might and Adverbs of Probability

May and Might

Use:
Use May and Might to talk about what will possibly happen in the future. May and Might mean maybe will. They can refer to the future or the present.
Examples: I might have a pen in my bag. (= present use)
She may arrive tomorrow. (= future use)

Form:
May and Might are modal verbs, like can, will and should, so they follow the same rules.
1) Do not add ‘s’ to the third person singular.
He may come. NOT He mays come.
She might stay. NOT She mights stay.
2) To form a negative, add not after may and might.
He may not come. She might not stay.
3) To form questions, invert may/might and the subject. However, questions with might are not common.
Might he be late?
4) May can be used with ‘I’ or ‘we’ to make requests. However, can and could are more common.
May I have some chocolate? May we go to the party?
5) May and Might are always followed by a verb in the infinitive form.
I might go. NOT I might to go.
She might stay. NOT She might staying.

Will + adverbs of probability

Use:
You can use will and won’t with different adverbs to show how probable a future event is.
I’ll possibly go to the party.
I’ll probably go to the party.
I’ll definitely go to the party.
I’ll certainly go to the party.

Form:
Note that will / ‘ll is used before the adverb, but won’t is used after the adverb.
I’ll probably see you later.
I probably won’t see you later.
Should have

http://www.examenglish.com/grammar/B1_should_have.htm

Use:
1) **Should have** can be used to express regret about the past – to wish that something in the past had happened in a different way:
   
   *I should have studied for my exam!*
   
   (I didn’t study for my exams. I failed. Now I wish that the past was different.)

2) **Should have** can also be used to talk about something you expected to happen, but it didn’t happen (or it didn’t happen until later).
   
   *The letter should have arrived by now, but it hasn’t come yet.*
   
   (I was expecting a letter, but it isn’t here).

   *Here’s the bus! It should have been here twenty minutes ago.*
   
   (The bus is late. It has just arrived).

Form:

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>should have + past participle</th>
<th>You should have phoned me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>You</td>
<td>shouldn’t have + past participle</td>
<td>You shouldn’t have done that.</td>
</tr>
<tr>
<td>He / She / It</td>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>They</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Can / Could

http://www.examenglish.com/grammar/A2_can_could.htm

Use:
1) Use can / can’t to talk about your abilities now.
   I can speak English. I can’t speak German.
   Use could / couldn’t to talk about abilities in the past.
   I could speak French when I was a child, but I can’t now.
   I couldn’t speak English when I was a child, but I can now.
2) Use can and could to make requests. Could is more polite.
   Can you cook this evening please?
   Could you pass me the salt?
   Use can to reply to requests.
   Can I sit here? => Yes, you can. Sorry, you can’t.
   Can you cook this evening please? => Yes, I can. Sorry, I can’t.
   DON’T use could in replies.
   Could you lend me some money?
   Yes, I could. => Yes, sure! Sorry, I can’t.

Form:
1) Can and could are the same for all persons.
   I can/could speak English
   you can/could speak English
   he / she / it can/could speak English
   we can/could speak English
   they can/could speak English.

2) The negative form of can is cannot, or can’t. The negative form of could is couldn’t.
3) There is always a verb after can and could, and the verb is always in the infinitive form (without to).
   Sally can help you. NOT Sally can helps you. / Sally can to help you.
4) Make questions by inverting can and the subject.
   I can see you this afternoon. => Can I see you this afternoon?
   You could help me. => Could you help me?

5) Use can/can’t and could/couldn’t in short answers.
   Can your brother swim? => Yes, he can. No, he can’t.
   Could you do the test? => Yes, I could. No, I couldn’t.

Common mistakes:
1) Some students make questions incorrectly.
   You can speak English? => Can you speak English?
   Could I sit here? => Could I sit here?
**Present Simple**

http://www.examenglish.com/grammar/present_simple.htm

**Use:**
Sentences in the present simple tense are true all the time.
- I come from Japan.
- I live in Paris.
- I like animals.
- I have three sisters.

**Form:**
1) Form the present simple this way:
   **Positive**
<table>
<thead>
<tr>
<th>I</th>
<th>like</th>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Negative**
<table>
<thead>
<tr>
<th>I</th>
<th>don’t</th>
<th>like</th>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Questions**
<table>
<thead>
<tr>
<th>Do I</th>
<th>like</th>
<th>animals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Short answers

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>do</th>
<th></th>
<th>I</th>
<th>don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes,</td>
<td>you</td>
<td></td>
<td>No,</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>does</td>
<td></td>
<td>he</td>
<td>doesn’t</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>do</td>
<td></td>
<td>we</td>
<td>don’t</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spelling Rules for 3rd person (he / she / it)**

- If a verb ends in **consonant + y**, change **y** to **i** and add **es**.
  
  *I study English. He studies English.*

- If a verb ends in **tch, ss, x, sh** or **z**, add **es**.
  
  *She watches television. Susan misses her family. He fixes the television.*

- Some verbs have irregular spellings:
  
  *I go → he / she / it goes*
  *I do → he / she / it does*
  *I have → he / she / it has*

**Common mistakes**

1) Some students forget to add **s** for he/she/it.

