GRAMMAR REFERENCE AND PRACTICE

1.1 TENSE REVIEW (SIMPLE AND CONTINUOUS) (PAGE 3)

SIMPLE TENSES			
Simple present			
I get up at 8. He gets up at 8.	I don't get up at 8. He doesn't get up at 8	Do you get up at 8? Does he get up at 8?	Yes, I do. / No, I don't Yes, he does. / No, he doesn't.
Simple past			
I went to work 8.	I didn't go to work.	Did you go to work?	Yes, I did. / No, I didn't.
Present perfect			
I've done this before. He's done this before.	I haven't done this before. He hasn't done this before.	Have you ever done this before? Has he ever done this before?	Yes, I have. / No, I haven't. Yes, he has. / No, he hasn't.

CONTINUOUS TENSES			
Present continuous			
I'm reading. You're reading She's reading.	I'm not reading. You aren't reading. She isn't reading.	Are you reading? Is she reading?	Yes, I am. / No, I'm not. Yes, she is. / No, she isn't.
Past continuous			
I was eating. You were eating. It was eating.	I wasn't eating. You weren't eating. It wasn't eating.	Were you eating? Was it eating?	Yes, I was. / No, I wasn't. Yes, it was. / No, it wasn't.
Present perfect continuous			
I've been waiting. He's been waiting.	I haven't been waiting. He hasn't been waiting.	Have you been waiting? Has he been waiting?	Yes, I have. / No, I haven't. Yes, he has. / No, he hasn't.

1.2 DYNAMIC AND STATIVE VERBS (PAGE 5)

Stative and dynamic verbs

Dynamic verbs describe actions (*go*, *sleep, talk*). They can be used in the continuous form to describe:

- an action in progress: I'**m working** on a community art project.
- a plan: I'**m interviewing** three candidates tomorrow.

Stative verbs are generally not used with continuous forms. They describe:

- personal qualities (*be*): They'**re** responsible. She'**s** polite.
- preferences (*like, love, hate, want, need*): We **need** someone who's polite. She **wants** to be successful.
- opinions (*believe, think*): I **think** we have the right person.

Most verbs can be dynamic or stative, depending on the context.

Dynamic	**Stative**
She'**s being** very careful.	She'**s** very responsible.
I'**m thinking** of looking for a new job.	I **think** curiosity is a good quality.
I'**m having** lunch with her tomorrow.	I **have** too much to do.

Stative verbs that describe mental activity *(know, understand, want, need)* are always stative.

2.1 REAL CONDITIONALS (PAGE 13)

Real conditional sentences	
Conditional sentences are made up of two parts: the condition (*if* clause) and the result. The clauses can go in either order. When the condition comes first, use a comma to separate it from the result.	
***If* + present, present**	
Use *if* + present, present to talk about a possible situation and to describe general truths, facts, and habits.	
Condition	**Result**
Even **if** a vegetable **doesn't look** good,	Chef Barber **makes** it taste great.
***If* + present, imperative**	
Use *if* + present, imperative to tell someone what to do.	
Condition	**Result**
If it **tastes** good,	**eat** it!
If* + present, *will / be going to / might	
Use *if* + present, *will / be going to / migh*t to talk about possible future results.	
Condition	**Result**
If you **prefer** flavor to good looks, **If** you **like** good food, **If** Chef Barber **serves** it,	you**'ll** love his food. you**'re going to** love Chef Barber's restaurant. I **might** try it.

3.1 *TOO* AND *ENOUGH* (PAGE 23)

too and *enough*		
	too	*enough*
with nouns	My commute took **too much time**.	We don't have **enough time**.
with adjectives	I was **too busy**.	The suburban lifestyle wasn't **exciting enough**.
with adverbs	I have to work **too hard**.	He doesn't work **hard enough**.
with verbs	My apartment **costs too much**.	I don't **earn enough**.

3.2 MODIFYING COMPARISONS (PAGE 25)

Modifying comparative adjectives.		
It's	**a whole lot** **way** **a bit** **a little**	easier (than something else).
Modifying comparative structures		
It's	**just** **nearly** **almost** **nowhere near**	as expensive as (the other one).
Modifying superlative adjectives.		
It's	**by far**	the (best coffee).

