

# GRAMMAR REFERENCE A2+

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## GRAMMAR Present simple

We use the present simple to talk about:

- a** general truths.  
*It **rains** a lot in winter here.*
- b** things we do regularly.  
*I **visit** my uncle every summer.*
- c** permanent states.  
*Uncle Omar **lives** on a farm.*

## GRAMMAR Adverbs of frequency

We use these adverbs to show how often we do something.

*My friends **sometimes** come to my house.*

**always** → **usually** → **often** → **sometimes** → **never**  
100% of the time ←————→ 0% of the time

Adverbs of frequency go before the main verb:

*They **never see** Grandad.*

**But** they go **after** the verb **be**:

*My friend **is never** on time.*

Except in a question:

***Is** your mum **always** so nice?*

You can ask questions with **How often**.

***How often** do you go on holiday?*

## GRAMMAR Present continuous

We use the present continuous to talk about:

- a** things that are temporary or are happening now or around now.  
*Uncle Dan **is eating** breakfast.*  
*He's **not having** tea with his breakfast.*
- b** fixed future plans.  
*I'm **visiting** my friend tomorrow.*  
***Are** you **coming** with us?*
- c** what is happening in a picture.  
*In this picture, the lion cub **is playing**.*  
***Is** its mother **sleeping** in the picture?*  
*No, she **isn't**.*

**Time expressions** now, at the moment, today, this morning, tomorrow

## GRAMMAR Present simple and present continuous

We use the present simple to talk about general truths, things we do regularly and permanent states.

*We **live** in a big house.*

We use the present continuous to talk about things that are temporary or are happening now or around now, for fixed future plans and to say what is happening in a picture.

*I'm **going out** with my cousin tomorrow.*

**Note:** There are some verbs that we don't use with continuous tenses. These are called **stative verbs** and they include *know, like, love, think, understand* and *want*.

## GRAMMAR Past simple (regular verbs)

We use the past simple for:

- a** things that started and finished in the past.  
*We **moved** here last year.*  
***Did** you **live** nearby?*  
*No, we **didn't**.*
- b** things that happened one after the other in the past.  
*We **cleaned** the house, **opened** the door and **walked** down the street.*
- c** habits in the past.  
*I **tidied** my bedroom every Friday night.*

**Time expressions**

yesterday  
last night/week/month/year  
two days/a month/a year ago  
in October/2007

## GRAMMAR Past simple (irregular verbs)

We do not add **-ed** for the past simple affirmative of irregular verbs.

*Mum **gave** my aunt a vacuum cleaner.*

*We **got** a new bookcase yesterday.*

## GRAMMAR Past continuous

We use the past continuous to:

- a** talk about things that were happening at a particular time in the past.  
*Last night we **were painting** pictures.*
- b** talk about two or more things that were happening at the same time in the past.  
*At eight o'clock, my little sister **was drawing** and I **was reading** a book.*
- c** to set the scene of a story.  
*It **was snowing** and we **were making** a snowman.*

### Time expressions

all day yesterday	last year
all morning	this morning
at 3 o'clock	at this time last week/year
last Thursday	from three o'clock till four

### Affirmative

I/he/she/it was walking  
you/we/they were walking

### Negative

I/he/she/it wasn't (was not) walking  
you/we/they weren't (were not) walking

### Questions

Was I/he/she/it walking?  
Were you/we/they walking?

### Short answers

Yes, I/he/she/it was.  
Yes, we/you/they were.  
No, I/he/she/it wasn't.  
No, we/you/they weren't.

## GRAMMAR Past simple and past continuous

We can use the past simple and the past continuous in the same sentence to:

- a** show one past action interrupted another one.  
*I **was watching** a film when I **heard** the doorbell.*
- b** tell a story in the past.  
*The divers **were taking** photos underwater when a shark **swam** by.*

We usually use *when* and *while* to connect the two actions. We use *when* before the past simple and *while* before the past continuous.