   *My mother likes chocolate. → My mother likes chocolate.*

2) Some students make the negative form incorrectly.

   *Tom no work here. → Tom doesn’t work here.*
   *Tom isn’t work here. Tom don’t work here.*

3) Some students forget to use Do and Does to make questions.

   *You like this song? → Do you like this song?*
   *Is your father work here? → Does your father work here?*
**Be**

http://www.examenglish.com/grammar/be.htm

**Use:**
Use *be* with:

<table>
<thead>
<tr>
<th>Names</th>
<th><em>Hello, I'm John.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your age</td>
<td><em>How old are you? I'm 17.</em></td>
</tr>
</tbody>
</table>
| Places           | *London is in England.*  
                  | *The Pyramids are in Egypt.*  
                  | *The bank is one kilometre from here.* |
| Adjectives       | *This hotel is nice.*  
                  | *I'm hungry.* |
| Jobs and family  | *I'm a student.*  
                  | *My parents are doctors.*  
                  | *This is my sister.*  
                  | *Ann and Tom are my children.* |
| Other Nouns      | *Jess is a dog.*  
                  | *'Hamlet' is a play.* |
| adjective + noun | *That's a nice dress.*  
                  | *She's a good actor.* |

**Form:**

**Positive sentences**

| I         | am / ‘m | cold / hungry  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You / We / They</td>
<td>are / ’re</td>
<td>a student / a teacher at home / in the kitchen</td>
</tr>
<tr>
<td>He / She / It</td>
<td>is / ‘s</td>
<td>at home / in the kitchen</td>
</tr>
</tbody>
</table>

**Negative Sentences**

| I         | am not / ‘m not | cold / hungry  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You / We / They</td>
<td>are not / aren’t / ’re not</td>
<td>a student / a teacher at home / in the kitchen</td>
</tr>
<tr>
<td>He / She / It</td>
<td>is not / isn’t / ‘s not</td>
<td></td>
</tr>
</tbody>
</table>

**Questions**

| Am | I | cold / hungry?  
|    |   | a student / a teacher? |
|    |   | at home / in the kitchen? |
| Are| you / we / they | |
| Is | he / she / it | |
Short answers

<table>
<thead>
<tr>
<th>Yes,</th>
<th>No,</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am.</td>
<td>I’m not.</td>
</tr>
<tr>
<td>you are.</td>
<td>you aren’t / you’re not.</td>
</tr>
<tr>
<td>he / she / it is.</td>
<td>he isn’t / he’s not.</td>
</tr>
<tr>
<td>we are.</td>
<td>we aren’t / we’re not.</td>
</tr>
<tr>
<td>they are.</td>
<td>they aren’t / they’re not.</td>
</tr>
</tbody>
</table>

Contractions

The verb be has a full form and a contracted form.

*I am = I’m  
*He is = He’s*

We normally use the contracted form (‘m / ‘s / ‘re) in speaking and informal writing. We write the words in full in formal writing.

You can only use one contraction at a time:

*eg: He isn’t  
He’s not  
but NOT He’sn’t*

You can contract ‘be’ after pronouns (I, you, she etc) and names.

You can contract ‘is’ after question words.

*What is your name? =⇒ What’s your name?*

But do not contract ‘are’ after question words.

*Where are you from? =⇒ Where’re you from?*

Do not contract short answers:

Yes, I am NOT Yes, I’m

Common mistakes

1. In English, every sentence must have a verb. Some students write sentences with no verb.

*I very hungry. =⇒ I’m very hungry  
My brother in his bedroom. =⇒ My brother is in his bedroom.*

2. Some students write questions incorrectly.

*She is your sister? =⇒ Is she your sister?*

Be – past tense

http://www.examenglish.com/grammar/was_were.htm

Use:

1) Use was and were to talk about situations in the past.

   *It was cold yesterday.*  
   *My mum was a teacher when she was younger.*  
   *The children were late for school yesterday.*

2) You can use was and were before:

   a) nouns  
   *My mum was a teacher.*  
   b) adjectives  
   *We were late yesterday.*  
   c) locations  
   *The book was in my bag!*

She wasn’t there.  
DON’T use was and were before an infinitive verb.

I was go to the park yesterday.  ⇒  I went to the park yesterday.
**Form:**

### Positive

<table>
<thead>
<tr>
<th>I / You / He / She / It / We / They</th>
<th>was / were</th>
<th>at school / late / a doctor</th>
</tr>
</thead>
</table>

### Negative

<table>
<thead>
<tr>
<th>I / You / He / She / It / We / They</th>
<th>wasn’t / weren’t</th>
<th>at school / late / a doctor</th>
</tr>
</thead>
</table>

### Question

<table>
<thead>
<tr>
<th>Was / Were</th>
<th>I / you / he / she / it / we / they</th>
<th>at school? / late? / a doctor?</th>
</tr>
</thead>
</table>

### Short answers

<table>
<thead>
<tr>
<th>Yes, I / he / she / it</th>
<th>was.</th>
<th>No, I / he / she / it</th>
<th>wasn’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, you / we / they</td>
<td>were.</td>
<td>No, you / we / they</td>
<td>weren’t.</td>
</tr>
</tbody>
</table>

### Common mistakes

1) Some students make questions incorrectly.
   - You were at the party? → Were you at the party?

