








# A2 CHAPTER 1 SECTION 1

## PREPOSITIONS OF PLACE

Prepositions can be used to show where something is located.  
Prepositions of place are used with the verb **to be**.

<p><b>above</b></p>	<p>The picture is <b>above</b> the couch.</p>	
<p><b>behind</b></p>	<p>The yard is <b>behind</b> the house.</p>	
<p><b>between</b></p>	<p>The dining room is <b>between</b> the living room and the kitchen.</p>	
<p><b>far from</b></p>	<p>The bedrooms are <b>far from</b> the basement.</p>	
<p><b>in</b></p>	<p>The cars are <b>in</b> the garage.</p>	

# A2 CHAPTER 1 SECTION 1

## PREPOSITIONS OF PLACE (CONTINUED)

**in front of**

The car is **in front of** the garage.



**near**

The chair is **near** the bed.



**next to**

The bedroom is **next to** the bathroom.



**on**

The cat is **on** the sofa.



**under**

The dog is **under** the table.





## A2 CHAPTER 1 SECTION 1

### REVIEW: OPEN-ENDED QUESTIONS

Question Word	Example	Meaning
<b>What?</b>	What is your address?	<b>object, idea, or action</b>
<b>Where?</b>	Where is the bathroom?	<b>place</b>
<b>When?</b>	When do you do chores?	<b>time</b>
<b>Why?</b>	Why do you like to cook?	<b>reason</b>
<b>Which?</b>	Which bedroom is yours?	<b>choice</b>
<b>How?</b> <b>How often?</b>	How are you? How often do you clean your room?	<b>manner</b> <b>frequency</b>
<b>Who?</b> <b>*Whom?</b>	Who lives in that house? With whom do you live? Whom do you like?	<b>person</b> <b>person (refers to the object of a verb or preposition)</b>

**\*Note:** Ask yourself if the answer to the question is him or her. If yes, use **whom**.



## A2 CHAPTER 1 SECTION 2

### REVIEW: PRESENT CONTINUOUS: REGULAR VERBS

The **present continuous** tense talks about actions that are happening at the present moment. In the continuous tense, verbs are formed with the auxiliary verb **to be** and the present participle of the action verb.

#### How to form the present participle:

The main rule is to take the base form of the verb and add **-ing**.

For example: work → **working**    read → **reading**    go → **going**    study → **studying**

#### The statement is formed using this formula:

subject	+	<b>to be</b> conjugated	+	the present participle of the main verb	+	other information
My sister and I		<b>are</b>		wash <b>ing</b>		the windows today.
My dad		<b>is not (isn't)</b>		mow <b>ing</b>		the lawn.

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

<b>to be</b> conjugated	+	subject	+	the present participle of the main verb	+	other information
<b>Are</b>		you		do <b>ing</b>		the laundry?
<b>Isn't</b>		he		cook <b>ing</b>		dinner yet?

#### An open-ended question is formed using this formula:

question word	+	<b>to be</b> conjugated	+	subject	+	present participle of the main verb	+	other information
What		<b>are</b>		you		do <b>ing</b> ?		
How		<b>is</b>		Kelsey		feel <b>ing</b>		today?



## A2 CHAPTER 1 SECTION 2

### “THERE IS” AND “THERE ARE”

	Singular	Plural
Affirmative Statement	<b>There is</b> a TV in my bedroom.	<b>There are</b> 2 televisions in our house.
Negative Statement	<b>There is</b> not a clock in this room.	<b>There are</b> not any clocks in the basement.
	<b>There is</b> no clock in this room.	<b>There are</b> no clocks in the basement.
Question	<b>Is there</b> a towel for me?	<b>Are there</b> any towels for us?

#### Contractions in the Affirmative

A contraction is possible with **there is** when it is used in a statement, not a question.

**There is** becomes **there's**.

A contraction is not possible with **there are**.

#### Contractions in the Negative

A contraction is possible with **there is not** and **there are not** when they are used in a statement, not a question.

**There is not** becomes **there isn't**.

**There are not** becomes **there aren't**.



## A2 CHAPTER 1 SECTION 3

### ADVERBS OF FREQUENCY

Adverbs can tell you where, when, how, why and to what extent something happens. There are many different types of adverbs. For this chapter, we are going to focus on adverbs of frequency.

Adverbs of frequency describe how often something is done.

\*Here are some commonly used adverbs of frequency in order of frequency.

**Most Frequent**

**Least Frequent**

**always**

**usually**

**often**

**sometimes**

**rarely**

**never**

**These adverbs appear after the subject but before the verb in a sentence.**

For example:	Subject	+	<b>Adverb</b>	+	Verb	+	Other Information
	Paul		<b>never</b>		takes out		the garbage.
	My sister		<b>rarely</b>		sets		the table.

**Adverbs of frequency appear after a form of the verb to be.**

For example:	Subject	+	Verb	+	<b>Adverb</b>	+	Other Information
	I		<b>am</b>		<b>often</b>		late.
	My parents		<b>are</b>		<b>always</b>		happy.

