

Irregular verbs

	Base form	Past simple	Past participle	Translation
1	awake	awoke	awoken	se réveiller
2	be	was/were	been	être
3	beat	beat	beaten	battre
4	begin	began	begun	commencer
5	bite	bit	bitten	mordre
6	blow	blew	blown	souffler
7	break	broke	broken	casser
8	bring	brought	brought	apporter
9	build	built	built	construire
10	buy	bought	bought	acheter
11	catch	caught	caught	attraper
12	choose	chose	chosen	choisir
13	come	came	come	venir
14	cost	cost	cost	coûter
15	cut	cut	cut	couper
16	do	did	done	faire
17	deal (with)	dealt	dealt	s'occuper de
18	dig	dug	dug	creuser
19	dream	dreamt	dreamt	rêver
20	draw	drew	drawn	dessiner
21	drink	drank	drunk	boire
22	drive	drove	driven	conduire
23	eat	ate	eaten	manger
24	fall	fell	fallen	tomber
25	feed	fed	fed	nourrir
26	feel	felt	felt	sentir, ressentir
27	fight	fought	fought	se battre
28	find	found	found	trouver
29	fly	flew	flown	voler (dans les airs)
30	forget	forgot	forgotten	oublier
31	forgive	forgave	forgiven	pardonner
32	freeze	froze	frozen	geler
33	get	got	got	recevoir
34	give	gave	given	donner
35	go	went	gone	aller
36	grow	grew	grown	grandir
37	hang	hung	hung	pendre
38	have	had	had	avoir
39	hear	heard	heard	entendre
40	hide	hid	hidden	cacher
41	hit	hit	hit	frapper
42	hold	held	held	tenir
43	hurt	hurt	hurt	blessar
44	keep	kept	kept	garder
45	know	knew	known	connaître
46	lay	laid	laid	mettre, poser
47	lead	led	led	mener
48	leave	left	left	quitter
49	lend	lent	lent	prêter
50	let	let	let	laisser

51	lie	lay	lain	être allongé
52	lose	lost	lost	perdre
53	make	made	made	faire, fabriquer
54	mean	meant	meant	vouloir dire
55	meet	met	met	rencontrer
56	pay	paid	paid	payer
57	put	put	put	mettre
58	quit	quit	quit	démissionner
59	read	read	read	lire
60	ride	rode	ridden	rouler
61	ring	rang	rung	sonner
62	rise	rose	risen	augmenter
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	seek	sought	sought	chercher
67	sell	sold	sold	vendre
68	send	sent	sent	envoyer
69	set	set	set	se coucher (soleil)
70	sew	sewed	sewn	coudre
71	shake	shook	shaken	secouer
72	shine	shone	shone	briller
73	shoot	shot	shot	tirer (arme à feu)
74	show	showed	shown	montrer
75	sing	sang	sung	chanter
76	sink	sank	sunk	couler
77	sit	sat	sat	être assis
78	sleep	slept	slept	dormir
79	slide	slid	slid	glisser
80	speak	spoke	spoken	parler
81	spend	spent	spent	dépenser
82	spread	spread	spread	étendre
83	stand	stood	stood	être debout
84	steal	stole	stolen	voler, dérober
85	stick	stuck	stuck	coller
86	strike	struck	stricken	frapper, heurter
87	swear	swore	sworn	jurer
88	sweep	swept	swept	balayer
89	swell	swelled	swollen	gonfler
90	swim	swam	swum	nager
91	swing	swung	swung	balancer
92	take	took	taken	prendre
93	teach	taught	taught	enseigner
94	tear	tore	torn	déchirer
95	tell	told	told	raconter
96	think	thought	thought	penser
97	wear	wore	worn	porter (vêtements)
98	weep	wept	wept	pleurer
99	win	won	won	gagner
100	write	wrote	written	écrire

NB: les TP's doivent être connus avec une prononciation correcte!
les traductions données sont les plus fréquentes (pas les seules)

GRAMMAR REFERENCE B2

UNIT 1.

A. Present simple.

1. We form the present simple like this:

	<u>Positive form</u>	<u>Negative form</u>	<u>Questions</u>	<u>Short answers</u>
Sg. 1	I <u>know</u> .	I <u>don't</u> (do not) know.	<u>Do</u> I know?	Yes, I <u>do</u> . / No, I <u>don't</u> .
2	You <u>know</u> .	You <u>don't</u> (do not) know.	<u>Do</u> you know?	Yes, you <u>do</u> . / No, you <u>don't</u> .
3 M.	He <u>knows</u> .	He <u>doesn't</u> (does not) know.	<u>Does</u> he know?	Yes, he <u>does</u> . / No, he <u>doesn't</u> .
F.	She <u>knows</u> .	She <u>doesn't</u> (does not) know.	<u>Does</u> she know?	Yes, she <u>does</u> . / No, she <u>doesn't</u> .
N.	It <u>knows</u> .	It <u>doesn't</u> (does not) know.	<u>Does</u> it know?	Yes, it <u>does</u> . / No, it <u>doesn't</u> .
Pl. 1	We <u>know</u> .	We <u>don't</u> (do not) know.	<u>Do</u> we know?	Yes, we <u>do</u> . / No, we <u>don't</u> .
2	You <u>know</u> .	You <u>don't</u> (do not) know.	<u>Do</u> you know?	Yes, you <u>do</u> . / No, you <u>don't</u> .
3	They <u>know</u> .	They <u>don't</u> (do not) know.	<u>Do</u> they know?	Yes, they <u>do</u> . / No, they <u>don't</u> .