2) Some students use the wrong verb.
   - We was very happy. → We were very happy.
Possessive‘s

Use:
Possessive adjectives after a name and before a noun.
They tell you who owns something.
This is John’s coat.
Is this Tina’s bag?
Don’t use‘s after things.
I clean the garden’s pond every week. => I clean the pond in the garden every week.
What’s the book’s name? => What’s the name of the book?
You can usually use‘s after organisations and groups of people.
It’s the government’s decision. OR It’s the decision of the government.
Ton is the company’s new director. OR Tom is the new director of the company.
You can use‘s after time expressions.
What time is tomorrow’s meeting?

You can sometimes use‘s after countries and cities.
India’s population is rising.
But you cannot do this if it refers to a person.
I met London’s mayor last week. => I met the mayor of London last week.
England’s Queen is well-known. => The Queen of England is well-known.

Form:
• To make the possessive form, add’s to the end of the name.
Is that Jack’s bag?
• With two names, only add’s to the second name.
That’s Jane and Harry’s house. NOT That’s Jane’s and Harry’s house.
• If something belongs to two or more people, put the apostrophe (‘) after the plural s. Do not write a second s.
My parents’ house is really big. NOT My parents’s house is really big.

However, if the plural noun is irregular, write the apostrophe (‘) before the S.
The children’s party was great. NOT The children’s party was great.
Demonstrative and Simple adjectives (this, that, these, those)

Use:

This: Use this to talk about something which is near you.

*How much is this bag?*

These: Use these to talk about two or more things which are near you.

*Are these your keys?*

That: Use that to talk about one thing which is far from you.

*Is that your house?*

Those: Use those to talk about two or more things which are far from you.

*Who are those children over there?*

Use This, That, These and Those:
- Before the verb be.
  *This is my sister / Those are my children.*
- Before a noun:
  *That cake looks delicious! These bags are expensive!*

Make questions this way:

*Is this / that your sister?*

*Are these / those your children?*

You can contract is after that.

*That is my dad. => That's my dad.*

But do not contract is after this.

*This's my dad. => This is my dad.*

Do not contract are after These / Those.

Common mistakes

Always use a verb in sentences with this, that, these and those.

*This lovely bag. => This is a lovely bag / This bag is lovely.*

Simple adjectives

Use:

Simple adjectives are describing words.
- They can go before nouns.
  *That's a nice car.*
- They can also follow the verbs be, look, feel, smell, sound and taste.
  *This food looks nice. It smells delicious! The cake is lovely!*

http://www.examenglish.com/grammar/demonstrative_adjectives.htm
Verbs of Preference + gerunds

http://www.examenglish.com/grammar/like_ing.htm

Use:
We can use several different words and phrases in English to talk about things we like and dislike.

- like
- love
- enjoy
- don’t mind
- dislike
- hate
- can’t stand

Form:
After these words you can use a noun or a verb in the –ing form.

I like water.             I like swimming.
I love sports.           I love running.
We enjoy good food.      We enjoy eating out.
I don’t mind housework.  I don’t mind cooking.
I dislike buses.         I dislike waiting.
I hate housework         I hate cleaning.
I can’t stand planes.    I can’t stand flying.

Spelling rules
Remember the spelling rules when you make the –ing form.

- If a verb ends in e, delete the e before you add –ing.
  have => I love having breakfast in bed.
- If a verb ends one vowel and one consonant, double the consonant.
  swim => I don’t like swimming.

Exceptions: words that end in w or y.

row => I love rowing.
sew => I don’t like rowing.
play => I like playing football.

Other exceptions:
iron => My mum hates ironing.
open => I don’t mind opening the window for you.
Present continuous
http://www.examenglish.com/grammar/A2_present_continuous.htm

Use:
1) Use the present continuous to talk about actions which are happening now.
   Ellen is having a bath at the moment.
   Right now, Mark is talking to her manager.

Form:
Positive

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am / ‘m</td>
</tr>
<tr>
<td>You</td>
<td>are / ‘re</td>
</tr>
<tr>
<td>He / She / It</td>
<td>is / ‘s</td>
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<tr>
<td>We / They</td>
<td>are / ‘re</td>
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</tbody>
</table>

Negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>‘m not</td>
</tr>
<tr>
<td>You</td>
<td>aren’t / ‘re not</td>
</tr>
<tr>
<td>He / She / It</td>
<td>isn’t / ‘s not</td>
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<tr>
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<td>aren’t / ‘re not</td>
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</table>

Question

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
</tr>
<tr>
<td>Are</td>
<td>you</td>
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<tr>
<td>Is</td>
<td>he / she / it</td>
</tr>
<tr>
<td>Are</td>
<td>we / they</td>
</tr>
</tbody>
</table>

Spelling Rules:
If a verb ends in e, delete the e before you add –ing.
come=> I’m coming.
have => He’s having lunch.