**These adverbs go between an auxiliary verb and the main verb.**

For example:	Subject	+	Auxiliary Verb	+	<b>Adverb</b>	+	Main Verb	+	Other Information
	I		don't		<b>usually</b>		wash		the dishes.

**The adverbs of frequency often, usually, sometimes can also go at the beginning of a sentence.**

For example:	<b>Adverb</b>	+	Subject	+	Verb	+	Other Information
	<b>Usually</b>		I		wash		the dishes.
	<b>Sometimes</b>		we		clean		the windows.

When something happens regularly at a fixed time, the adverb is at the end.

every day →	<b>daily</b>	I make my bed <b>daily</b> .
every week →	<b>weekly</b>	Jack takes out the garbage <b>weekly</b> .
every month →	<b>monthly</b>	I have a baseball competition <b>monthly</b> .
every year →	<b>yearly</b>	We go on vacation <b>yearly</b> .



## A2 CHAPTER 1 SECTION 3

### PRESENT CONTINUOUS: IRREGULAR VERBS

The present continuous tense talks about actions that are happening at the present moment. In the continuous tense, verbs are formed with the auxiliary verb **to be** and the present participle of the action verb.

1. If a one syllable verb ends in **consonant + vowel + consonant**, double the final consonant and add **-ing**.

**\*Exception:** For words that end **w, x** and **y**, **do not** double the last consonant; just add **-ing**.

**For example:**

run → **running**

jog → **jogging**

sit → **sitting**

beg → **begging**

mow → **mowing**

play → **playing**

box → **boxing**

2. When a verb ends in silent **'-e'**, the silent **'-e'** is dropped and **-ing** is added.

**\*Exception:** When a verb ends in an **'-e'** which is not silent, the final **'-e'** is not dropped before the ending **-ing** is added.

**For example:**

take → **taking**

make → **making**

be → **being**

see → **seeing**



## A2 CHAPTER 2 SECTION 1

### "SOME" vs. "ANY"

**Some** and **any** are used when an amount is unknown or an exact amount is not important. They can be used with both countable and uncountable nouns. They appear before a noun.

#### **Some** is used:

in affirmative statements

in questions:

when making an offer

when making a request

#### For example:

Here are **some** fries.

Would you like **some** bread?

Could I have **some** rice, please?

#### **Any** is used:

in negative statements

in questions

#### For example:

I don't have **any** vegetables.

Do you have **any** soup?

## A2 CHAPTER 2 SECTION 1

### BASIC INTENSIFIERS (enough, so, too)

Intensifier	Meaning	Form	Example
<b>enough</b>	You have what you need.	after an adjective before a noun	Is the soup hot <b>enough</b> ? Do we have <b>enough</b> fish?
<b>so</b>	very; really	before an adjective	The sausage is <b>so</b> delicious!
<b>too</b>	There is a lot of something. It also shows a negative opinion.	before an adjective	The soup is <b>too</b> spicy.





## A2 CHAPTER 2 SECTION 2

### VERBS OF PREFERENCE + GERUND

Use a **verb of preference** and the **-ing** form (gerund) of the verb that follows in order to express a preference (things you like and dislike) toward a specific activity.

How to form a sentence with a **verb of preference** + **gerund**:

subject	+	verb of preference	+	gerund	+	other
My mom		doesn't like		mowing		the lawn.
I		love		eating		vegetables.

Here are some common words and phrases in English to express preferences:

Verb of Preference	Example Sentence
<b>can't stand</b> (negative)	My brother <b>can't stand</b> setting the table.
<b>dislike</b> (negative) <b>don't/doesn't like</b> (negative)	My mom <b>dislikes</b> doing the dishes. My mom <b>doesn't like</b> doing the dishes.
<b>don't/doesn't mind</b> (neutral)	I <b>don't mind</b> eating vegetables.
<b>enjoy</b> (positive)	My family <b>enjoys</b> having a picnic during lunch.
<b>like</b> (positive)	I <b>like</b> having fruit for a snack.
<b>love</b> (positive)	My dad <b>loves</b> cooking.



## A2 CHAPTER 2 SECTION 2

### COUNTABLE vs. UNCOUNTABLE NOUNS

There are two groups of nouns: **countable** and **uncountable nouns**.

**Countable nouns** are nouns that we can count.

They answer the question **how many**.

These nouns have a singular form that can take an indefinite article (**a** or **an**).

They also have a plural form.

For example:

Singular	Plural
apple	apples
carrot	carrots
vegetable	vegetables

The plural of most countable nouns uses **-s** as the ending: pear → pears      snack → snacks  
There are irregular plural forms of some countable nouns: man → men      loaf → loaves

**Uncountable nouns** are nouns that we cannot count.

They answer the question **how much**.

These nouns only have one form.

These are the **uncountable nouns** in this chapter:

beef	fruit	pork
bread	honey	rice
broccoli	ice cream	salt
butter	jam	seafood
cereal	jelly	shrimp
cheese	lettuce	soup
chicken	meat	tea
chili	milk	toast
coffee	pasta	water
fish	pepper	

Examples of **how many** and **how much**:

How many apples do you have?