- We add -s after he / she / it.
- We use "do / does" to ask a question.
- We use "don't / doesn't" in the negative form.

2. Spelling:

- If a verb ends in -ch, -sh, -ss, -x or -o, we add -es (watches, finishes, fixes, goes)
- If a verb ends in a consonant + -y, we use -ies after he/she/it (tries, studies BUT plays !!!)
- Irregular verbs: to be / to have

3. Pronunciation:

- The ending "s" is pronounced /z/ after vowels and voiced sounds:
/b/, /d/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/ (goes, stands, runs)
- The ending "s" is pronounced /s/ after most unvoiced sounds:
/p/, /t/, /k/, /f/, /θ/ (stops, looks, starts)
- The ending "es" is pronounced /IZ/ after /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/ (pushes, uses, watches)

4. We use the present simple to:

- to talk about things that happen regularly (habits and routines in the present)
I listen to music every day.
- to talk about general and scientific facts, general truths
She comes from France. / I don't speak Spanish. / Water boils at 100°.
- to talk about a permanent situation
My parents live in London. (They've been there for 20 years.)

B. Present continuous.

1. We form the present continuous like this:

	<u>Positive form</u>	<u>Negative form</u>	<u>Questions</u>	<u>Short answers</u>
Sg. 1	I <u>am working</u> .	I'm not working.	<u>Am</u> I working?	Yes, I <u>am</u> . / No, I'm not.
2	You <u>are working</u> .	You <u>aren't</u> working.	<u>Are</u> you working?	Yes, you <u>are</u> . / No, you <u>aren't</u> .
3 M.	He <u>is working</u> .	He <u>isn't</u> working.	<u>Is</u> he working?	Yes, he <u>is</u> . / No, he <u>isn't</u> .
F.	She <u>is working</u> .	She <u>isn't</u> working.	<u>Is</u> she working?	Yes, she <u>is</u> . / No, she <u>isn't</u> .
N.	It <u>is working</u> .	It <u>isn't</u> working.	<u>Is</u> it working?	Yes, it <u>is</u> . / No, it <u>isn't</u> .
Pl. 1	We <u>are working</u> .	We <u>aren't</u> working.	<u>Are</u> we working?	Yes, we <u>are</u> . / No, we <u>aren't</u> .
2	You <u>are working</u> .	You <u>aren't</u> working.	<u>Are</u> you working?	Yes, you <u>are</u> . / No, you <u>aren't</u> .
3	They <u>are working</u> .	They <u>aren't</u> working.	<u>Are</u> they working?	Yes, they <u>are</u> . / No, they <u>aren't</u> .

- to be in the present simple + -ing form
- 2. Spelling of the -ing form:
 - We generally add -ing to the verb (working, eating, seeing, doing, playing, trying)

- If a verb ends in -e: -e → -ing (having, making)
 - If a verb ends in -ie: -ie → -ying (dying, lying)
 - If a verb ends with consonant - vowel - consonant in a stressed syllable, the last consonant is doubled ('sit → sitting, 'run → running, be'gin → beginning BUT 'visit → visiting)
3. Certain verbs are generally NOT used in the continuous. Here are some examples: believe, understand, know, want, need, prefer, like, love, hate, belong, see, hear, realise, suppose, mean, remember, forget, seem, have (meaning "possess"), think (meaning "believe"). (See E)
4. We use the present continuous to:
- talk about things that are happening NOW (with time expressions such as *now*, *at the moment*, *currently*...)

What are you doing? - *I'm listening to music.*
 - to talk about temporary actions or situations

I'm living with some friends until I can find a flat.
 - actions that happen very often and annoy the speaker

My little brother is always shouting.
 - planned future actions

I'm seeing the doctor at 2 pm.