Common mistakes
1) Some students forget the verb be.
   I watching television. => I’m watching television.
   She not coming. => She’s not coming.
2) Some students make questions incorrectly.
   She is working? => Is she working?
3) Some students make spelling mistakes.
   I’m studing law. => I’m studying law.
Past simple

Use:
Use the past simple to talk about finished events in the past. Use it to tell stories, jokes and anecdotes.

Form:
1) Many past tense verbs are formed by adding -ed to the end of the verb.

- want => wanted
- start => started

If a verb ends in e, just add d (liked, hoped).

If a verb ends in y, delete y and add ied (studied, carried). But don’t do this if the verb ends in a vowel + y (played, NOT plaied. stayed, NOT staied)

But a lot of past tense verbs are irregular. You need to learn each one separately. Here are some examples.

- have => had
- make => made
- take => took
- sit => sat
- get => got
- feel => felt

Past simple verbs are the same for all persons.
I went; you went; he went; she went; they went; we went...

2) Form negatives this way:

I, you, he , she, we, they... didn’t  

Don’t use the past verb in negative sentences.
I didn’t had dinner. => I didn’t have dinner.

3) Form questions this way:

Did I, you, he , she, we, they...  

Common mistakes:
Some students use the past verb in questions.
Did you saw the film?  

Past continuous

Use:
1) Use the past to ‘set the scene’ of a story before describing what happened.

‘It was raining. I was walking in the park. Some kids were playing football nearby. Suddenly...’

2) Use the past continuous to talk about an action which happened for some time in the past and was then interrupted. Use the past simple tense to talk about the interruption.

I was cooking dinner when suddenly there was a knock at the door.

3) Use the past continuous to talk about events that were in progress at a certain time.

At 5 o’clock yesterday afternoon, I was driving home from work.

Note the difference in meaning:

When James got home, I cooked dinner:- I started cooking AFTER he got home.
When James got home, I was cooking dinner: - I started cooking BEFORE he got home.
### Form:

#### Positive

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>verb+ing</td>
</tr>
<tr>
<td>You</td>
<td>were</td>
<td></td>
</tr>
<tr>
<td>He / She / It</td>
<td>was</td>
<td></td>
</tr>
<tr>
<td>We / They</td>
<td>were</td>
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</table>

#### Negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>wasn’t</td>
<td>verb+ing</td>
</tr>
<tr>
<td>You</td>
<td>weren’t</td>
<td></td>
</tr>
<tr>
<td>He / She / It</td>
<td>wasn’t</td>
<td></td>
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<tr>
<td>We / They</td>
<td>weren’t</td>
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</table>

#### Question

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was</td>
<td>I</td>
<td>verb+ing ?</td>
</tr>
<tr>
<td>Were</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>Was</td>
<td>he / she / it</td>
<td></td>
</tr>
<tr>
<td>Were</td>
<td>we / they</td>
<td></td>
</tr>
</tbody>
</table>

### Spelling Rules:

- **If a verb ends in e,** delete the e before you add –ing.  
  *have*  => *I was having lunch.*
- **If a verb ends in one vowel and one consonant,** double the consonant (except w and y).  
  *get*  => *He was just getting up.*
  *play*  => *We were playing.*

### Common mistakes

1. Some students remember the verb **be** but forget ‘ing’.  
   *I was watch television.*  => *I was watching television.*
2. Some students make spelling mistakes.  
   *I was studing.*  => *I was studying.*
   *We were eatting*  => *We were eating.*

### Present Continuous for Future

http://www.examenglish.com/grammar/A2_present_continuous_for_future.htm

**Use:**

The present continuous tense has two uses:

1. **Use it to describe what is happening at the moment.**
   - ‘Where’s dad?’
   - ‘He’s watching TV in the living room’.
2. **Use it to describe plans and arrangements in the future.**
   - ‘Tom is arriving on the three o’clock train tomorrow’. 
Form:
Make the present continuous in this way.

Positive

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary</th>
<th>Verb-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am / ‘m</td>
<td>verb-ing</td>
</tr>
<tr>
<td>you / they / we</td>
<td>are / ‘re</td>
<td>verb-ing</td>
</tr>
<tr>
<td>he / she / it</td>
<td>is / ‘s</td>
<td>verb-ing</td>
</tr>
</tbody>
</table>

Examples: I’m going / He’s going / We’re going to Spain next week.

Negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Negation</th>
<th>Verb-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>‘m not</td>
<td>verb-ing</td>
</tr>
<tr>
<td>you / they / we</td>
<td>aren’t / ‘re not</td>
<td>verb-ing</td>
</tr>
<tr>
<td>he / she / it</td>
<td>isn’t / ‘s not</td>
<td>verb-ing</td>
</tr>
</tbody>
</table>

Examples: I’m not going / You’re not going / She isn’t going to the meeting.