I have six apples. (**countable**)

How much fruit do we have?

We have a lot of fruit. (**uncountable**)

\*When you learn a new noun, you do not know if it is **countable** or **uncountable** by simply looking at it. For each new noun you learn, you need to see if there is a plural form.



Section 3  
Review:  
"would like"

## A2 CHAPTER 2 SECTION 3

### POLITE REQUESTS: "COULD"

**Could** is used to make polite requests.

There is always a verb after **could** and it is always in the infinitive form (without 'to').  
\*All subjects use the same conjugation of **could**.

Do not use **could/couldn't** in a reply to requests. Instead you use **can/can't**.

For example:

**Could** I have a menu, please?

For example:

**Could** you pass me the salt?  
Yes, I can. OR No, I can't.

## A2 CHAPTER 2 SECTION 3

### REVIEW: "WOULD LIKE" AND ITS CONTRACTION

**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 be used with a **noun**.

For example:

**Would** you like an apple?  
No. I'd like an orange.

It can be used with a **verb**.

For example:

**Would** you like to have a picnic?  
Yes, I would!

It can also be used as a contraction in a positive statement.

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 a hamburger. → I'd like a hamburger.

She would like to drink milk. → She'd like to drink milk.



## A2 CHAPTER 3 SECTION 1

### PAST SIMPLE TENSE: "TO BE"

The past simple tense is used to talk about completed events in the past.

In the past simple tense, the verb **to be** has two forms: **was** and **were**.

I, he, she, it	was
you, we, they	were

The statement is formed using this formula:

subject	+	<b>was/were</b>	+	other information
I		<b>was</b>		happy.
They		<b>were</b>		at the beach.

To make a negative statement with the verb **to be** the word **not** is placed after **was** or **were**.

The statement is formed using this formula:

subject	+	<b>was/were</b>	+	<b>not</b>	+	other information
I		<b>was</b>		<b>not</b>		happy.
They		<b>were</b>		<b>not</b>		at the beach.

\*You are able to create a contraction for **was not** and **were not**:

For example: I **wasn't** happy.

They **weren't** at the beach.



## A2 CHAPTER 3 SECTION 1

### PAST SIMPLE TENSE QUESTIONS: "TO BE"

To form a question with **was** or **were**, you need to start the question with **was** or **were**.  
The subject (noun or pronoun) follows the word **was** or **were**.

Question Order:

<b>Was/Were</b>	+	subject	+	other information
<b>Was</b>		the vacation		expensive?
<b>Were</b>		they		on vacation?

To answer a question with the past simple tense of **to be**:

First, decide if the question is a **yes/no question** or an **open question**.

If it is a **yes/no question**, then answer as follows:

Question	Full Answer	Short Answer
Wasn't she at the campground?	Yes, she was at the campground. No, she was not (wasn't) at the campground.	Yes, she was. No, she was not (wasn't).

If it is an **open question**, then answer as follows:

Question	Answer
How much was the bicycle?	It was fifty dollars.



## A2 CHAPTER 3 SECTION 2

### PAST SIMPLE TENSE: REGULAR VERBS

The past simple tense is used to talk about completed events in the past.

The past simple tense *for all subjects* is formed by taking the verb and adding **-ed** or **-d** to the end of it.

If a verb ends in a vowel, you add **-d**.

For example: arrive → arrived      barbecue → barbecued      use → used

If a verb ends in a consonant, you add **-ed**.

For example: delay → delayed      depart → departed      travel → traveled

#### Statement Order:

subject	+	past tense verb	+	other information
I		camp <b>ed</b>		with my family.
They		travel <b>ed</b>		to the beach.
He		arriv <b>d</b>		in Spain yesterday.

#### Additional Rules

If a verb ends in a **consonant + y**, change the **-y** to **-i** and then add **-ed**.

*Exception:* if the verb ends in vowel + **y**, just add **-ed**.

If the verb is a one-syllable verb that ends in **consonant + vowel + consonant**, you must **double the final consonant**.

*Exception:* if the verb ends in **-w**, **-x**, or **-y**, do not double the letters, just add **-ed**.

If the verb is a two-syllable verb that ends in **consonant + vowel + consonant** with the stress on the second syllable, then you **double the final consonant**.

*Exception:* if the verb has **the stress on the first syllable**, just add **-ed**.

#### Examples

to dry → dri**ed**  
to try → tri**ed**

to delay → delay**ed**  
to stay → stay**ed**

to shop → shopp**ed**  
to star → star**red**

to snow → snow**ed**  
to play → play**ed**

to occur → occur**red**  
to permit → permit**ted**

to happen → happ**ened**  
to listen → listen**ed**



Section 2  
Past Simple in  
the Negative



Section 2  
Past Simple  
Tense: Questions

## A2 CHAPTER 3 SECTION 2

### PAST SIMPLE TENSE IN THE NEGATIVE

To make a statement negative in the past simple tense, you must put **did not (didn't)** before the base verb. The base verb will not include **-ed** because you are using the word **did**.