C. Present simple vs. present continuous.

Present Simple

Present Continuous

1	We use the Present Simple for things that are true at any time. We use it for a general truth, or a fact: <i>Things fall to the ground because of gravity.</i> <i>Ann doesn't play the violin very well, but she plays the piano beautifully.</i>	We use the Present Continuous to say that an action is in progress now, at the time we speak: <i>Look! The leaves are falling from the trees.</i> <i>Listen! Ann's playing the piano; she's playing something by Beethoven.</i>
2	We use the Present Simple when we talk about a permanent situation, or an activity that is repeated again and again. We think that it will continue for an unlimited time: <i>What does Fred do? ~ Fred's a journalist; he writes for a geographical magazine.</i> <i>I work for a company that makes computers.</i> <i>We sell them all over the world.</i> <i>Mary usually studies in the library.</i> <i>I stay with friends when I go on business trips to Japan.</i>	We use the Present Continuous to describe a current activity or situation that is unusual or temporary. We know it will continue for a limited period of time from now: <i>Fred is writing four articles about Africa. He did two yesterday. He'll do the rest tomorrow.</i> <i>I don't usually work at the weekends, but I'm working on Saturdays at the moment.</i> <i>Mary's studying at home. The library is shut.</i> <i>Sue and Martin are staying in a friend's flat until they find a flat of their own.</i>
3	We use the Present Simple with words like always, usually, often etc. when we talk about how often we do something: <i>Mary sometimes studies at home, but she usually works in the library.</i>	We can use the Present Continuous with always to say that something happens too often: <i>Tom is always asking stupid questions.</i> <i>They're always complaining.</i>

D. State and action verbs.

- Some verbs are not usually used in the continuous because they describe states, not actions. These are usually:
 - Verbs of feeling and liking: *like, dislike, love, hate, want, prefer, need*
 - Verbs of thinking: *know, understand, believe, remember, mean, think (= have an opinion), see (= understand), realise, suppose, forget*
 - Verbs of the senses: *look, seem, sound, hear, see, smell, feel, appear*
 - Verbs of possession: *have, own, belong*
- Be careful! Some verbs can describe a state and an action. When they describe a state, they are not used in the continuous.

I have two sisters. → state; not in the continuous

I'm having a bath. → action; can be used in the continuous

E. Present perfect simple.

- We form the present perfect simple like this:

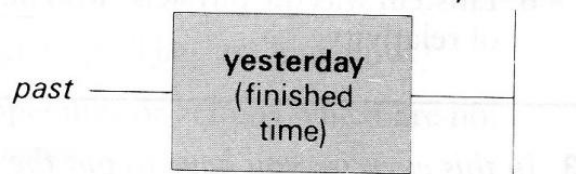
	Positive form	Negative form	Question	Short answer
I/you/we/they	I've worked I have worked I've gone I have gone	I haven't worked I have not worked I haven't gone I have not gone	Have you worked? Have you gone?	Yes, I have. No, I haven't. Yes, I have. No, I haven't.
He/she/it	He's worked He has worked He's gone He has gone	He hasn't worked He has not worked He hasn't gone He has not gone	Has he worked? Has he gone?	Yes, he has. No, he hasn't. Yes, he has. No, he hasn't.

→ "have" in the present simple + **past participle** of the main verb

- We use the present perfect simple to talk about:
 - an action that started in the past and continued up to the present.
I've worked in this school for 10 years. (And I still do.)
 - an action that started and finished in the past and that has results in the present.
I've lost my key. (And now I can't enter my house.)
 - things we've experienced in our life
I've swum with dolphins.
- We often use the present perfect simple with **ever** and **never**.
Have you ever been to the USA? - No, I've never been to the USA.
- We often use the present perfect simple with **since** and **for**.
 - We use "for" for a period of time.
I've worked in this school for 10 years.
 - We use "since" to talk about a period from some time in the past to now.
I've worked in this school since 2011.
 - NB: if you can use the time expression in "cela fait... que", use "for"; if you can't, use "since".
I've worked in this school 10 years. → cela fait 10 ans que → OK → for
I've worked in this school 2011. → cela fait 2011 que → not OK → since

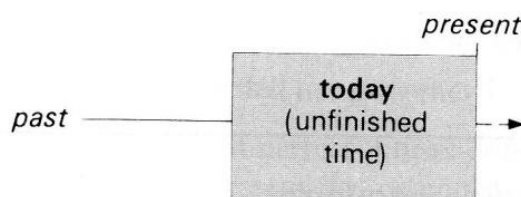
F. Present perfect vs. past simple.

- We use the past simple:
 - to ask questions with **What time? When?** etc, and to make statements about when things happened.
*What time **did** the plane **land**? It **landed** at 5 o'clock.*
*When **did** Elvis Presley **die**? He **died** in 1977.*
 - for historical events.
*Shakespeare **wrote** "Hamlet".*
 - when we are talking about a finished time in the past (for example: yesterday, 2 years ago, last week, in 1990, when I was a child...)
***Did** you **see** the film on television last night?*
*Mr. Smith **retired** from his job 3 years ago.*
*Tom **lost** his key, but now he has found it.*



⇒ the time of the action is important.

- We use the present perfect simple:
 - when we are talking about an unfinished time in the past. We are not thinking of the action in the past, we are thinking of the present result of the action.
*Tom **has lost** his key. He is looking for it but he can't find it.*
*I **haven't shaved** this morning.*



- NB: recent events are often introduced with the present perfect, and then the past simple (or other past tenses) are used to give details. (For example in news report)



⇒ the time of the action is not important.