Questions

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Subject</th>
<th>Verb-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are / Is</td>
<td>you / they / we</td>
<td>verb-ing?</td>
</tr>
<tr>
<td></td>
<td>he / she / it</td>
<td>verb-ing?</td>
</tr>
</tbody>
</table>

Examples: Are you coming / Is James coming to the party?

Common Mistakes:
1) Some students use will to talk about future plans. However, present continuous is the correct tense to use.
I’ll visit my cousin in Paris this weekend => I’m visiting my cousin in Paris this weekend.

Present Perfect

[link to website]

Use:
The present perfect is used for several reasons:
1) Use it to describe events that happened in the past and are still true now because you can see the result.
   I’ve broken my leg!
   David has painted his house.
2) Use it to describe experiences in your life.
   I’ve been to New York three times in my life.
However, you cannot use the present perfect to describe experiences in someone’s life if that person has died.
   Michael Jackson performed in Britain many times.
   NOT
   Michael Jackson has performed in Britain many times.
3) Use it to describe events that started in the past and are still happening now.
   I’ve lived here all my life (and I live here now).
   John has worked here for 10 years (and he works here now).
Never refer to a finished time with a present perfect verb.
Form:
Make the present perfect in this way.

Positive

<table>
<thead>
<tr>
<th>I / you / they / we he / she / it</th>
<th>have / ‘ve</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / they / we he / she / it</td>
<td>have / ‘ve</td>
<td>past participle</td>
</tr>
<tr>
<td>I / you / they / we he / she / it</td>
<td>hasn’t / ’ve not</td>
<td>past participle</td>
</tr>
</tbody>
</table>

Examples: I’ve seen him; they’ve gone; she’s taken my bag.

Negative

<table>
<thead>
<tr>
<th>I / you / they / we he / she / it</th>
<th>haven’t / ’ve not</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / they / we he / she / it</td>
<td>haven’t / ’ve not</td>
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</tr>
<tr>
<td>I / you / they / we he / she / it</td>
<td>hasn’t / ’ve not</td>
<td>past participle</td>
</tr>
</tbody>
</table>

Examples: I haven’t seen him; they haven’t gone yet; she’s not been here.

Questions

Have you / they / we he / she / it past participle?

Examples: Have you seen him? Has she taken my bag?

Common mistakes:
1) Don’t use the present perfect to refer to a finished time.
   I’ve hurt my arm yesterday. =⇒ I’ve hurt my arm.
   John’s been to New York last month. =⇒ John’s been to New York.

Present Perfect Continuous

Use:
Use present perfect continuous in two situations.
1) You started something in the past and you are still doing it now.
   I’ve been working all morning (and I’m still working now).
2) You have just finished doing something. The effects of this activity can still be seen.
   I’ve been gardening, so my hands are dirty.

Form:
Form the present perfect continuous in this way.

Positive and Negative

<table>
<thead>
<tr>
<th>I, you, we, they he, she, it</th>
<th>have / haven’t ‘ve /’ve not</th>
<th>been</th>
<th>verb + ing</th>
</tr>
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<tbody>
<tr>
<td>I, you, we, they he, she, it</td>
<td>have / haven’t ‘ve /’ve not</td>
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</tr>
<tr>
<td>I, you, we, they he, she, it</td>
<td>hasn’t / ’ve not ‘s / ‘s not</td>
<td>been</td>
<td>verb + ing</td>
</tr>
</tbody>
</table>

Examples: You’ve been eating chocolate. I’ve not been sleeping well.

Questions

Have you / they / we he, she, it been verb + ing?

Examples: Have you been drinking? Has Emily been seeing her ex-boyfriend?
Present Perfect vs. Past Simple

http://www.examenglish.com/grammar/b1_presentperfect_pastsimple.htm

Present Perfect

Use:
1) The present perfect tense is often used to tell up-to-date news.
   ‘Great news! Jane has had a baby!’
   But you cannot use the present perfect with phrases relating to finished time.
   ‘Great news! Jane has had a baby yesterday!’
   So, to ask about and give more details, you need to use the past simple.
   ‘Great news! Jane has had a baby!’
   ‘When did she have it?’
   ‘She had it last night!’
2) The present perfect can be used with phrases relating to unfinished time, such as:
   this week, today, this year
   I've seen Roger twice this week.
   That’s the second time I've seen that film this year.
3) The present perfect is often used in sentences with these words:
   just, yet, already, ever, never
   I've just finished the report.
   Karen has finished the book already.
   I haven’t finished the report yet.
   I've never been to Spain. Have you ever been?
4) The present perfect is used to describe periods of time that start in the past and
   continue until the present. It is often used with for and since.
   I've lived here for five years.
   James has worked here since last summer.

The present perfect and past simple may appear in the same sentence:
I've lived here since I was a child.
Tom has been unemployed since he left the factory.

Past Simple

Use:
The past simple can be used with phrases relating to finished time, such as:
 yesterday, last week, last month, in 2010, two weeks ago
Emma left the company six weeks ago.
I emailed Tony last week.

