



# A1 CHAPTER 1 SECTION 2

## NOMINATIVE CASE

The **subject** is always in the **nominative case**.

The **subject** shows who or what does the *action* (VERB).

The <b>subject</b> can only be:	a noun	a pronoun	a noun phrase
For example:	the boy	he	the first boy

A **noun** is a word that names a person, place, thing or idea.

### Concrete nouns:

	people	places	things
For example:	woman	the city	the number

Things you **can** touch, see, hear, smell, or taste.

### Abstract nouns:

	ideas	concepts	emotions
For example:	love	time	happiness

Things you **cannot** touch, see, hear, smell, or taste.

A **pronoun** takes the place of a **noun**. Instead of saying "My mom and I," I can say "we."

## SUBJECT PRONOUNS

I	1st person singular
you	2nd person singular
he	3rd person singular (masculine)
she	3rd person singular (feminine)
it	3rd person singular (neutral)
we	1st person plural
you*	2nd person plural or formal
they	3rd person

\*In English, there is only one "you." We do not differentiate between "you" informal and "you" formal. When speaking to a group of people, we can say the collective "you."

You will also hear people use the expressions "you all" and "you guys." It is more common in the southern states to hear the conjunction "y'all" for "you all." Also, "I" is always capitalized - no matter where it is in the sentence.

# A1 CHAPTER 1 SECTION 2

## PERSONAL PRONOUNS + VERB "TO BE"

I am

Where **are you** from?  
**I am** from the United States of America.

you are (you singular, plural and formal)

Where **are you** from?  
**I am** from the U.S.

he is  
she is  
it is

Where **is he** from?  
**He is** from America.

we are

Where **are you all** from?  
(Where **are you guys** from?)  
**We are** from the States.

they are

Where **are they** from?  
**They are** from the USA.

### Examples of questions asking where someone is from:

Where are you from?

Where do you come from?

What country are you from?



Section 3  
Contractions

## A1 CHAPTER 1 SECTION 3

### TALKING ABOUT AGE + VERB "TO BE" WITH SINGULAR PRONOUNS

How old **are you**?

**I am** 15 years old.

**Are you** also 15 years old?

Yes, **I am**.

No, **I am** 16 years old.

How old **is he**?

**He is** 5 years old.

How old **is she**?

**She is** 10 years old.

How old **is it**?

**It is** 20 years old.

## A1 CHAPTER 1 SECTION 3

### CONTRACTIONS + VERB "TO BE"

**What is** your name?

**What's** your name?

**Who is** that?

**Who's** that?

**That is** Joe.

**That's** Joe.

**It is** nice to meet you.

**It's** nice to meet you.

**I am** Becky.

**I'm** Becky.

**You are** old.

**You're** old.

**He/She/It is** 15.

**He's/She's/It's** 15.

**We are** from here.

**We're** from here.

**They are** not from here.

**They're** not from here.



Section 1  
Subject



Section 2  
Verb

## A1 CHAPTER 2 SECTION 1

### SUBJECT

S = **SUBJECT**

For example: The **class** is fun.

The **SUBJECT** is a noun, pronoun, or noun phrase.

The **subject** shows what the sentence is about. It answers the question, "Who or what is doing the action?"

Example 1: I play soccer. (Ask: Who plays soccer?)

**SUBJECT = I**

Example 2: Basketball is a fun sport. (Ask: What is a fun sport?)

**SUBJECT = Basketball**

## A1 CHAPTER 2 SECTION 2

### VERB

V = **VERB**

The **VERB** shows action or state of being.

**Verbs** express action.

**To be verbs** indicate a state of being.

The **verb** must be conjugated to match the subject.

For example: We play soccer.  
(Ask: What is the action?) **Verb = play**

For Example: Nick reads a lot.  
(Ask: What is the action?) **Verb = reads**



## A1 CHAPTER 2 SECTION 2

### REGULAR VERB CONJUGATION

In the present simple, conjugate the verb to match the subject of the sentence. The **he, she, it** forms need an **-s** at the end of the verb.