6. Present perfect continuous.

- We form the present perfect continuous like this:

	Positive form	Negative form	Questions	Shorts answers
I / we / you / they	have been working	haven't been working	Have I / we / you / they been working?	Yes, I have. No, I haven't.
He / she / it	has been working	hasn't been working	Has he / she / it been working?	Yes, he has. No, he hasn't.
	Have/has + been + ing-form	Haven't/hasn't + been + ing-form	Have/has + subject + been + ing-form	

- We use the present perfect simple

- to talk about a past activity that is now **completed**.
 - Anna **has mended** her bike. (= She can ride it now)
 - to say **how much** we have done, **how many things** we have done, or **how many times** we have done something.
 - Lisa **has written** 10 letters today.
 - How many pages of that book **have you read**?
 - Jim **has played** tennis 3 times this week.
 - to talk about **short actions** with have, stop, break, cut, ...
 - Tony **has had** an accident.
 - I've **cut** my finger.
 - with verbs of **thinking** (know, decide, forget, notice, ...)
 - I'm sorry. I've **forgotten** your name.
 - to talk about the **last time** that something happened.
 - I **haven't eaten** meat for 2 years.
3. We use the **present perfect continuous**
- when we want to emphasise the **process** and **duration** of an action. We often use **time expressions** to say **how long the activity has been in progress**.
 - **Have you been working** in the garden all day?
 - She's **been writing** the book since she was in her twenties and at last it's finished.
 - to emphasise that an activity is **ongoing and repeated**:
 - Joseph **has been kicking** a football against the wall all day.
 - The workers **have been calling** for the chairman's resignation.
4. We **don't use** the continuous with verbs such as belong, know, (dis)like, understand... that describe **unchanging states**.
- **Have you known** each other long?
 - I **have liked** ice cream since I was a child.

H. Gerunds and infinitives.

- We use **to + infinitive** after these verbs:
afford - dare - decide - deserve - want - hope - learn - mean - offer - pretend - promise - refuse - seem - expect - choose - have (= must)
 I **promised to take** the children to the zoo.
 I **want to become** an engineer.
- We use a **gerund** (= ing-form) after these verbs:
avoid - dislike - enjoy - finish - give up - imagine - keep - practise - (don't) mind - (can't) stand - feel like - suggest - miss
 I **can't imagine living** in the city.
 You should **avoid talking** about your problems all the time.
- These verbs can usually take a gerund or to + infinitive with no difference in meaning.
begin - continue - hate - intend - like - love - prefer - start - help
 Jenny **likes to stay** at home. = Jenny **likes staying** at home.
 But after **would hate, would like, would love** or **would prefer**, we use **to + infinitive**.
 I'd **love to see** him again.
- We can use to + infinitive or a gerund after these verbs, but the meaning is different.

remember

Remember **to go** to the bank.
She remembers **going** to the bank.

= Remember that you must go to the bank.
= She remembers that she went to the bank.

forget

Don't forget **to call** Mrs Smith.
I'll never forget **swimming** with dolphins.

= Remember that you must call her.
= I swam with dolphins and I'll always remember it.

stop

I stopped **to play** football.
I stopped **playing** football.

= I stopped in order to play football.
= I was playing football and I stopped.

UNIT 2.

A. Past simple (regular verbs).

1. We form the past simple like this:

	Positive form	Negative form	Questions	Shorts answers
I / he / she / it / we / you / they	walked	didn't walk	Did I / he / she / it / we / you / they walk?	Yes, I did . No, I didn't .
	Base form + -ed	didn't + base form	did + subject + base form	

2. Spelling:

- With verbs ending in **-e**, we add, **-d** (live → lived)
- With verbs ending with a **consonant + -y**, we change the -y to **-ied** (try → tried)
- With verbs that end with **one vowel + consonant**, we **double the consonant if the last syllable is stressed** (stop → stopped ; pre'fer → preferred BUT 'visit → visited)
- We do not double the consonant when it is a -y, a -w or an -x

3. Pronunciation:

- The ending "ed" is pronounced /d/ after vowels or voiced consonants/b/, /g/, /v/, /l/, /z/, /m/, /n/, /ŋ/, /ð/, /ʒ/, /dʒ/
→ travelled, agreed, played, lived,...
- The ending "ed" is pronounced /t/ after unvoiced consonants/p/, /f/, /k/ /s/, /θ/, /ʃ/, /tʃ/
→ worked, missed, watched, stopped,...
- The ending "ed" is pronounced /Id/ after /t/ or /d/
→ started, visited, ended, demanded,...

4. We use the past simple:

- for finished events in past time.
→ We went to a concert yesterday.
We often use it with past time expressions like at 8 o' clock, last month, in 2005,...
- to talk about repeated events or habits in the past.
→ When George was young, he always walked to school.
- to tell a story in past time, for successive actions in the past.
→ I got up, had a shower, got dressed, had breakfast and left for school.