Form:
Present Perfect

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / they / we</td>
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</tr>
<tr>
<td>he / she / it</td>
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<tr>
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### Questions

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<tr>
<td>Has</td>
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### Past Simple

#### Positive

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<tr>
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#### Negative

<table>
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<tr>
<th>I / you / they / we / he / she / it</th>
<th>didn’t</th>
<th>infinitive verb</th>
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</table>

### Questions

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<thead>
<tr>
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<th>infinitive verb?</th>
</tr>
</thead>
</table>

### Past Perfect

http://www.examenglish.com/grammar/B1_past_perfect.htm

**Use:**

a) The past perfect is a **narrative tense**. This means it is used when telling a story about the past.

It is used in the same paragraph as verbs in the past simple tense, and is often used in the same sentence as a past simple verb.

The past perfect describes an event which happened **before another event in the past**.

We use it when we do not want to say the events in the order they happened.

**Example:**

A sentence with the events in the order they happened:

*John went to the shop on the way home from work, so he got home late.*

Both verbs are in the past simple.

A sentence in which the events are NOT in order:

*John got home late because he had gone to the shop on the way home from work.*

The event which happened before the other verb is in the past perfect tense.

b) The past perfect is also used in other structures such as:

I wish:  
I wish *I had cleaned* the house!

Third Conditional:  
*If I had practiced* harder, we might have won the competition.

**Form:**

<table>
<thead>
<tr>
<th>I you he / she / it we they</th>
<th>had hadn’t</th>
<th>past participle</th>
</tr>
</thead>
</table>

Write any adverbs between had and the past participle.

*The film had already started.*

*The post had just been delivered.*
Would like/ like
http://www.examenglish.com/grammar/A2_would_like.htm

Use:
1) *Would like* means *want*, but it is more polite.
You can use it in sentences and questions.
*I'd like* a biscuit.
Would you like some tea?
2) You can also use *I'd love* and *I'd hate* to talk about dreams.
*I'd hate to live in the countryside.*
*I'd love to work with Simon.*

Form:
1) *Would like* is the same for all persons.
*I would like* some tea.
*You would like* some tea.
*He / she / James would like* some tea.
*We would like* some tea.
*They / our clients would like* some tea.
2) To make questions, invert the subject and *would*.
Would you / James / your clients like some tea?
3) Use *wouldn’t* to make the negative form.
I wouldn’t like to work there.
4) *Would like* can be followed by a *noun* or *to + verb*.
  noun: Would you like a biscuit?
  verb: Would you like to go to Malaysia?
5) In positive sentences, you can contract would to ‘d.
I would like to go to the USA. => I’d like to go to the USA.
But NOT in negative sentences:
I don’t like to work in a factory. => I wouldn’t like to work in a factory.
And NOT in short answers:
Would you like to have a horse?
Yes, I’d. => Yes, I would.
6) Be careful not to confuse *would like* and *like*.
Use *like* to talk about things you like all the time.
I like chocolate cake. It’s my favourite food.
Use *would like* to talk about things you want now, or at some time in the future.
I’d like a cup of coffee please.
I’d like to work in a chocolate factory.
Inseparable phrasal verbs

http://www.examenglish.com/grammar/A2_phrasal_verbs_inseparable.htm

Use:
Phrasal verbs consist of a verb and one or more prepositions. They are often used, especially in informal spoken English. The meaning of phrasal verbs is often completely different from the meaning of the verb alone.

Form:
1) Some phrasal verbs never use an object.
get up = get out of bed
I get up at seven o’clock every morning.
take off = leave the ground
The plane took off on time.
look out = beware! be careful!
Look out! That car is going to hit you!
get on = be good friends
My dad and my brother don’t get on.
break down = stop working (for vehicles)
Our car broke down on the way home from Scotland.
make up = become friends again after an argument
The kids often fight but they always make up afterwards.

2) Some phrasal verbs need an object.
get on / off something = exit transport
Get off the bus at the next stop.
look after someone / something = take care of someone / something
Please can you look after our cats while we’re on holiday?
see to something = do, arrange, prepare, organise
Don’t worry about dinner. I’ll see to it.
look into something = investigate
There has been a burglary at the school. Police are looking into it.
get to = arrive at
When you get to the end of the street, turn right.

3) Some phrasal verbs contain three words and an object.
look up to someone = respect someone
I look up to my teachers.
look forward to something = be excited about (a future event)
I’m looking forward to the party.
get on with someone = be good friends with someone
I don’t get on with Karen.
get on with something = continue doing something
Please be quiet and get on with your work.
put up with something = tolerate
I can’t put up with that noise any longer!
Separable phrasal verbs

http://www.examenglish.com/grammar/A2_phrasal_verbs_separable.htm

Use:
Separable phrasal verbs consist of two parts. They always require an object. They are often used, especially in informal spoken English. The meaning of phrasal verbs is often completely different from the meaning of the verb alone.

Form:
1) The object of a phrasal verb can go either between the verb and the preposition or after the preposition.
   I handed in my homework.
   I handed my homework in.
2) If the object of the sentence is a pronoun, it must go between the two parts of the phrasal verb.
   I handed it in NOT I handed in it.