For example: The family wanted to go camping → The family **did not want** to go camping.

Affirmative Statement	Negative Statement
We <b>arrived</b> at the beach yesterday.	We <b>did not arrive</b> at the beach yesterday.
The plane <b>stopped</b> in Ireland last night.	The plane <b>did not stop</b> in Ireland last night.
I <b>climbed</b> the mountain one year ago.	I <b>didn't climb</b> the mountain one year ago.

Some common time expressions that are used with the past simple tense include **yesterday**, **last \_\_\_\_ (night, week, month)**, **the day before yesterday**, and **\_\_\_\_ ago (one year ago, 5 days ago)**. These time expressions can be placed at the beginning or end of the sentence.

## A2 CHAPTER 3 SECTION 2

### PAST SIMPLE TENSE: QUESTIONS

In order to create a question with a past tense verb, you need to start the question with **did**. It is then followed by the subject, the base form of the verb and ends with the other information.

Question Order:

<b>Did</b>	+	subject	+	base form of verb	+	other information
<b>Did</b>		you		go		through security?
<b>Did</b>		they		buy		round-trip tickets?

To answer a question with the past simple tense:

First, decide if the question is a **yes/no question** or an **open question**.

If it is a **yes/no question**, then answer as follows:

Question	Full Answer	Short Answer
Did she pack her suitcase?	Yes, she packed her suitcase. No, she did not (didn't) pack her suitcase.	Yes, she did. No, she did not (didn't).

If it is an **open-ended question**, then answer as follows:

Question	Answer
What did you do yesterday? When were you on vacation?	I visited my aunt. I was on vacation last week.



## A2 CHAPTER 3 SECTION 3

### PAST SIMPLE: IRREGULAR VERBS (1)

Some verbs have spelling changes in the past simple tense. Below is a list of present tense verbs and their spelling changes in the past tense.

Present	Past
bring	brought
come	came
find	found
fly	flew
go	went
have	had
leave	left
ride	rode
see	saw
swim	swam
take	took
think	thought

**Statement Order:**

Subject

+

**verb**  
**went**  
**flew**  
**had**

+

other information  
to the Eiffel Tower in Paris.  
in an airplane.  
three suitcases.

I  
They  
We





## A2 CHAPTER 3 SECTION 3

### PAST SIMPLE: IRREGULAR VERBS (2)

Some verbs have spelling changes in the past simple tense. Below is a list of additional present tense verbs and their past tense spelling changes.

Present	Past
buy	bought
drink	drank
get	got
give	gave
keep	kept
make	made
meet	met
run	ran
say	said
sleep	slept
spend	spent
write	wrote

*Exception:*

Some words you do not add **-ed** OR **change spelling**. They stay the same in the present and past tense.

cost → cost

put → put

read → read

*(Pronunciation may change.)*

**Statement Order:**

Subject  
I  
They  
The hotel

+

**verb**  
**bought**  
**spent**  
**cost**

+

other information  
a round-trip ticket.  
money on a vacation.  
60 dollars.



# A2 CHAPTER 4 SECTION 1

## PAST CONTINUOUS

The past continuous is often used to give background information for a story so people understand what you are describing. For example: It **was raining**. I **was running** downtown.

You can use the past continuous to talk about events that were in progress at a certain time. For example: At nine o'clock yesterday morning, I **was driving** to the bank.

Positive Statements		
I	was	verb + <b>ing</b>
You	were	
He / She / It	was	
We / They	were	

For example: I **was going** to the cathedral.

**They were buying** books at the bookshop.

Negative Statements		
I	was not (wasn't)	verb + <b>ing</b>
You	were not (weren't)	
He / She / It	was not (wasn't)	
We / They	were not (weren't)	

For example: It **was not raining** yesterday.

**We weren't playing** in the street.

Questions		
Was	I	verb + <b>ing</b> ?
Were	you	
Was	he / she / it	
Were	we / they	

For example: Where **were you stopping** for gas?

**Was she getting** money from the bank?

### REMINDER: Spelling Rules

1. If a verb ends in **-e**, then remove the **-e** before adding the **-ing**.  
For example: close → clos**ing**      drive → driv**ing**
2. If a verb ends in one vowel and one consonant, then you **double the consonant** (except when the consonant is a **w** or **y**).  
For example: get → get**ting**      mow → mow**ing**      play → play**ing**



Section 1  
Coordinating  
Conjunctions



Section 2  
Imperatives

## A2 CHAPTER 4 SECTION 1

### COORDINATING CONJUNCTIONS

Coordinating conjunctions connect words, phrases, or clauses that are independent or equal.

A comma is **always placed before** the **coordinating conjunction**.

Coordinating Conjunction	Meaning	Example
and	in addition to	We are going to the museum, <b>and</b> then we are going for ice cream.
but	connects two different things that express a contrast	I enjoy living in the country, <b>but</b> she enjoys living in the city.
or	demonstrates a choice between two things	Would you like to go to the playground, <b>or</b> do you want to swim at the pool?
so	demonstrates the result of something	I needed money, <b>so</b> I went to the bank.