I live

**I live** in Maryland.

you live

**You live** in Annapolis, Maryland.

he lives

**He lives** in Maryland as well.

she lives

**She** also **lives** there.

it lives

**It lives** in their house with them.

we live

**We live** in Baltimore, Maryland.

you live

**You live** in Ocean City, Maryland.

they live

**They live** in Washington, D.C., which is located in Maryland.

### IRREGULAR VERB CONJUGATION

The **he, she, it** forms need an **-es** at the end of the verb when the verb ends with : -o, -s, -ch, -sh, -x, -z = add an **-es**.

I go

**I go** to Maryland.

you go

**You go** to Annapolis, Maryland.

he goes

**He goes** to Maryland as well.

she goes

**She** also **goes** there.

it goes

**It goes** with them.

we go

**We go** to Baltimore, Maryland.

you go

**You go** to Ocean City, Maryland.

they go

**They go** to Washington, D.C., which is located in Maryland.

\*Some verbs, like **to be** or **to have** are completely irregular, and you simply need to memorize them.



Section 2  
Verb Negation



Section 3  
Direct Object



Section 3  
Word Order

## A1 CHAPTER 2 SECTION 2

### VERB NEGATION ("not" + verb)

To make a verb negative, add **do** or **does** followed by **not** and then the infinitive of the verb (original form of the verb).

\*Exception: The state of being verb **to be** does not need the 'do/does'. Simply add **not** after the verb.

Example 1: I **do not** play cards  
(I **don't** play cards.)

Example 1: I **am not** happy. (I'm **not** happy.)

Example 2: He **does not** dance.  
(He **doesn't** dance.)

Example 2: He **is not** excited. (He **isn't** excited.)

## A1 CHAPTER 2 SECTION 3

### DIRECT OBJECT

D.O. = DIRECT OBJECT

The **DIRECT OBJECT** is a noun, pronoun, or noun phrase.

It is a person or thing directly receiving the action of the verb.

The **direct object** answers the question 'Whom or what is receiving the action of the verb?'

For example: I play **soccer**. (Ask: What do I play?)  
Nick likes **Becky**. (Ask: Whom does Nick like?)

**Direct Object = soccer**  
**Direct Object = Becky**

## A1 CHAPTER 2 SECTION 3

### WORD ORDER: STATEMENTS

STATEMENT WORD ORDER  
**S V O**

**S** = Subject

**V** = Verb

**O** = Object or Other

('Other' can be many things such as: adjectives or prepositional phrases)

	Subject	Verb	Object
Example 1:	I	like	computers.
	Subject	Verb	Object
Example 2:	He	plays	an instrument.
	Subject	Verb	Other
Example 3:	She	is not	scared.



# A1 CHAPTER 2 SECTION 3

## WORD ORDER: CLOSED QUESTIONS

Closed Questions are also called Yes / No questions because they only have two possible responses:  
**Yes or No.**

When you write a yes/no question, you must use a capital letter for the first word of the question, and add a question mark at the end.

Closed Question Word Order  
Verb **to be**

**QV S O**

**QV** = Question Verb **to be**  
**S** = Subject  
**O** = Object or Other

Closed Question Word Order  
Verb **to do**

**QV S V O**

**QV** = Question Verb **to do**  
**S** = Subject  
**V** = Verb  
**O** = Object or Other

For example: Verb **to be**

<b>QV</b>	<b>S</b>	<b>O</b>
QUESTION VERB	SUBJECT	OBJECT
Am	I	happy?
Are	you	
Is	he	
Is	she	
Is	it	
Are	we	
Are	they	

For example: Verb **to do**

<b>QV</b>	<b>S</b>	<b>V</b>	<b>O</b>
QUESTION VERB	SUBJECT	VERB	OBJECT
Do	I	play	cards?
Do	you		
Does	he		
Does	she		
Does	it		
Do	we		
Do	they		



## A1 CHAPTER 2 SECTION 3

### WORD ORDER: HOW TO ANSWER A CLOSED QUESTION

When you answer a question with **yes** (in the affirmative) it looks like this:

QUESTION	Are you happy?	Do you play cards?
ANSWERS	Yes, I am happy.	Yes, I do play cards.
	Yes, I am.	Yes, I do.
	Yes.	Yes.