B. Past continuous.

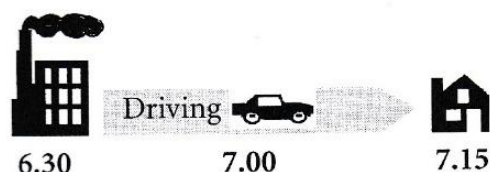
1. We form the past continuous like this:

	Positive form	Negative form	Questions	Short answers
I	was working	wasn't working	Was I working?	Yes, I was. No, I wasn't.
You	were working	weren't working	Were you working?	Yes, you were. No, you weren't.
He / She / It	was working	wasn't working	Was he working?	Yes, he was. No, he wasn't.
We	were working	weren't working	Were we working?	Yes, we were. No, we weren't.
You	were working	weren't working	Were you working?	Yes, you were. No, you weren't.
They	were working	weren't working	Were they working?	Yes, they were. No, they weren't.

2. We use the past continuous for an action or situation that was in progress at a particular time in the past (e.g. at 7 p.m., in 2010...)

A: Was were you doing at 7 o' clock?

B: I was driving home from work.



C. Past simple vs. past continuous.

We use the Past Simple to talk about a complete event in the past: <i>Last Saturday morning, Paul played football in the park.</i> past now Paul played football. Here are some more examples: <i>On Sunday I made a cake.</i> <i>It rained a lot on Saturday morning.</i>	We use the Past Continuous to talk about an action that was in progress, when something else happened: <i>Last Saturday, Paul was playing football in the park when he saw Jane.</i> past now Paul was playing football. He saw Jane. Here are some more examples: <i>The phone rang while I was making a cake.</i> <i>It was raining when we left home.</i>
We often use the Past Simple to talk about one event that followed another event: <i>When Ann James left university, she went to work for a bank. She left the bank after five years, and wrote a book which ...</i>	In a story we often use the Past Continuous to say what was in progress, when something happened: <i>The sun was shining. People were sitting under the trees or walking around the park. Suddenly a car drove into the park ...</i>

D. Used to / would.

- We use "used to" or "would" to talk about a past situation or habit in the past that continued for months or years, and to emphasize that the situation today is different.
*Jill **used to live** in Ireland. Now, she lives in England.*
*At that time, they **used to / would travel** by train.*
- We cannot use "would" for past states or situations, only for past actions.

- We make negative sentences and questions with "did + use to".

*Did Alan **use to** cycle to school?*

*Sue **didn't use to** like black coffee.*

E. Past perfect simple.

- We form the past perfect simple like this:

	Positive form	Negative form	Questions	Shorts answers
I / he / she / it / we / you / they	had walked	hadn't walked	Had I / he / she / it / we / you / they walked?	Yes, I had. No, I hadn't.
	"had" + past participle	"hadn't" + past participle	"Had" + subject + past participle	

- When we talk about a situation or event in past time, we use the past simple. If we talk about an event before that time, we use the past perfect simple.

*We **didn't need to** queue because I **had** already **bought** the tickets.*

F. Past simple vs. past perfect simple.

- When we talk about an event or situation in past time we use the past simple; if we talk about an event before that time, we use the past perfect.

*We **didn't need to** queue because I **had** already **bought** the tickets.*

- If we talk about a series of past events in order, we use the past simple.

*I **saw** a bird in my garden. I **went** to get my camera. When I **returned** with my camera, the bird **flew** away. (= the bird went after I returned)*

We need the past perfect to make it clear that one of the events is not in order.

*I **saw** a bird in my garden. I **went** to get my camera. When I **returned** with my camera, the bird **had flown** away. (= the bird went before I returned)*

- The past perfect is also often used in reported speech (in the past).

*"I **have suffered** from asthma for many years".*

*She told the doctor that she **had suffered** from asthma for many years.*

G. Past perfect continuous.

- We form the past perfect continuous like this:

	Positive form	Negative form	Questions	Shorts answers
I / he / she / it / we / you / they	had been doing	hadn't been doing	Had I / he / she / it / we / you / they been doing?	Yes, I had. No, I hadn't.
	"had" + been + -ing form	"hadn't" + been + -ing form	"Had" + subject + been + -ing form	

- We use the past perfect continuous to talk about actions that happened before another action or actions in the past. It gives importance to the duration of an activity.

*I was tired because I **had been studying** all night.*

UNIT 3.

A. Future tenses: present simple / present continuous / going to / will.

We can talk about future time with different verb forms.

1. Present simple.

- We use the present simple to talk about future events that are part of some timetabled or programmed arrangements or routine and for fixed, unchangeable events.

*The sun **rises** at 5.16 tomorrow.*

*The train **arrives** at 8.45.*

2. Present continuous.

- We use the present continuous to talk about a future arrangement that we have made with someone else.

*I'm **seeing** the doctor at 10.00. (I've made an appointment).*

3. "Going to" + base form

- We use "going to" to talk about events in the future that are in our control, **after we've decided** what to do (intention).