**LANGUAGE TIP:** "For" is also a coordinating conjunction. It means "because," but it is rarely used.

## A2 CHAPTER 4 SECTION 2

### IMPERATIVES: GIVING COMMANDS (+, -)

The imperative form is used to give instructions, orders, and warnings.

A subject is not used when giving orders. The infinitive form of the verb is used (without 'to'). To create the negative form of the imperative tense, simply add **don't** in front of the infinitive form (without 'to').

**Positive Form (+)**

Take a left.  
Go straight for five blocks.

**Negative Form (-)**

**Don't** cross the street yet!  
**Don't** go through the stop sign!

Written instructions on signs often use **do not**, instead of **don't**.  
For example: **Do not** enter.



## A2 CHAPTER 4 SECTION 2

### PREPOSITIONS OF MOVEMENT

Some prepositions are used to show movement from one place to another.



Preposition of Movement	Example
1. <b>across</b> *	Go <b>across</b> the street to the post office.
2. <b>around</b>	There is a café <b>around</b> the corner from the museum.
3. <b>into</b>	My mom is walking <b>into</b> the supermarket.
4. <b>over</b>	The taxi is driving <b>over</b> the river.
5. <b>past</b>	The woman is walking <b>past</b> the café.
6. <b>through</b>	The man is biking <b>through</b> the neighborhood.
7. <b>to</b>	The bus is going <b>to</b> the school.

\*The preposition **across** can be followed by the preposition **from** when you are talking about two locations. In this case, it is a preposition of location, not movement. For example: The post office is **across from** the apartment buildings.

## A2 CHAPTER 4 SECTION 3

### IMPERATIVES (Let us / Let's)

**Let us/Let's** are the first person plural imperative.

**Let us** is only used in very formal situations.

**Let's** is the short form, which is often used to make suggestions that include ourselves.

Formal example: **Let us** ask for directions.

Common example: **Let's** take the subway downtown.

There are two negative forms of **let's**: **let's not** and **do not let us**. **Let's not** is far more common as it is informal. **Do not let us** is used in more formal situations such as political documents and speeches, and ceremonies.

Formal example: **Do not let us** forget what happened in the past.

Common example: **Let's not** take a taxi. Let's walk instead.



## A2 CHAPTER 4 SECTION 3

### ADVERBS

Adverbs can be used to describe verbs. They describe **HOW** you do something.

**For example:** She walks **quickly**.

The traffic is moving **slowly**.

#### Formation of Adverbs

Rules	Examples
1. You can make many adverbs by adding <b>-ly</b> to an adjective.	quick → quickly slow → slowly
2. If the adjective ends in <b>y</b> , then replace the <b>y</b> with an <b>i</b> and add the <b>-ly</b> .	happy → happ <b>ily</b> noisy → nois <b>ily</b>
3. If the adjective ends in <b>ic</b> , then add <b>-ally</b> .	dramatic → dramati <b>cally</b> romantic → romanti <b>cally</b>
4. If the adjective ends in <b>ble</b> , then the <b>e</b> becomes a <b>y</b> .	capable → capab <b>ly</b> responsible → responsib <b>ly</b>
5. There are some irregular adverbs and these simply have to be memorized.	early → early      fast → fast good → well      late → late hard → hard      straight → straight

#### Position of Adverbs

Rules	Examples
1. The adverb usually goes after the verb it describes.	He sings <b>loudly</b> .
2. If the verb has a direct object without a preposition, the adverb should go after the object.	They cross the street <b>carefully</b> .
3. If the verb is followed by a preposition and an object, you can put the adverb in different places.	I <b>quickly</b> ran through the park. I ran <b>quickly</b> through the park. I ran through the park <b>quickly</b> .
<b>Exception:</b> Adverbs are not used to describe these verbs. (These verbs use adjectives.)	be              smell seem          sound look          feel



## A2 CHAPTER 5 SECTION 1

### REFLEXIVE PRONOUNS

Reflexive pronouns are used when the **subject** is doing the action and also receiving the action of the verb. They either end in **-self**, for singular, or **-selves**, for plural.

Examples of reflexives: **Max** cut **himself** by accident while cooking yesterday.  
**We** injured **ourselves** in the car accident.  
**Susan** wrapped her ankle by **herself** when she sprained it.

Pronoun	Reflexive Pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you (plural)	yourselves
they	themselves



# A2 CHAPTER 5 SECTION 1

## PAST PARTICLES AS ADJECTIVES

Past Participles can be used as adjectives. They can describe how someone feels.

**For example:** I am bored.

Past Participles can also describe the state or condition of a thing.