When you answer a question with **no** (in the negative) it looks like this:

QUESTION	Are you happy?	Do you play cards?
ANSWERS	No, I am not happy.	No, I do not play cards.
	No, I am not. (No, I'm not.)	No, I do not. (No, I don't.)
	No.	No.





## Section 1

### Nouns

# A1 CHAPTER 3 SECTION 1

## SINGULAR AND PLURAL NOUNS

### REGULAR NOUNS

Most singular **NOUNS** form the plural by adding **-s**. Ex. sibling - siblings, parent - parents

Nouns ending in **ch, s, sh, x, z** form the plural by adding **-es**. Ex. bus - buses, box - boxes

Nouns ending in a **consonant 'y'** form the plural by dropping the **'y'** and adding an **-ies**.  
Ex. family - families, baby - babies

Nouns ending in a **vowel 'y'** form the plural by adding **-s**. Ex. boy - boys, day - days

### IRREGULAR NOUNS

There are some irregular plurals. They do not follow specific rules. They simply need to be memorized. Here are some of the most common: woman - **women**, man - **men**, child - **children**, wife - **wives**

There are some irregular plurals that do not change. Ex. fish - **fish**, sheep - **sheep**

# A1 CHAPTER 3 SECTION 1

## POSSESSION USING AN APOSTROPHE (')

### SINGULAR NOUNS

You can make most singular nouns possessive by adding **'s**. Ex. Grace's father, Mark's cat, Ben's sister

### PLURAL NOUNS

If a noun is plural and ends in **-s** make it possessive by only adding an apostrophe at the end.  
Ex. the boys' parents, his brothers' names

For other plural words that do not end in **-s**, add **'s** to make it possessive.  
Ex. the children's friends, men's sports

### EXCEPTIONS

With two or more **names**, only add **'s** to the **last name** in the series.  
Ex. Jack and **Anna's** father      Sophia, Claire and **Olivia's** mother

You do not use an **'s** after **things**.  
Ex. What is the **book's** name? - **What is the name of the book?**



Section 2  
Articles



Section 2  
Adjectives

## A1 CHAPTER 3 SECTION 2

### INDEFINITE AND DEFINITE ARTICLES

#### Indefinite Article: **a** or **an**

It is used when you discuss unspecified things or people.

The indefinite article **a** is used before a consonant sound:

For example: **a** video game, **a** man, **a** computer

The indefinite article **an** is used before a vowel sound:

For example: **an** instrument, **an** adult, **an** aunt

For example:

We know **a** man who is from Texas.

I play **an** instrument.

Do you have **a** board game?

#### Definite Article: **the**

It is used when you discuss a specific object.

For example:

**The** computer is on.

Can you put the cards on **the** table?

**The** dog is happy.

#### No Article:

You do not use an article with:

- countries, states, counties, or provinces, lakes and mountains.

(Exception to the rule: you do use an article with a collection of states such as "**the** United States".)

- plural nouns: He plays video games.

## A1 CHAPTER 3 SECTION 2

### POSSESSIVE ADJECTIVES

#### Possessive Adjectives:

- Take the place of a definite or indefinite article to show possession (to whom the noun belongs).

For example: That is **the** family. - That is **my** family.

- Are used with both singular and plural nouns. For example: my board game, my board games

Subject Pronouns	Possessive Adjectives	Examples
I	my	I like <b>my</b> friends.
you	your	Do you like <b>your</b> glasses?
he	his	He likes <b>his</b> shoes.
she	her	She likes <b>her</b> computer.
it	its	The dog likes <b>its</b> collar.
we	our	We like <b>our</b> grandparents.
they	their	They like <b>their</b> cards.



## A1 CHAPTER 3 SECTION 3

### DESCRIPTIVE ADJECTIVES

Descriptive adjectives describe people or things. They can appear after **be** or before a noun.

<b>subject</b>	+	<b>be</b>	+	<b>adjective</b>
The man		<b>is</b>		<b>tall.</b>
My grandparents		<b>are</b>		<b>short.</b>

<b>subject</b>	+	<b>verb</b>	+	<b>adjective</b>	+	<b>noun</b>
We		like		<b>big</b>		<b>dogs.</b>
Their team		has		a <b>tall</b>		<b>boy.</b>

Adjectives do not change to match (masculine/feminine, singular/plural) the noun or pronoun they describe.