4.1 MODALS OF SPECULATION (PAGE 35)

Modals expressing certainty	
This **must** be an authentic jersey.	This **must not** be an authentic jersey.
	This **can't** be an authentic jersey.
Modal expressing uncertainty	
This **may** be an authentic jersey.	This **may not** be an authentic jersey.
This **might** be an authentic jersey.	This **might not** be an authentic jersey.
This **could** be an authentic jersey.	

4.2 SUBJECT AND OBJECT RELATIVE CLAUSES (PAGE 37)

Subject relative clauses
In subject relative clauses, the *relative pronoun* is the subject of the relative clause and is always followed by a <u>verb</u>.
Small stories ***that / which*** <u>grow</u> **into something bigger** are found all over the internet.
The young boy ***who / that*** <u>made</u> **his own Messi jersey** captured the world's attention.
Object relative clauses
In object relative clauses, the *relative pronoun* is the object of the relative clause and is always followed by a <u>noun or pronoun</u>.
He met the man (***who / that***) <u>he</u> **admired more than anyone else**.
Viral stories can be big stories (***that / which***) <u>we</u> **share with the world**.
He got to travel to Qatar ***where*** <u>his dreams</u> **came true.**
In object relative clauses the relative pronouns *that*, *which*, and *who* can be omitted.

5.1 PAST PERFECT (PAGE 45)

Past perfect

To form the past perfect use *had* and a past participle.
  She **hadn't shown** her stories to anybody.
Use the past perfect to talk about things that happened before another event in the past.
  The previous owners **had died** mysteriously before we moved in.
  (The first owners died, then we moved in sometime later.)
When there are two completed events in the past, use the simple past for the more recent event.
  I'd never written a novel. I had no idea where to start.

Questions and short answers
Had he ever **written** a novel? Yes, he **had**. / No, he **hadn't**.

5.2 *WAS/WERE GOING TO*; *WAS/WERE SUPPOSED TO* (PAGE 47)

was/were going to; was/were supposed to		

These forms describe an action that was planned in the past. They are often used to say that a plan didn't happen.
  We **were going to** get together, but she texted to say she couldn't come.
  We **were supposed to** get together, but she texted to say that she couldn't come.
They are often followed by *but* + an explanation of why the plan didn't happen.		

Affirmative	**Negative**	**Question**
We **were going to** see a movie (but we didn't).	We **weren't going to** see a movie (but we did).	**Were** you **going to** see a movie?
I **was supposed to** work last weekend (but I didn't).	You **weren't supposed to** work last weekend (but you did).	**Was** he **supposed to** work last weekend?

6.1 PRESENT AND PAST PASSIVE (PAGE 55)

Present and past passive
Use passive verb forms to focus on an action, rather than on who or what performs the action.

We use *by* to say who or what does the action in a passive sentence.
  The cafés are used by lots of people in the community.
Sometimes we use the passive if the person who does the action is not known or is not important.
  These dogs and cats were abandoned in our neighborhood.
The object of the active sentence is the subject of the passive sentence.
  Lots of people use these **cafés.** ➜ These **cafés** are used by lots of people.

Reported statements

To report and summarize what someone said, we use a past reporting verb. We often report the words in a past tense, too.

"I **feel** much closer to my family." ➜ He **explained** that he **felt** much closer to his family.

"Their use **has multiplied** in recent years." ➜ They **reported** that their use **had multiplied** in recent years.

To report instructions we use a reporting verb + person + (*not*) *to* + verb. We can also use other types of verbs like *persuade* or *convince*.

"Buy a cell phone!" ➜ They **told / persuaded us to buy** a cell phone.

8.1 PRESENT UNREAL CONDITIONALS (PAGE 77)

Present unreal conditionals		
Present unreal conditionals refer to imagined present or future situations. They have two parts:		
The _if_ clause introduces or describes an **imagined situation**		The main clause asks about or discusses **an imagined reaction**
The verb is in the simple past, but it does NOT refer to a past time.		Use the modal verb _would_ or _might_ + verb for statements, questions, and short answers.
Statement	If I **didn't have** a family, If I **was/were** single, Even if you **paid** me a million dollars	I**'d do** it. I **might do** it. I **wouldn't do** it.
Question	If you **saw** this job ad,	**would** you **click** on the link?
Short answers	Yes, I **would** / **might**.	No, I **wouldn't**.