**For example:** My leg is injured.

### Formation of Past Participles

<p>1. First, use the correct form of the verb <b>to be</b> and the correct tense (present simple or past simple).</p> <p>*To review the rules of the: present simple, go to A1 Chapter 2. past simple, go to A2 Chapter 3.</p>	Present Simple	Past Simple
	<p>I <b>am</b></p> <p>You <b>are</b></p> <p>He / She / It <b>is</b></p> <p>We / They <b>are</b></p>	<p>I <b>was</b></p> <p>You <b>were</b></p> <p>He / She / It <b>was</b></p> <p>We / They <b>were</b></p>
<p>2. To form the past participle, add <b>-d</b> or <b>-ed</b> to the base form of a regular verb.</p>	<p><b>For example:</b></p> <p>injure → injured<b>d</b> (My ankle is injured<b>d</b>.) sprain → sprained<b>ed</b> (My wrist is sprained<b>ed</b>.)</p>	
<p>3. If the verb is irregular, you need to memorize the irregular form.</p>	<p>Examples of irregular past participles commonly used as adjectives in this chapter:</p> <p>break → broken      hear → heard cut → cut              hurt → hurt die → dead             take → taken</p>	

For example:

subject	+	<b>to be</b>	+	<b>past participle as adjective</b>	+	other information
The dishes		<b>are</b>		<b>washed</b>		by hand.
His foot		<b>is</b>		<b>broken.</b>		





## A2 CHAPTER 5 SECTION 2

### INDEFINITE PRONOUNS

**Indefinite pronouns** are pronouns that do not refer to a specific person, place, or thing.

Pronouns that end in **-one** or **-body** refer to people

\* **-one** is a more formal version, while **-body** is more informal

Pronouns that end in **-thing** are for things.

Pronouns that end in **-where** are for location.

For example:

#### Definite Pronoun

**Tom** made the doctor's appointment.

#### Indefinite Pronoun

**Someone** made the doctor's appointment.

Base Word	Use	Indefinite Pronoun	Example
some	Used to describe unspecified quantities or unknown things	someone	Can <b>someone</b> please help me?
		somebody	<b>Somebody</b> has a cough.
		somewhere	I have a pain <b>somewhere</b> in my leg.
		something	I need <b>something</b> to reduce my fever.
every	Used to describe a complete quantity or all	everyone	<b>Everyone</b> should try to sleep 8 hours a night.
		everybody	<b>Everybody</b> needs to drink 8 glasses of water a day.
		everywhere	Germs can be <b>everywhere</b> , so wash your hands!
		everything	Tell your doctor <b>everything</b> you are feeling.
any	Used to describe any one person, place, or thing	anyone	<b>Anyone</b> who feels ill should get some rest.
		anybody	<b>Anybody</b> can get the flu.
		anywhere	You can sit <b>anywhere</b> in the waiting room.
		anything	I went to the doctor to see if they could do <b>anything</b> about my stomachache.
no	Used to describe an absence	no one	<b>No one</b> is sick.
		nobody	<b>Nobody</b> has a toothache.
		nowhere	My son goes <b>nowhere</b> but bed when he is sick.
		nothing	I have <b>nothing</b> to give you for your fever.

The only indefinite pronouns that can be used in the **negative form** are: **anyone**, **anybody**, **anywhere**, and **anything**.

For example:

I **don't** (do not) have **anything** for my cold.

We **can't** (cannot) go **anywhere** until your fever is gone.



## A2 CHAPTER 5 SECTION 2

### “SHOULD” AND “OUGHT TO”

**Should** and **ought to** are modals used to describe obligations or advice. Both words mean the same thing, but **should** is used more commonly, while **ought to** is more formal.

**Should** and **ought to** are located after the subject of the sentence but before the infinitive.

For example:

subject	+	<b>should / ought to</b>	+	infinitive	+	other information
You		<b>should</b>		eat		more fruits and vegetables to stay healthy.
You		<b>ought to</b>		eat		more fruits and vegetables to stay healthy.
You		<b>should</b>		go		to the dentist every 6 months.
You		<b>ought to</b>		go		to the dentist every 6 months.

To form the **negative** of **should**, you need to add the word **not**. It can be a contraction as well.

For example: I **should not** exercise this week.

I **shouldn't** exercise this week.

To form the negative of **ought to**, you need to add the word **not**.

For example: You **ought not to** exercise this week.

To form questions, only use **should**. Questions using **ought to** are very formal and not used often.

For example:

<b>should</b>	+	subject	+	infinitive	+	other information
<b>Should</b>		he		take		medicine tonight?
<b>Shouldn't</b>		we		check		with the doctor?
What <b>should</b>		I		bring		to the hospital?



Section 3  
Present Perfect  
Structure



Section 3  
Present Perfect  
Tense

## A2 CHAPTER 5 SECTION 3

### PRESENT PERFECT

The present perfect is used to discuss what someone **has done**.

Uses of the present perfect	Examples
1. It is used to describe events that happened in the past and are still true now because you can see the result.	She <b>has been</b> sick for a week.
2. It is used to describe experiences in one's life.	She and I <b>have exercised</b> together for years.
3. It is also used to describe events that started in the past and are still happening now.	We <b>have been</b> seeing this doctor for 10 years now.