**Singular** = The boy is **tall**.  
**Plural** = The boys are **tall**.

**Singular** = the **tall** boy  
**Plural** = the **tall** boys



# A1 CHAPTER 4 SECTION 1

## PREPOSITIONS OF PLACE (in, on, under)

A preposition can be used to show where something is located.  
The verb **to be** is used in these sentences.

### Statement Formation

**subject + to be + preposition of place + object**

### EXAMPLES

**IN** - **In** is used to locate something enclosed in a space.

The textbook is **in** the backpack.



**ON** - **On** is used when something touches a surface.

The pencil is **on** the notebook.



**UNDER** - **Under** is used to show that something is beneath and covered by something else.

The chairs are **under** the table.





# A1 CHAPTER 4 SECTION 1

## DEMONSTRATIVE ADJECTIVES (this, that, these, those)

The demonstrative adjectives, **this/that/these/those**, tell us where an object is located and how many objects there are. These adjectives go in front of a noun.

For example: **this** class or **that** teacher - **these** pencils and **those** pens

### POINT TO ONE OBJECT (Singular): this and that

**This** points to something nearby or "here".

For example: **This** class is fun.

**That** points to something further away or "over there".

For example: **That** teacher is intelligent.

### POINT TO MORE THAN ONE OBJECT (Plural): these and those

**These** points to something nearby or "here".

For example: **These** beginner classes are easy.

**Those** points to something further away or "over there".

For example: **Those** advanced classes are difficult.

Demonstrative Adjectives can also be used as Demonstrative Pronouns:  
When **this, that, these** and **those** are used as pronouns instead, they stand alone.

Singular examples:

**That** is fun.  
**This** is difficult.

Plural examples:

**These** are new.  
I do not want to take **those**.



# A1 CHAPTER 4 SECTION 2

## ORDINAL NUMBERS

Ordinal numbers are used to show the order of things/people or to define the thing's/person's position in a series.

1. Add **-th** to the cardinal number to form the ordinal number.

For example: four = fourth seven = seventh

2. Add the last two letters of the written word to the figure.

For example: 4 = 4th 7 = 7th

3. There are some irregulars:

The cardinal numbers 1, 2 and 3 are irregular as ordinal numbers.

1 - first - 1st 2 - second - 2nd 3 - third - 3rd

The cardinal numbers 5, 8, 9, 12 and those ending in 'y' have irregular spellings.

5 = fifth 8 = eighth 9 = ninth 12 = twelfth 20 = twentieth

### CARDINAL NUMBER

### ORDINAL NUMBER

### ORDINAL NUMBER ABBREVIATION

1	first	1st
2	second	2nd
3	third	3rd
4	fourth	4th
5	fifth	5th
6	sixth	6th
7	seventh	7th
8	eighth	8th
9	ninth	9th
10	tenth	10th
12	twelfth	12th
20	twentieth	20th
21	twenty-first	21st
22	twenty-second	22nd
30	thirtieth	30th
40	fortieth	40th
50	fiftieth	50th
60	sixtieth	60th
70	seventieth	70th
80	eightieth	80th
90	ninetieth	90th
100	one hundredth	100th

# A1 CHAPTER 4 SECTION 2

## OPEN QUESTION WORD: "why"

The question word **why** is used to obtain a reason or explanation.

**Why** are you tired?

**Why** do you need five notebooks?

**Why** don't you like science class?

The answer typically includes "**because...**"

**Why** are you tired?

**Why** do you need four notebooks?

**Why** don't you like science class?

I am tired **because** I need to sleep more.

**Because** I have four classes, I have four notebooks.

I don't like science class **because** it is boring.

Another way to use the question word **why** is after a statement or as a follow up to a question.

Example Conversation:

- I love history class.
- **Why?**
- **Because** it is a lot of fun.

Example Conversation:

- Do you like physics?
- No, I do not.
- **Why** not?
- **Because** it is very difficult.

## LET'S REVIEW: LIKES

In Chapter 2, you learned the verb **to like + infinitive**. Now let's practice the verb **to like + noun**.