*I'm **going to watch** Dancing with the Stars on television tonight.*

(I had already decided before I spoke)

- We also use "going to" to predict a future event when this **prediction** is based on some **evidence in the present**.

*Look at the sky! It's **going to rain**!*

I can predict it's going to rain because the sky is cloudy in the present.

4. "Will" / "won't" + base form

- We use "will / won't" to talk about events in the future that are in our control, **at the time we decide** what to do.

*Can somebody help me, please? - Yes, I'll **do** it.*

- We also use "will / won't" to predict a future event when this **prediction** is based on **your own experience or opinion**.

*Tom **won't pass** his exam. He hasn't done any work for it.*

- We use "will / won't" to:

- **offer** to do something → *That bag looks heavy? I'll **help** you with it.*
- **accept** or **refuse** to do sth → *Can I have my book back? - I'll **bring** it back tomorrow.*
- **promise** to do sth → *I'll **phone** you as soon as I arrive.*
- **ask** someone to do sth → ***Will** you **shut** the door, please?*
- **order** in a restaurant → *I'll **have** pizza, please.*

B. Future continuous.

- We form the future continuous like this:

	Positive form	Negative form	Questions	Shorts answers
I / he / she / it / we / you / they	will be doing	won't be doing	Will I / he / she / it / we / you / they be doing?	Yes, I will. No, I won't.
	will + be + - ing-form	won't + be + - ing-form	will + subject + be + -ing-form	

→ to be in the future simple + -ing form

2. Certain verbs are generally NOT used in the continuous. (see previous lessons)
3. We use the future continuous to talk about activities in progress at a particular time in the future. The activities are in progress and so they are unfinished.

Tomorrow at 7, I'll be flying to New York.

C. Future perfect simple.

1. We form the future perfect simple like this:

	Positive form	Negative form	Questions	Shorts answers
I / he / she / it / we / you / they	will have done	will not/won't have done	Will I / he / she / it / we / you / they have done?	Yes, I will. No, I won't.
	will + have + past participle	will not/won't + have + past participle	will + subject + have + past participle	

➔ to have in the future simple + past participle

2. We use the future perfect to talk about activities that will be finished by a certain time in the future.

We often use the preposition *by* with the future perfect simple. It means "some time before".

Tomorrow by 6 pm, I'll have arrived in New York.

D. Future perfect continuous.

1. We form the future perfect continuous like this:

	Positive form	Negative form	Questions	Shorts answers
I / he / she / it / we / you / they	will have been doing	will not/won't have been doing	Will I / he / she / it / we / you / they have been doing?	Yes, I will. No, I won't.
	will + have + been + -ing	will not/won't + have + been + -ing	will + subject + have + been + -ing	

➔ to have in the future simple + been + -ing form

2. We use the future perfect continuous to talk about how long an activity has been in progress before a particular moment in the future.

We often use the preposition *by* with the future perfect continuous. It means "at that point".

By 8 pm I'll have been revising history for five hours!

UNIT 4.

A. Comparative and superlative adjectives.

1. We use comparatives to compare 2 or more things or people that are different in some way.

*London is **bigger** than Brussels.*

We use superlatives to describe a thing or person that is at the upper or lower limit of the quality.

*The **cheapest** seats are at the back.*

2. Comparatives and superlatives of superiority:

We add -er / -est to one-syllable adjectives	cheap long	cheaper longer	the cheapest the longest
We add -r / -st to adjectives that end with -e	late	later	the latest
With short adjectives that end with one vowel and one consonant, we double the consonant	big hot	bigger hotter	the biggest the hottest
We don't double -w	few	fewer	the fewest
We use more / the most before adjectives of two or more syllables	expensive beautiful	more expensive more beautiful	the most expensive the most beautiful
With two-syllable adjectives ending with -y, we change -y to -ier / -iest	happy easy	happier easier	the happiest the easiest
Irregular adjectives	good bad far little	better worse further less	the best the worst the furthest the least

3. Comparatives and superlatives of inferiority:

We use **less** + **adjective** + **than** (comp) or **the least** + **adjective** (superl).

*The film is **less good** than the book.*

*This article is **the least interesting**.*

4. Comparatives of (in)equality:

We use (not) **as** + **adjective** + **as**.

*Animals aren't **as intelligent as** humans.*

5. We use **too** to say that something is excessive. It is not the same as **very** because it has a negative meaning. **Too** comes before the adjective.

*He's **very** kind. (= positive) Yes, but sometimes he's **too** kind. (= negative)*

6. We use **enough/not enough** to say that something is sufficient/not sufficient. It comes after adjectives and before nouns.

*He's old **enough**.*

*I've got **enough** food for everybody.*

7. We use **to** + **infinitive** after **too/enough**.

*He's intelligent **enough to win** a Nobel Prize.*

*It's **too good to be** true!*

8. We use **the** + **comparative**, **the** + **comparative** to talk about two things that happen together (one thing depends on the other).