#### Positive Formation of the Present Perfect

subject	+	<b>to have</b>	+	<b>past participle</b>	+	other information
I		<b>have</b>		<b>sprained</b>		my ankle twice.
		<b>I've</b>		<b>sprained</b>		my ankle twice.
He		<b>has</b>		<b>fallen.</b>		
		<b>He's</b>		<b>fallen.</b>		

#### Negative Formation of the Present Perfect

I / you / we / they	<b>have not / haven't</b>	<b>past participle</b>
he / she / it	<b>has not / hasn't</b>	

For example:

We **have not broken** a body part. OR We **haven't broken** a body part.

My family **has not been** to the hospital yet. OR My family **hasn't been** to the hospital yet.

#### Questions

For example:

<b>to have</b>	+	subject	+	<b>past participle</b>	+	other information
<b>Have</b>		you		<b>taken</b>		the medicine?
<b>Has</b>		she		<b>had</b>		a high temperature?

The word **ever** is often used in present perfect questions. It is placed after the subject in the question.

For example: Have you **ever** broken your ankle? Has he **ever** had an earache?



## A2 CHAPTER 5 SECTION 3

### INDIRECT OBJECTS (DATIVE CASE)

#### I.O. = INDIRECT OBJECT

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

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

The **indirect object** answers the question "To or for whom is receiving the action of the verb?"

**For example:** The doctor gave Jeff medicine. (Ask: To or for whom is the medicine being given?)

**Indirect Object = Jeff**

The **indirect object** comes before the direct object of the sentence.

Indirect object pronouns are used to replace indirect object nouns.

**For example:** Jeff needed something for his cough. The doctor gave **Jeff** the medicine.

= Jeff needed something for his cough. The doctor gave **him** the medicine.

Instead of using an **indirect object**, you can also use a **prepositional phrase** with **to/for**.

The noun is then called the object of the preposition because it is the object in the prepositional phrase.

It still answers the question "to whom?" or "for whom?"

**For example:** The doctor gave Jeff the medicine can also be written as follows:

The doctor gave **him** the medicine. OR

The doctor gave the medicine **to him**.

**I.O.**

**prepositional phrase**

My mom bought **me** soup.

OR

My mom bought soup **for me**.

**I.O.**

**prepositional phrase**

SUBJECT PRONOUNS (Nominative Case)	DIRECT OBJECT PRONOUNS (Accusative Case)	INDIRECT OBJECT PRONOUNS (Dative Case)
I	me	me
you	you	you
he	him	him
she	her	her
it	it	it
we	us	us
they	them	them



# A2 CHAPTER 6 SECTION 1

## FUTURE TENSE

The future tense is used to talk about actions that have not happened yet.

To form the future tense, add the word **will** before the infinitive form of a verb.

subject	+	<b>will</b>	+	infinitive	+	other information
I		<b>will</b>		work		as a writer.
Later, he		<b>will</b>		talk		to the chef about the delicious dinner.

To form the negative of the future tense, add **will not** before the infinitive form of a verb.

subject	+	<b>will not</b>	+	infinitive	+	other information
They		<b>will not</b>		give		personal information to the journalist.
She		<b>will not</b>		be		the photographer for the event.

To form affirmative contractions in the future tense, combine the **pronoun** with the word **will**.

Future Tense (will)	Contraction	Example
<b>I will</b>	<b>I'll</b>	<b>I will</b> be a doctor. \ / <b>I'll</b> be a doctor.
<b>You will</b>	<b>You'll</b>	
<b>He will</b>	<b>He'll</b>	
<b>She will</b>	<b>She'll</b>	
<b>It will</b>	<b>It'll</b>	<b>They will</b> go to the same university. \ / <b>They'll</b> go to the same university.
<b>We will</b>	<b>We'll</b>	
<b>They will</b>	<b>They'll</b>	

The contraction of the negative form **will not** is simply the word **won't** for all pronouns and subjects.

For example: You **won't** show the plans to the new engineer.  
The carpenter **won't** build the chairs for the table.

Question	Answer
Will the mechanic fix the car by tomorrow?	No, he <b>will not (won't)</b> fix the car by tomorrow.
	No, he <b>will not (won't)</b> .
When will the mechanic fix the car?	He <b>will</b> fix it by Friday.
	<b>He'll</b> fix it by Friday.



# A2 CHAPTER 6 SECTION 1

## PRESENT CONTINUOUS FOR FUTURE

To discuss events that will happen in the future, you can also use the present continuous tense. It is used when there is already an arrangement, an intention, or a plan to do something later.

In order to tell the difference between present continuous (happening now) and present continuous for future (happening later), you need to include **keywords** such as **tomorrow**, **later**, **next week**, etc.

Present Continuous (happening now)	Present Continuous for Future (happening later)
The dentist is checking his teeth.	The dentist is checking his teeth <b>next Friday</b> .
The businesswoman is meeting the boss.	The businesswoman is meeting the boss <b>later today</b> .