The formulas you use are: **subject + like/likes + noun**

**subject + do not/does not + like + noun**

For example: I **like** Spanish class.

Mark **doesn't like** sports.

Now, let's put **why** and **like** together.

**Why** do you **like** history class?

I **like** history class **because** it is easy.



# A1 CHAPTER 4 SECTION 3

## OPEN-ENDED QUESTIONS

Open-ended questions cannot be answered with 'yes' or 'no.'  
Open-ended questions seek more information.

They are often referred to as 'Wh' questions because the majority of open-ended question words begin with 'wh'. (Who, what, where, why, when, which) Example of a non-wh question word is how.

### HOW TO USE OPEN QUESTIONS:

- **What:** to ask for information about a thing.
- **When:** to ask about a time or date.
- **Where:** to ask questions about place or position.
- **Who:** to ask about a person.
- **Why:** to ask for a reason.
- **Which:** to ask for a choice to be made.

### OPEN QUESTION WORD ORDER

QW	V	S	O
----	---	---	---

QW = Question Word  
 V = Verb  
 S = Subject  
 O = Other

### EXAMPLES

QUESTION				ANSWER		
QW	V	S	O	S	V	O
What	is	this?		It	is	a ruler.
When	is	your first class	tomorrow?	It	is	at ten o'clock.
Where	are	your notebooks?		They	are	in my backpack.
Who	is	your teacher	for music class?	Ms. Smith	is my	music teacher.
Why	do	you like	math?	I	like to use	the calculator.
*Which subject	is	your favorite?		History	is	my favorite subject.

\*Sometimes you will see QW as a phrase. For example: **How old** are you?  
The two words **how old** make up the question word phrase.





# A1 CHAPTER 5 SECTION 1

## VERB "TO WANT"

**Want** is used in a less formal or non-polite way to express a desire. It is used with friends, family, children, and anyone with whom you are familiar.

### WANT + NOUN

#### Question Order

Do/Does + subject + **(not want)** + **noun**

For example:

Do	you	<b>want</b>	<b>a blouse?</b>
Does	he	<b>not want</b>	<b>the jeans?</b>

#### Statement Order

subject + **want** + **noun**

For example:

I	<b>want</b>	<b>a dress.</b>
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subject + **does/doesn't want** + **noun**

For example:

She	<b>doesn't want</b>	<b>the shorts.</b>
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### WANT + VERB

#### Question Order

Do/Does + subject + **(not want)** + **verb** + other

For example:

Do	you	<b>want</b>	<b>to shop</b>	at the mall?
Does	he	<b>not want</b>	<b>to buy</b>	a T-shirt?

#### Statement Order

subject + **want** + **verb** + other

For example:

I	<b>want</b>	<b>to pay</b>	with a credit card.
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subject + **does/doesn't want** + **verb** + other

For example:

I	<b>do not want</b>	<b>to go</b>	to the store.
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# A1 CHAPTER 5 SECTION 1

## VERB "WOULD LIKE"

**Would like** is used to ask or say politely (in a more formal way) what a person wants or to make requests/offers.

It can be used with a noun or a verb.

It can also be used as a contraction. To form a contraction you simply combine the subject pronoun and the **-d** from **would**. You place an apostrophe after the subject pronoun.

**For example:** I would like = I'd like or He would like = He'd like

### WOULD LIKE + NOUN

#### Question Order

Would + subject + **(not like)** + **noun**

For example:

Would you **like** **a jacket?**

Would they **not like** **this store?**

#### Statement Order

subject + **would (not) like** + **noun**

For example:

I **would like** **a new blouse.**

I **would not like** **red shoes.**

### WOULD LIKE + VERB

#### Question Order

Would + subject + **(not like)** + **verb** + other

For example:

Would he **not like** **to go** to the store?

Would you **like** **to pay** with cash or credit?

#### Statement Order

subject + **would (not) like** + **verb** + other

For example:

I **would like** **to buy** these jeans.

She **would not like** **to shop** at the mall.



## A1 CHAPTER 5 SECTION 2

### DIRECT OBJECT PRONOUNS (ACCUSATIVE CASE)

D.O. = DIRECT OBJECT

The **DIRECT OBJECT** is a noun or a pronoun.