*We were playing football **when it started** to rain.  
I had a brilliant idea **while I was watching** television.*

## GRAMMAR Used to

We use **used to** to talk about:

- a** actions that happened often in the past but don't happen now.  
*We **used to go** to the gym every day.*
- b** states that existed in the past but don't exist now.  
*I **used to love** skiing but now I think it's boring.*

When we use a negative, we say **didn't use to**.  
*Dad **didn't use to** cook very often.*

We use a bare infinitive after **used to**.

### Affirmative

I/he/she/it/you/we/they used to play

### Negative

I/he/she/it/you/we/they didn't use to play

### Question

Did I/he/she/it/you/we/they use to play ... ?

### Short answers

Yes, I/he/she it/we/you/they did.  
No, I/he/she it/we/you/they didn't.

### GRAMMAR Much, many

We use **much** and **many** to describe quantities. We use **much** in negative sentences and questions with uncountable nouns and we use **many** in affirmative and negative sentences and questions with plural countable nouns.

*Guy hasn't got **much** lemonade.*

*There aren't **many** apples in the bowl.*

We use **How much/many ... ?** to ask about quantities of countable and uncountable things.

***How much** money have you got?*

***How many** bananas did you eat?*

### GRAMMAR A lot of, lots of, a few, a little

We use **a lot of** or **lots of** with countable and uncountable nouns in affirmative and negative sentences and questions.

*There are **a lot of** bananas on that tree.*

*There is **lots of** water in the jug.*

We use **a few** with countable nouns in affirmative sentences and questions.

*Robbie ate **a few** crisps.*

We use **a little** with uncountable nouns in affirmative sentences and questions.

*Is there **a little** milk in the fridge?*

### GRAMMAR Some, any, every, no

We use **some** and **any** when it isn't important how many people, things or places there are.

We use **some** for affirmative sentences and **any** for negative sentences and questions.

*I want **some** cakes, please.*

*There aren't **any** people at the table.*

We use **every** when we talk about all people, things or places. It has a positive meaning and we use it with a singular verb form.

***Every** restaurant in town is expensive.*

We use **no** when we talk about no person, thing or place. **No** has a negative meaning but we use it with an affirmative verb form.

*There were **no** sauces on the table.*

### GRAMMAR Indefinite pronouns

We use **somebody**, **something** and **somewhere** to talk about one person, thing or place in affirmative sentences.

***Somebody** ate my dinner.*

We use **anybody**, **anything** and **anywhere** to talk about one person, thing or place in negative sentences and questions.

*Is there **anything** for lunch? I'm really hungry.*

We use **everybody**, **everything** and **everywhere** to talk about all people, things or places but we use them with a singular verb form.

*I looked **everywhere**, but I didn't find the eggs.*

We use **nobody**, **nothing** and **nowhere** to talk about no person, thing or place. We use an affirmative verb with these words but the meaning of the sentence is negative.

*We're hungry because we had **nothing** for lunch.*

### GRAMMAR Present perfect simple

We use the present perfect simple to say what:

- a** started in the past and is still happening.  
*Sally's not at school. She's gone to the dentist.*
- b** has just finished.  
*I've just finished my homework. Now, let's play!*
- c** happened in the past without saying when.  
*The head teacher has been very busy this week.*
- d** happened in the past but affects the present.  
*He's broken his hand so he can't write.*

To form this tense, use *have* and the past participle of the main verb.

### GRAMMAR For, since, already, just, never

We use **for** to show a period of time and **since** to show when something started.

*I have been at this school for six months.*  
*They have been in class 5B since the autumn.*

We use **already** to show a time before now and **just** to talk about a recent event.

*We've already had a maths test this week.*  
*I've just had a brilliant idea.*

We use **never** to talk about things that haven't happened so far. We use an affirmative verb with **never** but the meaning is negative.