Examples:
Some common separable phrasal verbs:

pick someone/something up = collect
Please can you pick me up from the station?

drop someone/something off = take and leave/ deposit
I dropped John off outside his school.

throw away = discard
I threw all my old school papers away.

write down = note
I wrote Sally’s phone number down on a piece of paper.

make up = invent
Henry likes to make stories up about dinosaurs.

take back = return
This shirt is too small. I’m going to take it back to the shop.

let down = disappoint
James studied hard because he didn’t want to let his parents down.

turn down = reject
The company offered me a job, but I turned it down.

wash up = wash (dishes)
Can you wash your plates up please?

take off = remove (clothes)
Please take off your shoes before you come inside.

put on = dress in (clothes)
You’ll need to put a coat on. It’s cold.

turn up / down = increase / decrease volume/ temperature
Can you turn the music down please? It’s very loud.

try on = wear and test (clothes)
Please can I try on these trousers?

give up = stop doing something.
She smokes a lot, but she wants to give it up.

take up = start doing something (a new hobby)
I’ve decided to take up running.
Reported Speech

Use:
Use reported speech to talk about what another person said in the past.
Eve: ‘I went to the party on Friday night’.
James: ‘Eve said that she had gone to the party on Friday night’.

Form:
1) When reporting speech, the verb in the sentence may shift to a past tense.

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Changes to</th>
<th>Past Tense Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>am / is / are</td>
<td>changes to</td>
<td>was / were</td>
</tr>
<tr>
<td>“I am fine.”</td>
<td>She said that she was fine.</td>
<td></td>
</tr>
<tr>
<td>present simple</td>
<td>changes to</td>
<td>past simple</td>
</tr>
<tr>
<td>“I like it.”</td>
<td>He said he liked it.</td>
<td></td>
</tr>
<tr>
<td>present continuous</td>
<td>changes to</td>
<td>past continuous</td>
</tr>
<tr>
<td>“She’s sleeping.”</td>
<td>He said that she was sleeping.</td>
<td></td>
</tr>
<tr>
<td>will</td>
<td>changes to</td>
<td>would</td>
</tr>
<tr>
<td>“I’ll be there.”</td>
<td>You said that you’d be there.</td>
<td></td>
</tr>
<tr>
<td>can</td>
<td>changes to</td>
<td>could</td>
</tr>
<tr>
<td>“I can come to the meeting.”</td>
<td>You said that you could come to the meeting.</td>
<td></td>
</tr>
<tr>
<td>past simple</td>
<td>changes to</td>
<td>past perfect</td>
</tr>
<tr>
<td>“I did the shopping.”</td>
<td>Tom said that he had done the shopping.</td>
<td></td>
</tr>
<tr>
<td>present perfect</td>
<td>changes to</td>
<td>past perfect</td>
</tr>
<tr>
<td>“I’ve read that book.”</td>
<td>I told him that I’d read the book.</td>
<td></td>
</tr>
<tr>
<td>past continuous</td>
<td>changes to</td>
<td>past perfect continuous</td>
</tr>
<tr>
<td>“She was walking home alone.”</td>
<td>He said that she had been walking home alone.</td>
<td></td>
</tr>
<tr>
<td>present perfect continuous</td>
<td>changes to</td>
<td>past perfect continuous</td>
</tr>
<tr>
<td>“I’ve been working.”</td>
<td>I told him that I’d been working.</td>
<td></td>
</tr>
</tbody>
</table>
2) To report speech, use **He / She / I said (that) ...**
You can also use **He / She told me (that)...; I told him / her (that)...**

3) Don’t use quotation marks ("“) when reporting speech.
4) References to times in the past also may need to change when using reported speech, if that time is no longer the same.

<table>
<thead>
<tr>
<th>Time Expression</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>this morning / week / month</td>
<td>that morning / week / month</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day</td>
</tr>
<tr>
<td>last week / month</td>
<td>the previous week / month</td>
</tr>
<tr>
<td>ago</td>
<td>earlier / previously</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the following day</td>
</tr>
<tr>
<td>next week / month</td>
<td>the following week / month</td>
</tr>
</tbody>
</table>
Defining Relative Clauses
http://www.examenglish.com/grammar/d_relative_clauses.htm

Defining Relative Clauses
Use:
Use defining relative clauses to give information about a noun in a sentence. The listener or reader NEEDS this information to understand the sentence.
A doctor is a person who cures sick people.
The girl who sits next to me at work has a bag just like yours.

Form:
- Use who to give more information about a person.
  An architect is a person who designs buildings.
- Use which or that to give more information about a thing.
  A corkscrew is a thing which you use to open bottles.
  The book that you gave me for my birthday is really interesting.
- Use where to give more information about a place.
  That's the place where we got married.
  The town where my uncle lives is a few miles from here.

  Because non-defining relative clauses give essential information, no commas (,) are needed.
  If the noun which the relative clause describes (usually at the beginning of the sentence) is the OBJECT of the sentence, you can delete which, that or who.
  The man who is wearing the blue suit is my brother.
  The man who is wearing the blue suit is my brother.
  The man (who) George is talking to is my brother.