It is a person or thing that directly receives the action of the verb.

The **direct object** answers the question 'Whom or what is receiving the action of the verb?'

For example: I would like to buy the sweater. (Ask: What would I like to buy?)

**Direct Object = the sweater**

**Direct object pronouns** replace direct object nouns.

Once someone has established a noun, we use pronouns instead in order not to be repetitive.

Instead of saying, "The sweater is nice. I would like to buy the **sweater**."

Say instead, "The sweater is nice. I would like to buy **it**."

	SUBJECT PRONOUNS (Nominative Case)	DIRECT OBJECT PRONOUNS (Accusative Case)
1st person singular	I	me
2nd person singular	you	you
3rd person singular (masculine)	he	him
3rd person singular (feminine)	she	her
3rd person singular (neutral)	it	it
1st person plural	we	us
2nd person plural or formal	you	you
3rd person	they	them



## A1 CHAPTER 5 SECTION 2

### PRONOUNS AFTER PREPOSITIONS

**Prepositions** are small words that link a noun (or pronoun) and the rest of the sentence. There are over 100 prepositions in English, and they have many different meanings. One preposition could have multiple meanings depending on its use.

#### SOME COMMON PREPOSITIONS

PREPOSITION	DEFINITION	EXAMPLE
<b>For</b>	used to show who or what will receive something or get the benefit of it	This shirt is <b>for my sister</b> .
<b>To</b>	used for expressing motion or direction toward a point, person, place, or thing	I am going to give this sweater <b>to my brother</b> .
<b>With</b>	accompanied by; in addition	My friend is going <b>with Brittany</b> to the mall.
<b>Without</b>	the opposite of with; lacking	We have to go <b>without David</b> . He has too much homework to do.

Object pronouns can be the object of a verb or a preposition.

**Reminders:** - Object Pronouns are me, you, him, her, it, us, you, them.

- Direct object pronouns replace direct object nouns after the noun has been established.

- Pronouns that are objects of the preposition, come right after the preposition.

Let's take a look at the sentences used above and replace the object nouns with object pronouns.

This shirt is **for my sister**. = This shirt is **for her**.

I am going to give this sweater **to my brother**. = I am going to give this sweater **to him**.

My friend is going **with Brittany** to the mall. = My friend is going **with her** to the mall.

We have to go **without David**. = We have to go **without him**.



## A1 CHAPTER 5 SECTION 3

### PRESENT CONTINUOUS

The **present continuous** is used to talk about what is happening now.

The present continuous is formed using this formula:

subject + **to be** conjugated + verb as **-ing** + other information

For example: subject + **to be** conjugated + verb as **-ing** + other information

I

am

buy**ing**

shoes today.

A closed (yes/no) question is formed using this formula:

**to be** conjugated + subject + verb as **-ing** + other information

For example:

**Is**

it

raining

yet?

**Are**

you

wearing

boots?

An open question is formed using this formula:

Question word + **to be** conjugated + subject + verb as **-ing** + other information

For example:

When

**are**

you

shopping

with your mom?

How

**are**

you

pay**ing**

for the clothes?



## A1 CHAPTER 5 SECTION 3

### FUTURE SIMPLE ("to be going to" + verb)

The **future simple** is used to discuss future plans and intentions.  
\*It is necessary to use a subject with this expression.

The future simple is formed using this formula:

	subject	+	<b>to be</b> conjugated	+	<b>going</b>	+	<b>verb</b>	+	other information
For example:	It		is		going		to rain		tomorrow.
	subject	+	<b>to be</b> conjugated	+	<b>not going</b>	+	<b>verb</b>	+	other information
	It		is		not going		to rain		tomorrow.

A closed (yes/no) question is formed using this formula:

	<b>to be</b> conjugated	+	subject	+	<b>going</b>	+	<b>verb</b>	+	other information
For example:	Is		it		going		to snow		on the weekend?
	<b>to be</b> conjugated	+	subject	+	<b>not going</b>	+	<b>verb</b>	+	other information
	Is		it		not going		to snow		on the weekend?