***The faster** I run, **the more tired** I feel.*

9. We use **comparative** + **and** + **comparative** to talk about situations that are increasing.

*Things are getting **worse and worse**.*

B. Comparative and superlative adverbs.

1. We use adverbs to describe how someone or something does an action.

*Peter plays the violin **beautifully**.*

We use adjectives to describe people or things.

*That violin is **beautiful**!*

2. We form most regular adverbs by adding **-ly** to the adjective.

slow → slowly bad → badly

If the adjective ends with -y, the adverb ends with **-ily**.

happy → happily easy → easily

If the adjective ends with -ble, the adverb ends with **-bly**.

comfortable → comfortably

3. Some adverbs are irregular; they do not end with -ly.

good → well

fast → fast

hard → hard

late → late

4. We form the comparative and superlative of regular adverbs with **more** (comp) and **the most** (superl).

*You should do your work **more carefully**.*

*Sarah writes **the most neatly**.*

5. Some adverbs have an irregular comparative and superlative forms.

well	better	the best	soon	sooner	the soonest
fast	faster	the fastest	near	nearer	the nearest
hard	harder	the hardest	early	earlier	the earliest
late	later	the latest	badly	worse	the worst
long	longer	the longest	little	less	the least

C. Remember! Extreme adjectives.

1. Adjective are words that describe the qualities of something. They are gradable, which means you can have different degrees or levels of these qualities.

For example, the weather can be cold, *a bit cold*, *rather cold*, *very cold* or *extremely cold*.

2. Extreme adjectives mean **extremely** + adjective.

For example, *freezing* means **extremely cold**.

3. Special rules for extreme adjectives:

- Extreme adjectives are not gradable, which means we cannot use them with modifiers such as *very*, *extremely*, *immensely*, *intensely*, *hugely*, *a little*, *a bit*, *fairly*, *slightly*, *rather*...

To give additional emphasis to extreme adjectives, we use **absolutely**, **completely**, **utterly**.

I'm absolutely furious. / I'm completely exhausted.

The words **really** and **pretty** can be used with both regular and extreme adjectives.

This room is pretty dirty / pretty filthy.

The bus is really crowded / really packed.

- We don't usually use the comparative and superlative forms with extreme adjectives.

4. Regular and extreme adjectives: list.

Regular adjectives	Extreme adjectives
angry	furious
bad	awful, terrible, horrible
big	huge, giant, gigantic
cold	freezing
crowded	packed
dirty	filthy

funny	hilarious
good	fantastic, wonderful, excellent
hot	boiling
hungry	starving
interesting	fascinating
old	ancient
pretty	gorgeous
scary	terrifying
small	tiny
tired	exhausted
ugly	hideous

D. Articles.

1. We use *a/an*

- with singular countable nouns, when we mention something for the first time, or to say that the person or thing is one of a number of people or things.

*I've got **a** computer. It's **a** laptop.*

- to say what somebody's profession is.

*He's **a** scientist.*

- with these numbers: 100, 1,000, 1,000,000.

*There were over **a** hundred people at the party.*

- in exclamations about singular countable nouns.

*What **a** beautiful day!*

2. We use *the*

- with countable (singular and plural) and uncountable nouns, to refer to something or somebody previously mentioned.

*I've got a computer. **The** computer is really fast.*

- to talk about specific things or people.

***The** computer I bought was quite cheap.*

- to talk about something unique, that there is only one of.

***the** sun, **the** government, **the** floor, **the** world*

- with superlative adjectives and adverbs; with *first* and *last*.

***the** best thing, **the** first person*

- to talk about:

- inventions
- species of animal
- oceans and seas
- mountain ranges
- island groups
- areas
- rivers
- deserts
- hotels
- cinemas and theatres
- newspapers
- national groups
- UK, USA, Netherlands

*When was **the** light bulb invented?*

***The** tiger is now an endangered species.*

*We went on holiday to an island in **the** Aegean Sea.*

*Which are higher: **the** Andes or **the** Dolomites?*

*I'd love to go to **the** Seychelles.*

*She comes from **the** North of England.*

*We took a boat along **the** River Thames to the London Eye.*

***The** Sahara Desert is growing every year.*

*We spent a week staying at **the** Hilton in New York.*

*I saw "Romeo and Juliet" at **the** Globe Theatre.*

*I usually read **the** Guardian.*

***The** British are known for being rather reserved.*

*My aunt lives in **the** USA.*

3. We do not use an article

- with plural countable nouns or uncountable nouns when we are talking about people or things in general.
Scientists say that animals have complex brains.
- to talk about:
 - continents *They're travelling across Africa.*
 - countries *Have you been to Brazil?*
 - mountains *They have reached the summit of Mount Everest.*
 - lakes *What country is Lake Tanganyika in?*
 - villages, towns, cities *I was born in Rome.*
 - streets, roads, etc. *Oxford Street is a very busy shopping street.*
 - magazines *I usually read "Hello" magazine.*
 - illnesses (but a headache) *I had chickenpox and measles when I was a child.*
- in the following expressions:
 - to/at/from school/university/college
 - in/to class
 - to/in/into/from church
 - to/in/into/out of prison/hospital/bed
 - to/at/from work
 - for/at/to breakfast/lunch/dinner
 - by car/bus/bicycle/plane/train/tube/boat
 - on foot