*I've never had a C in geography.*

### GRAMMAR Present perfect simple

#### Negative

I haven't (have not) eaten.  
He/She/It hasn't (he/she/it has not) eaten.  
We/You/They haven't (have not) eaten.

#### Questions

Have I eaten?  
Has he/she/it eaten?  
Have we/you/they eaten?

#### Short answers

Yes, I have. / No, I haven't.  
Yes, he/she/it has. / No, he/she/it hasn't.  
Yes, we/you/they have.  
No, we/you/they haven't.

### GRAMMAR Ever, yet

We use **ever** in questions to ask about things that have happened up to now. **Ever** comes before the past participle in the sentence.

*Have you ever been away on a school trip?*

We use **yet** with negatives and questions when we want to say *until now*. **Yet** comes at the end of the sentence.

*Have you cleaned the board yet?*  
*I haven't studied for my exam yet.*

### GRAMMAR Present perfect simple and How long

We can use **How long** with the present perfect simple to ask questions about the length of time something has happened.

*'How long have you lived here?' 'Three years.'*  
*'How long have you taught French?' 'Two months.'*

## GRAMMAR Past simple and present perfect simple

We use the past simple for:

- a** things that started and finished in the past.  
*I **hurt** my elbow last night.*
- b** things that happened one after the other.  
*I **opened** the door, **fell** on the floor and **hit** my head.*
- c** habits in the past.  
*When I was a child, I **wore** socks in bed.*

### Time expressions for past simple:

yesterday, last night/week/month/year,  
three days/a month/a year ago, in January/2014

We use the present perfect simple to talk about things that:

- a** started in the past and are still happening.  
*My leg **has hurt** for three days.*
- b** have just finished.  
*I **'ve just washed** my hands.*
- c** happened in the past but we don't say exactly when.  
*He **has fallen off** the horse twice.*
- d** happened in the past but have a result which affects the present.  
*I **'ve walked** all around the park, and now I'm tired.*

### Time expressions for present perfect simple:

ever, never, already, just, for, since, yet

## GRAMMAR Possessive pronouns

We use possessive pronouns when something belongs to someone or when someone has a particular relationship with something.

*That necklace is **mine**!*

A possessive pronoun replaces a possessive adjective and a noun.

*That's her medicine. = It's **hers**.*

We can also use possessive pronouns with *so* to agree with someone.

*'My hands are cold.' 'So are **hers**.'*

*'My head hurts.' 'So does **mine**.'*

### Possessive adjectives

my his her your our their

### Possessive pronouns

mine his hers yours ours theirs

## GRAMMAR Future simple

We use the future simple:

- a** for predictions about the future.  
*It **will rain** all day tomorrow.*
- b** for decisions that we make now.  
*I'll **look after** the plants.*
- c** for offers, promises and warnings.  
*Don't touch that dog, it **will bite** you.*
- d** to ask someone for help.  
***Will** you **feed** the birds, please?*
- e** after **think** and **be sure**:  
*I'm **sure** the soil **will be** wet.*

## GRAMMAR Be going to

We use **be going to**:

- a** to talk about future plans and intentions.  
*I'm **going to be** in Costa Rica in June.*
- b** to predict that something will happen when we have some proof or information.  
*It's **going to rain** later. They said so on TV.*

## GRAMMAR Gerunds

Gerunds are nouns which we make from verbs.

We add **-ing** to the verb to form them.

We can use gerunds:

- a** as the subject of a sentence.  
***Playing** with snakes can be dangerous.*
- b** as the object of a sentence.  
*I like **running** in the fields.*
- c** after prepositions.  
*I'm not very good at **looking** after plants.*
- d** after verbs such as **can't stand**, **dislike**, **like**, **love**, **enjoy**, **miss**, **hate** and **remember**.  
*I **enjoy feeding** the squirrels.*

## GRAMMAR Question tags

We use question tags:

- a** to confirm our opinion.  
*This forest is amazing, **isn't it**?*
- b** when we are pretty sure that what we say is true.  
*You've got a big garden, **haven't you**?*

We make question tags with an auxiliary verb and a subject pronoun. We use the auxiliary verb that we use for the tense in the main part of the sentence.