An open question is formed using this formula:

	Question word	+	<b>to be</b> conjugated	+	subject	+	<b>going</b>	+	<b>verb</b>	+	other information
For example:	When		is		it		going		to storm		today?
	Question word	+	<b>to be</b> conjugated	+	subject	+	<b>not going</b>	+	<b>verb</b>	+	other information
	When		is		it		not going		to storm		today?

Here are some common time expressions that are used with the future simple:

tonight, later this (week, weekend, year, etc.), next (week, weekend, year, etc.), on the weekend

In the spoken language, when **going to** is before a verb (not a noun), it is often pronounced **gonna**. This is often used in informal spoken language, but it is not okay to use in academic writing.

For example: (in academic writing) = It is **going to** storm.

(in spoken language) = It is **gonna** storm. \*Notice **going to** becomes **gonna**.



# A1 CHAPTER 6 SECTION 1

## COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare two things, people or ideas.

These sentences typically include the word **than**. **Than** appears after the **adjective** and before the thing it is comparing.

For example:

- I am **older than** my sister.
- My brother is **nicer than** my sister.
- My mom is **thinner than** my dad.
- Animated movies are **funnier than** romance movies.
- Horror movies are **more suspenseful than** sci-fi movies.
- That singer is **less talented than** the other.
- That actor is **better than** that actress.

Another way to compare two things, people or ideas is to show that the two are equal.

When this is the case you will use the words **as (adjective) as** in the sentence.

The adjective will not change like it does when you use **than**.

For example:

- Matt is **as tall as** his brother.
- Action movies are **as dramatic as** adventure movies.
- That movie is **as good as** this movie.

Adjectives that are one syllable with more than one vowel or more than one consonant at the end will add **-er**.

When the adjective ends in **-e**, just add **-r**.

Words of one syllable, with one vowel and one consonant at the end will **double the consonant** and add **-er**.

Adjectives that contain two or more syllables do not change. They add **more** or **less** in front of the adjective.

When the adjective is two syllables and ends in **-y**, change the **'y'** to **'i'** before adding the **-er**.

There are some irregular comparative adjectives.

Examples: old → older  
loud → louder

large → larger  
nice → nicer

big → bigger  
thin → thinner

Examples: dramatic → more dramatic  
romantic → less romantic

happy → happier  
scary → scarier

Examples: good → better  
bad → worse  
little → less  
much (many) → more  
fun → more fun or less fun



# A1 CHAPTER 6 SECTION 1

## SUPERLATIVE ADJECTIVES

Superlative adjectives are used to say what thing, person, or idea has the most or the least of a particular quality within a group or of its kind.

These sentences typically include the word **the** before the **superlative adjective**.

For examples:

- I am **the oldest** in my family.
- My brother is **the nicest** of my siblings.
- Max is **the biggest** of all our dogs.
- Comedies are **the funniest** movies.
- Horror movies are **the most suspenseful**.
- That singer is **the least talented** of all the singers.
- That actor is **the best**.

Adjectives that are one syllable with more than one vowel or more than one consonant at the end will add **-est**.

When the adjective ends in **-e**, just add **-st**.

Words of one syllable, with one vowel and one consonant at the end will **double the consonant** and add **-est**.

Adjectives that contain two or more syllables do not change. They add **most** or **least** in front of the adjective.

When the adjective is two syllables and ends in **-y**, change the **'y'** to **'i'** before adding the **-est**.

There are some irregular superlative adjectives.

Examples: old → old**est**  
loud → loud**est**

large → larg**est**  
nice → nic**est**

big → big**gest**  
thin → thin**nest**

Examples: dramatic → **most** dramatic  
romantic → **least** romantic

happy → happ**iest**  
scary → scar**iest**

Examples: good → best  
bad → worst  
little → least  
much (many) → most  
fun → the most fun  
the least fun





## A1 CHAPTER 6 SECTION 2

### INTENSIFIERS

Intensifiers are adverbs or adverbial phrases that make adjectives stronger.

Words that we commonly use as intensifiers include **absolutely**, **a little**, **extremely**, **really**, **so**, **too**, and **very**. These intensifiers appear before an adjective.

For example:

This dress is **absolutely** perfect!

The movie is **a little** scary.

This singer is **extremely** talented.

The actress is **really** entertaining.

Rock music is **so** loud.

This song is **too** quiet.