To form the present continuous for future:

subject	+	to be (not)	+	present participle	+	other information
The new cook		is		arriving		here <b>on Tuesday</b> . (arrangement)
The explorer		is		traveling		<b>to a new island</b> . (intention)
The firefighter		is not		taking		a vacation <b>next week</b> . (plan)

To form questions using the present continuous for future:

### Closed Questions:

to be	+	subject	+	present participle	+	other information
Is		the computer programmer		working		<b>next week?</b>

### Open-ended Questions:

Question word	+	to be	+	subject	+	present participle	+	other information
When		is		the driver		coming		to pick us up <b>tonight?</b>



## A2 CHAPTER 6 SECTION 2

### 1st CONDITIONAL

We use the 1st conditional to talk about real and possible situations. It is formed using the future tense and the present simple tense together, and the order does not matter. The **if clause** is the condition, and the other part of the sentence is the result.

#### Option 1:

<b>if</b>	+	present simple	+	other information	+	future tense (will)	+	other information
<b>if</b>		I work		hard,		I will become		a manager.
<b>if</b>		you take		the new job,		you will earn		more money.

There is a **comma (,)** when the **if clause** starts the sentence.

#### Option 2:

<b>future tense (will)</b>	+	other information	+	<b>if</b>	+	present simple	+	other information
I will become		a manager		<b>if</b>		I work		hard.
You will earn		more money		<b>if</b>		you take		the new job.

There is no comma when the **if clause** does not start the sentence.

To form the negative, you will either have to use the negative of the present simple **OR** the negative of the future tense.

**Negative of present simple tense:**  
do not (don't)    does not (doesn't)

**Negative of future tense:**  
will not (won't)

The employees will have to work on Saturday if they **do not** finish their work on Friday.

The employees **won't** have to work on Saturday if they finish their work on Friday.

To form questions using the 1st conditional:

#### Closed Questions:

<b>If</b>	+	present simple	+	other information	+	future tense	+	other information
<b>If</b>		I do not receive		your email,		will you send		it again?

#### Open-ended Questions:

question word	+	future tense	+	<b>if</b>	+	present simple	+	other information
What		will happen		<b>if</b>		there is		a lot of traffic?



## A2 CHAPTER 6 SECTION 2

### REVIEW: CONTRACTIONS

There are two ways to make a contraction:

1. Pronouns with verbs are combined like this: he is not = he's not
2. Pronouns with verbs in the negative are combined like this: he is not = he isn't

#### Use with the present simple or the present continuous.

I am	I'm	are not = aren't is not = isn't	were not = weren't was not = wasn't
you are	you're		
he is	he's		
she is	she's		
it is	it's		
we are	we're		
they are	they're		

#### Use with the present perfect.

I have	I've	have not = haven't has not = hasn't
you have	you've	
he has	he's	
she has	she's	
it has	it's	
we have	we've	
they have	they've	
do not = don't does not = doesn't		did not = didn't
cannot = can't		could not = couldn't

#### Use only with the affirmative.

I would	I'd	would not = wouldn't
you would	you'd	
he would	he'd	
she would	she'd	
it would	it'd	
we would	we'd	
they would	they'd	
		should not = shouldn't





## A2 CHAPTER 6 SECTION 3

### GERUNDS

A gerund looks like a participle, but it is a **noun**. To form a gerund, take the verb and put it in its **-ing** form.

**Examples:** click → **clicking**   email → **emailing**   print → **printing**

Uses	Examples
1. As the subject of a sentence	<p><b>Becoming</b> the boss of the company is my dream.</p> <p><b>Responding</b> to emails on time is very important.</p> <p><b>Turning</b> off your computer every night is good for the battery.</p>
2. After some verbs that describe how we feel or think such as: <b>dislike</b> , <b>enjoy</b> , <b>hate</b> , <b>like</b> , <b>love</b> , and <b>suggest</b> .	<p>I <b>like printing</b> extra copies of notes.</p> <p>She <b>enjoys chatting</b> on the phone with friends.</p> <p>I <b>dislike deleting</b> files from my computer.</p>



## A2 CHAPTER 6 SECTION 3

### INFINITIVES

The infinitive is the original verb with the word “to” in front of it.

**Examples:** to read    to earn    to print

Uses	Examples
1. After some verbs such as: <b>afford, agree, arrange, ask, decide, expect, learn, need, plan, promise, wait, want</b>	He <b>arranged to have</b> the meeting in the afternoon. The employee <b>learned to use</b> to new software quickly.
2. To show the reason why you did something	He went to the office <b>to talk</b> to a colleague. She logged into the computer <b>to download</b> the file.
3. After <b>adjectives</b> (descriptive words)	<b>It is necessary to delete</b> old files from your computer once a month. <b>I am happy to send</b> a link through an email.
4. After <b>direct</b> or <b>indirect objects</b> in a sentence that are nouns or pronouns referring to a person	The boss gave John <b>the paperwork to deliver</b> to the customer. The carpenter told <b>you to print</b> the new plans yesterday.