*Those dogs aren't running, **are they**?*

For affirmative sentences in the present simple we use **do/does** and for sentences in the past simple we use **did**.  
*They didn't go to see the turtles, **did they**?*

When the sentence uses a verb in the affirmative, we use a negative question tag. When the sentence uses a verb in the negative, we use an affirmative question tag.

*We go to the park often, **don't we**?*  
*He hasn't been to Bora Bora this year, **has he**?*

We can use question tags in all tenses and with modal verbs.  
*Elephants can swim, **can't they**?*

## GRAMMAR First conditional

We use the first conditional to talk about something which will probably happen in the present or in the future. Sentences in the first conditional have two clauses. The *if* clause uses *if* followed by the present simple, and the result clause uses the future simple.

**If we recycle** batteries, **we will help** the environment.

In the first conditional, one or both of the clauses can be negative.

*If you **don't recycle**, we **will have** a lot of rubbish!*

*If we **don't look after** our beaches, they **won't be** clean.*

We can ask questions with first conditional sentences with and without question words:

*What will happen if we destroy the environment?*

*Will this rubbish smell bad if we leave it here?*

**Note:** It doesn't matter which clause comes first, but if we put the *if* clause first then we use a comma. If the result clause comes first, we don't use a comma.

*If you grow flowers, your garden will be beautiful.*

*Your garden will be beautiful if you grow flowers.*

## GRAMMAR Second conditional

We use the second conditional:

**a** to talk about something that cannot happen in the present or the future.

***If I had** a garden, **I'd be** very happy!*

**b** to talk about something that is unlikely to happen in the present or the future.

*That plant **would die if** you **watered** it twice a day.*

**c** to give advice.

***If I were** you, **I'd start** recycling.*

Sentences in the second conditional have two clauses. The *if* clause uses *if* followed by the past simple and the result clause uses **would** followed by a bare infinitive.

***I wouldn't destroy** that **if I were** you.*

In the second conditional, one or both of the clauses can be negative.

*The city **would be** very dirty if we **didn't recycle**.*

*If we **didn't keep** our beaches clean, they **wouldn't be** nice.*

We can ask questions with second conditional sentences with and without question words:

*What would happen to the animals if there was a fire in the forest?*

*Would they throw away plastic bottles if they didn't see a bin?*

**Note:** We usually use **were** instead of **was** after the first and third person singular.



## GRAMMAR Have to

We can use **have to** to talk about obligation in the present, the future and the past.

We use a bare infinitive after **have to**.

*You will **have to** go to the city centre.*

*Yesterday we **had to** walk home because we missed the bus.*

## GRAMMAR Must

We use **must** to talk about obligation in the present and the future. We use a bare infinitive after **must**.

*You **must** buy a ticket for the bus.*

*We **mustn't** be late tomorrow.*

**Must** you make so much noise? Yes, I **must**.

**Note:** We use **don't have to** to show that something isn't necessary but we can choose to do it if we want.

*You **don't have to** buy books – there's a library in town.*

We use **mustn't** when we want to say we are not allowed to do something.

*You **mustn't** throw rubbish in the street.*

## GRAMMAR Can and could

We use **can** for the present and the future to:

**a** talk about ability.

*We **can** climb walls.*

**b** ask for and give permission.

**Can** I touch the statue, please?

*You **can't** eat or drink in the museum.*

**c** talk about what is possible.

*You **can** walk around the park all day.*

We use **could** to talk about ability and possibility in the past.

*He **could** walk when he was one year old.*

*We **couldn't** see the theatre from the park.*

We use a bare infinitive after **can** and **could**.

## GRAMMAR Might

We use **might** to talk about possibility.

*It **might** rain tomorrow.*

We use a bare infinitive after **might**.