I love this movie! It is **very** old.

**At all** is also a common intensifier that is used with negative expressions.

It can appear before an adjective or at the end of a sentence.

For example:

I am not **at all** interested.

My dad does not like this song **at all**.



## A1 CHAPTER 6 SECTION 2

### FUTURE SIMPLE ("to be going to" + verb)

**To be going** is also used to discuss future plans and intentions.  
\*It is necessary to use a subject with this expression.

The sentence is formed using this formula:

	subject	+	<b>to be</b> conjugated	+	<b>going</b>	+	<b>infinitive</b>	+	other information
<b>For example:</b>	My sister and I		<b>are</b>		<b>going</b>		<b>to go</b>		to a concert.
	My dad		<b>is not</b>		<b>going</b>		<b>to see</b>		the movie.

A closed (yes/no) question is formed using this formula:

	<b>to be</b> conjugated	+	subject	+	<b>going</b>	+	<b>infinitive</b>	+	other information
<b>For example:</b>	<b>Are</b>		you		<b>going</b>		<b>to watch</b>		TV or a movie?
	<b>Is</b>		he		not <b>going</b>		<b>to buy</b>		the ticket?

An open question is formed using this formula:

	Question word	+	<b>to be</b> conjugated	+	subject	+	<b>going</b>	+	<b>infinitive</b>	+	other information
<b>For example:</b>	What		<b>are</b>		you		<b>going</b>		<b>to listen to?</b>		
	Which movie		<b>is</b>		he		<b>going</b>		<b>to see</b>		tonight?



## A1 CHAPTER 6 SECTION 3

### MODAL VERB (can, cannot/can't)

**Can** is used to express ability/inability, to ask for permission or to make an informal request in the present simple.

Ability  
Inability

I can go to the movies tonight.  
I can't go to the concert with you.

Ask for permission

Can I go to the disco tomorrow night?

When someone asks you a question using **can**, you are able to answer in a full response or a shortened response.

You can say **cannot**, or you can use the contraction **can't**.

For example:     **Can** you go to the movie theater on Saturday night?  
(full response) Yes, I **can** go to the movie theater on Saturday night.  
(shortened response) Yes, I **can**.

**Can** I go to the concert this weekend?  
(full response) No, you **cannot** go to the concert this weekend.  
(shortened response) No, you **can't**.

**Common mistake:** Modal verbs require the use of another verb in the sentence.

When you use the modal verb **can**, you will not use the infinitive form of the verb that follows it. You will remove the **to** from the verb.

For example:     I **can to** go to the movie.  
I can go to the movie.



## A1 CHAPTER 6 SECTION 3

### MODAL VERB "HAVE TO"

In the present simple, use **have to** to discuss a task that *needs to be done*.

I, you, we, they	<b>have to</b>	verb (infinitive form) (study, go, do)
he/she/it	<b>has to</b>	

For example:

I **have to** study for a test today.  
She **has to** do her homework.

Use the auxiliary verbs **do** and **does** to form negatives.

**Don't/doesn't have to** are used when it is not necessary to complete the task.

I, you, we, they	<b>don't</b>	<b>have to</b>	verb (infinitive form) (study, go, do)
he/she/it	<b>doesn't</b>		

For example: We **don't have to** go to soccer practice this afternoon.  
He **doesn't have to** go shopping with us.

Use the auxiliary verbs **do** and **does** to form questions.

For example: **Do** you **have to** do your homework?  
Yes, I do.  
**Does** Sarah **have to** go to practice?  
No, she doesn't **have to**.

\*In slang language, sometimes you add the word **got** in between **have to**.

For example: I **have got to** finish my homework today.

You can also use a **contraction** when you use **got** in the sentence. You form the contraction by combining the subject pronoun with the **-ve** of **have**. Place an apostrophe in front of the **-ve**.

For example: I **have got to** → I'**ve got to**                      We **have got to** → We'**ve got to**

**Common mistake:** Modal verbs require the use of another verb in the sentence. When you use the modal verb **have to**, you will not use the infinitive form of the verb that follows it. The "to" is part of the modal. You will remove the **to** from the verb.

For example: I **have to to do** my homework.  
I have to do my homework.