E. Ability in the past, present and future.

- We generally use **can** and **can't (cannot)** to talk about ability in the present. We use **be able to** in its present form to suggest we can do something special, that is not easy.
 - *I can swim quite well. I'm able to swim for an hour without stopping.*
- We generally use **will/won't be able to** to talk about ability in the future.
 - *With more training, I'll be able to run a marathon.*
- We can also use **can** to talk about future plans and arrangements.
 - *I can finish the project tomorrow if I plan my time care*
- When we need an infinitive or gerund to talk about ability, we use **to be able to** or **being able to**. We cannot use **can**.
 - *I'd love to be able to draw well.*
 - *I love being able to walk to the gym.*
- To talk about general ability in the past, we use **could**.
 - *I could speak English when I was just five years old*
- To talk about the ability to do something on one specific occasion in the past, we use **was/were able to, managed to** + infinitive or **succeeded in** + gerund. We can use their negative forms to talk about inability.
 - *Last week he was able to break/managed to break/ succeeded in breaking the world record.*
- We can use the negative form **couldn't** to talk about both general ability or one specific occasion.
 - *I couldn't speak English when was lust five years old.*
 - *Last week he couldn't break the world record.*
- In the past, we use **could** with verbs of the senses (e.g. see, hear, feel, smell, taste) to talk about general ability or one specific occasion.
 - *It was very dark but I could see something moving.*

UNIT 5.

17

A. Modal verbs of obligation, prohibition and advice - present.

- We use **have to** to talk about things which are obligatory or necessary, often imposed on us by other people and authorities.
*In England pupils **have to** wear a uniform.*
- We use **don't have to** to talk about things which are not obligatory or necessary.
*In Belgium pupils **don't have to** wear a uniform.*
- We use **must** to talk about rules, regulations and obligations, that often come from ourselves.
*I **must** go if I don't want to be late.*
- We use **mustn't** to talk about prohibitions.
*You **mustn't** smoke at school. It's forbidden.*
- We use **need to** to talk about things which are obligatory or necessary.
*I **need to** go to the dentist. I've got toothache.*
- We use **don't need to** or **needn't** to talk about things which are not obligatory or necessary. With *needn't* we do not use *to* before the infinitive.
*You **don't need to** go/**needn't** go to the shops. We've got enough food.*
- We use **are/aren't allowed to** to talk about things that are permitted/prohibited.
*They **aren't allowed to** print money.*
- We use **can't** to refuse permission.
*The children **can't** do what they like.*
- We use **should/shouldn't/ought to/had better** to give and ask for advice and recommendations. *Had better* is especially for when we think we should do something because it's a good idea. *Ought to* and *had better* are slightly less common in negative and question form.
*You **should** go to the doctor. They **had better** not be late.*

B. Modal verbs of obligation, prohibition and advice - past.

- We use **had to** to talk about things which were obligatory or necessary.
- We use **didn't have to** to talk about things which were not obligatory or necessary.
- We use **needed to** to talk about things which were obligatory or necessary.
- We use **didn't need to** to talk about things which were not obligatory or necessary.
Maybe we did them or maybe we didn't.
- We use **needn't have + past participle** to talk about things that were not obligatory or necessary, but we did them.
- We use **wasn't/weren't allowed to** to talk about past prohibitions.
- We use **couldn't** to talk about things that were prohibited or not possible.
- We use **should/ought to + past participle** or **shouldn't have + past participle** to criticize past actions or to say that they were a mistake.

C. Modal verbs of speculation and deduction - present and future.

- We use **must** when we are 90% certain that something is true.
- We use **may, might, could, may not, mightn't** when there is a 50% possibility that something is (not) true.
- We use **can't** when we are 90% certain that something is not true.

D. Modal verbs of speculation and deduction - past.

- We use **must have** when we are 90% certain that something was true.

B. Unless, as long as, provided/providing (that), in case.

1. unless = if... not, except if
*We won't be able to swim **unless** the swimming pool is open.*
2. as long as, providing/provided (that) = if, only if
*We'll be able to swim **as long as/provided/providing (that)** the swimming pool is open.*
3. in case = because maybe
*We'll take our swimming costumes **in case** the swimming pool is open.*

C. I wish / If only.

- We use **I wish/if only + the past** to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.
***I wish I was** on the beach right now.*
- We use **I wish/if only + the past perfect** to talk about past situations that we would have liked to be different. It expresses regrets.
***If only I hadn't spent** all my money last week.*
- We use **I wish/if only with would/wouldn't + infinitive** to talk about somebody's habitual behaviour that we want to criticize and change.
*My dad smokes. **I wish he wouldn't do it.***