*If you don't like noise, you **might not** have fun in the city.*

## GRAMMAR Should

We use **should** to ask for and give advice.

*You **should** be careful in the city at night.*

**Should** I turn right at Bank Street?

We use a bare infinitive after **should**.

*They **shouldn't** talk so much during the film.*

## GRAMMAR Present simple passive

We use the passive voice:

**a** when we are more interested in the action than the person doing it.

*A lot of televisions **are made** in China.*

**b** when we don't know who does the action.

*The news **is shown** every hour.*

**c** when it is obvious who does the action.

*Television **is watched** in a lot of countries.*

If we want to talk about the person doing the action, we use **by**:

*The news **isn't read by** a local reporter.*

We make the present simple passive with **am**, **are** or **is** and the past participle of the main verb.

## GRAMMAR Past simple passive

We make the past simple passive with **was** or **were** and the past participle of the main verb.

## GRAMMAR Comparatives and superlatives

We use the comparative form to compare two or more people, animals or things. We often use the word **than** after the comparative form.

We add **-er** to short adjectives.

*A bus is **faster than** a bicycle.*

We don't add **-er** to long adjectives, but we use the word **more** before the adjective.

*Travelling by train is **more interesting than** travelling by boat.*

We can use (**not**) **as** + adjective + **as** to compare two things.

*The bus is **as cheap as** the tram.*

*This seat **isn't as comfortable as** that one.*

We use the superlative form to compare a person, an animal or thing with many other people, animals or things. We add **-est** to short adjectives and use the word **the** before the adjective.

*These tickets are **the cheapest**.*

We don't add **-est** to long adjectives, but we use the word **most** before the adjective.

*These tickets are **the most expensive**.*

Look at these irregular forms:

Adjective	Comparative	Superlative
good	<b>better</b>	<b>the best</b>
bad	<b>worse</b>	<b>the worst</b>

## GRAMMAR Too and enough

We use **too** to show that there is more of something than we need and that this is a problem. It is followed by an adjective.

*The bus is **too slow**, so let's get the metro.*

We use **enough** to show that there is as much of something as we need. It comes after an adjective.

*I've washed the car.*

*Is it **clean enough** now?*

We can also use **enough** before uncountable nouns and plural countable nouns to show that there is less of something than we need and that this is a problem.

*I didn't have **enough money** for a taxi.*

*Did we buy **enough tickets** for everyone?*

## GRAMMAR Both, either, neither

We use **both**, **either** and **neither** to talk about two people, animals or things.

We use **both** with affirmative verbs. It means *one and the other*.

*I have travelled by **both** train **and** bus.*

***Both** cities have got good railways.*

We use **either** with affirmative and negative verbs. It means *one or the other*. It is followed by **or** or **of**.

*You can use **either** a ticket **or** a travel card.*

*I can't use **either of** these means of transport.*

We use **neither** with affirmative verbs, but it has got a negative meaning. It means not one and not the other. It is followed by **nor** or **of**.

***Neither** a taxi **nor** a car is a good choice.*

***Neither of** the trams was on time.*

## GRAMMAR Adverbs of manner

We use adverbs of manner to describe how we do something. We make most adverbs by adding **-ly** to the adjective, but if the adjective ends in **-y**, we take off the **-y** and add **-ily**:

Adjective	Adverb
quick	quick <b>ly</b>
lazy	laz <b>ily</b>

*The artist paints **beautifully**.*

*The detective caught the thief **easily**.*

Some adverbs are irregular:

Adjective	Adverb
hard	hard
fast	fast
high	high
right	right
wrong	wrong
good	well

## GRAMMAR Relative clauses

We use relative clauses to give more information about people, animals and things. A relative clause begins with a relative pronoun or adverb. We use **who** for people, **which** for animals and things and **where** for places.

*She's the woman **who** manages the restaurant.*

*I work for a company **which** makes toys.*

*Is this the city **where** Uncle Jim works?*