Non Defining Relative Clauses
http://www.examenglish.com/grammar/ND_relative_clauses.htm

Use:
Use non-defining relative clauses to give extra information about a noun in a sentence, or part of a sentence. The listener or reader does not need this information to understand the sentence.
Relative clauses can define the subject of the sentence:
Miranda, who used to go to the same university as me, is having a baby.
Or the object of a sentence:
We went to a lovely restaurant, where we both had steak.
She gave me some money, which was very nice of her.

**Form:**
- Always put the relative clause as close as possible to the noun that you are describing.
- Use **who** to give information about a person, **whose** to introduce a possession, and **which** to give information about a thing. Do not use **that**.
- Use **where** to give information about a place ONLY if you introduce another subject after where. Otherwise, use **which**.

We met at Bristol University, **where we both studied Biology.**

*We met at Bristol University, which is in the west of England.*

- **Who, which, where** and **whose** cannot be omitted in defining relative clauses.
- As non-defining relative clauses are not necessary to understanding the sentence, they are always placed within commas.

*The man who lives next to me has five motorbikes.*

In this sentence, ‘who lives to me’ is necessary. Without it, the sentence (‘The man has five motorbikes’) is meaningless because it is not clear which man is being talked about. Therefore, commas are NOT necessary.

*Tom, who lives next to me, has five motorbikes.*

In this sentence, ‘who lives to me’ is not necessary. Without it, the sentence (‘Tom has five motorbikes’) still has meaning. ‘Who lives next to me’ adds more information, therefore, commas ARE necessary.

**Common Mistakes**
Some Students do not put the non defining relative clause close to the noun it describes.

The chemicals flow into rivers, which are toxic. => The chemicals, which are toxic, flow into rivers.

**Used to / Would**

http://www.examenglish.com/grammar/used_to_would.htm

**Use:**
- We say **Used to** to talk about something that was true in the past, but is not true now.
  
  *There used to be a park here, but now there’s a shopping centre.*
  *My grandmother used to have beautiful blonde hair, but now her hair is grey.*

You can say **used to** to talk about states (things that were true for a long period of time) or repeated actions (things that happened several times).

  *I used to live in Denver. (True for a long period of time)*
  *I used to go to the park every Friday. (A repeated action)*
  
  Write adverbs **before** used to.
  
  *I always used to cycle to school.*
  *I never used to eat vegetables.*

- You can use **Would** in a similar way to used to. It describes things that were true in the past but are not true now.
  
  *When I was a child, my dad would read to me every night.*

**Would** CANNOT be used to talk about states. It can only be used to talk about repeated actions.
There would be a park here. => There used to be a park here.

Write adverbs after would.

I would always talk to my grandma when I had a problem.

Form:

<table>
<thead>
<tr>
<th>I / You / He / She / It / They / We</th>
<th>used to didn’t use to / never used to</th>
<th>verb (infinitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>would</td>
<td>wouldn’t</td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Did</th>
<th>You / he / she / it / they</th>
<th>use to + verb (infinitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would</td>
<td>verb (infinitive)</td>
<td></td>
</tr>
</tbody>
</table>

Common Mistakes:
Many students confuse used to do and be used to doing. This is another phrase. It means ‘be familiar with doing something’.

I am used to live near here. => I used to live near here.

Wish / If only

http://www.examenglish.com/grammar/wish_if_only.htm

Use:
Wish and If only can be used:

a) To wish for an ability now or in the future.

I wish I could play the guitar!
If only I could dance like that!

I wish I could go to your wedding next week, but I can’t.
If only I could see my grandmother more often, but I can’t.

b) To wish that something could be true at the moment.

I wish I had long hair!
If only I were taller!

I wish I was lying on the beach right now!
If only I was lying on the beach right now!

c) To wish that something was happening at the moment.

I wish you wouldn’t shout so loudly.
If only he wouldn’t shout so loudly.

d) To wish that something kept happening again and again, or to wish it could stop happening.

I wish I had studied for my exam!
If only I hadn’t argues with him!

Form:

- To wish for an ability now or in the future.

I wish (that) / If only + subject + could + infinitive verb

I wish that I could sing.
I wish (that) / If only + subject + could + infinitive verb

If only I could come to Australia too!

- To wish that something could be true at the moment.

I wish (that) / If only + subject + past simple

I wish I had a pony.

I wish (that) / If only + subject + past simple

I wish I was rich.

When using the verb ‘be’, you can use ‘were’ for all persons.

I wish I were rich.  If only I were rich.

- To wish that something was happening at the moment.

I wish (that) / If only + subject + past continuous

If only this traffic was/were moving!

- To wish that something kept happening again and again, or to wish it could stop happening.

I wish (that) / If only + subject + would + past participle

I wish you would tidy up more often.

Often:  I wish (that) / If only + subject + would stop + verb-ing

I wish he would stop shouting.

I wish (that) / If only + subject + wouldn’t keep + verb-ing

I wish you wouldn’t keep hitting me.

- To wish that something in the past had happened in a different way.

I wish (that) / If only + past perfect

I wish I had studied for my exam!

If only I hadn’t argued with him!