When the _if_ clause comes first, it ends with a comma:
    If you wanted a new job, would you look online?
 When the main clause comes first, no comma is necessary:
    Would you look online if you wanted a new job?
 In the _if_ clause, you can use either _was_ or _were_ with _I, he, she, it_:
    If he were/was single, he'd do it.
    If it were/was a full-time job, I'd take it.
    I'd accept the job if I was/were you.		

8.2 _I WISH_ (PAGE 79)

I wish
We use _I wish_ to express a desire for something to be different, or feelings of sadness or regret.
Talking about the present: use the simple past.   I **don't have** any free time ➔ I wish I **had** more free time.

Talking about the future: use the simple past, the past continuous, or modal verbs _would_ and _could_.
    I **work** every weekend. ➔ I wish I **didn't work** every weekend.
    I**'m working** this weekend ➔ I wish I **wasn't working** next weekend.
    I **can't take** time off. ➔ I wish I **could take** time off.

Talking about the past: use the past perfect.   I **didn't study** for the exam. ➔ I wish I **had studied** for the exam.

9.1 PROHIBITION, PERMISSION, OBLIGATION (PRESENT) (PAGE 87)

Prohibition, permission, obligation (present)	
We can use a range of expressions to talk about permission, prohibition, and obligation in the present.	
Prohibition	You **may not / aren't allowed to / aren't supposed to** wear a hoodie. note: *may not* and *be (not) required to* are stronger than *be (not) supposed to*
Permission	You **are allowed to** / **may** bring your guide dog inside.
Obligation	You **are supposed to** / **are required to** wear a seatbelt. note: *be required to* is stronger than *be supposed to*

9.2 PROHIBITION, PERMISSION, OBLIGATION (PAST) (PAGE 89)

Prohibition, permission, obligation (past)	
We can use a range of expressions to talk about permission, prohibition, and obligation in the past.	
Permission	*could, were allowed to*
Prohibition	*couldn't, were not allowed to*
Obligation	*had to, were required to, were supposed to* note: *were required to* is stronger than *were supposed to*

10.1 PAST UNREAL CONDITIONALS (PAGE 99)

Past unreal conditionals		
Past unreal conditionals refer to imagined past situations. They have two parts:		
The _if_ clause introduces or describes an **imagined situation.**		The main clause asks about or discusses **an imagined result.**
The verb is in the past perfect, but it refers to a hypothetical time, NOT a past time.		Use the modal verb _would_ + _have_ + past participle for statements, questions, and short answers.
Statement	If I **had studied** more in college,	I **would have gotten** better grades.
	If they **hadn't dug** a well,	they **wouldn't have found** the terracotta army.
Question	If you **had studied** more,	**would** you **have gotten** better grades?
Short answers	Yes, I **would** / **might have**.	No, I **wouldn't** / **might not have**.
When the _if_ clause comes first, it ends with a comma:		
If you had gone with us, you would have seen it for yourself.		
When the main clause comes first, no comma is necessary:		
You would have seen it for yourself if you had gone with us.		
Use _might_ instead of _would_ when you're not sure about the result:		
You might have learned something if you had gone with us.		

10.2 MODALS OF PAST PROBABILITY (PAGE 101)

Modals of past probability
We use _should have_ to evaluate or criticize past actions.
I **should have bought** that apartment. = It was a mistake not to buy that apartment.
I **shouldn't have made** that mistake.
We use _could / might have_ to talk about something that was possible but didn't happen. You can use _couldn't have_ to talk about something that wasn't possible.
I **could have worked** harder, but I didn't bother.
I **couldn't have caught** that plane. I woke up too late.
We often contract _have_ when using past modals in speech but not in writing.
"You **should've told** me you were busy."
"I **shouldn't've gone** out last night."

12.1 ADDING EMPHASIS (PAGE 119)

Adding emphasis		
To add emphasis, you can start a statement with a phrase that alerts the listener to the special information about to come. The emphasis phrase usually takes one of two forms:		
What I + verb (+ *about*) **OR** *The thing I* + verb (+ *about*)		
The verb *be* (in the appropriate form) connects the emphasis phrase with the thing you want to emphasize or point you want to make.		
emphasis phrase	***be***	**point/thing you want to emphasize**
What I love about Spanish food	is	all the different kinds of tapas.
The thing I enjoy about running	is	getting outside in the fresh air.
What I didn't know	was	the door was locked!
The thing I liked most about living in California	was	the weather.